

Name: _____

What Makes Us Different and the Same

People belong to different social classes, which means they may have more or less money, different jobs, or live in special buildings. Sometimes, people are treated unfairly because of their class, background, or even the language they speak. This is called prejudice, and it can hurt feelings and keep people apart.

Diversity means there are many kinds of people among us—different races, cultures, and ideas. When we include everyone, we learn from each other and become stronger as a group. It is important to check if we are being fair and kind to all.

If we stand up against prejudice and bring everyone together, our community can be a better, warmer place for all.



Student Name: _____

Date: _____

What Makes Us Different and the Same

People belong to different social classes, which (7)
means they may have more or less money, different (16)
jobs, or live in special buildings. Sometimes, (23)
people are treated unfairly because of their (30)
class, background, or even the language they (37)
speak. This is called prejudice, and it can hurt (46)
feelings and keep people apart. (51)
Diversity means there are many kinds of people (59)
among us—different races, cultures, and ideas. (65)
When we include everyone, we learn from each other (74)
and become stronger as a group. It is important to (84)
check if we are being fair and kind to all. (94)
If we stand up against prejudice and bring (102)
everyone together, our community can be a better, (110)
warmer place for all. (114)

Comprehension Questions:

Literal Question:

What does diversity mean?

Answer:

Many kinds of people among us.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why is it good to include people who are different from us?

Answer:

It helps us learn and become stronger together.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does prejudice mean in this passage?

Answer:

Unfair treatment of people who are different.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL V Grade Level: 5 Word Count: 114

Total Words Read: _____

Errors: _____

WCPM: (total words read — errors = WCPM) _____

WCPM: Below grade level At grade level Above grade level

Prosody: 1 2 3 4

Comprehension: _____ / 3 correct

How to Administer the Fluency Passage Assessment

Assess Oral Reading Fluency

- Give the student a copy of the passage. **Set a timer or stopwatch for 1 minute.**
- Ask the student to begin reading. As the student reads aloud, assess prosody and mark errors and self-corrections on the evaluation copy using the following guides.
- **Stop the student when one minute has passed.** Take note of the last word the student read.
- Score the passage on the evaluation copy according to the **Scoring Guide**. Use the following chart to compare grade level norms for words correctly read per minute.

Marking Conventions	
Attempted Word = Substitution Error	✓ = Accurate Word Reading
^ = Insertion Error	Attempted Word S/C = Self Correction
— = Omission Error	R = Repetition
— = Omission Error	R = Repetition
T = Intervention Error (telling student the word)	

Prosody Rubric	1	2	3	4
Expression and Volume	monotone or quiet	some expression	appropriate expression	varied, natural expression
Phrasing	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
Smoothness	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
Pace	too slow or too fast	uneven pace	generally appropriate pace	consistent, conversational pace

Grade Level Norms (WCPM) *							
Grade	Fall	Winter	Spring	Grade	Fall	Winter	Spring
First	0 - 10	10 - 50	30 - 90	Fourth	70 - 120	80 - 130	90 - 140
Second	30 - 80	50 - 100	70 - 130	Fifth	80 - 130	90 - 140	100 - 150
Third	50 - 110	70 - 120	80 - 140	Sixth	90 - 140	100 - 150	110 - 160

* Rasinski Words Correct Per Minute Target Rates

Fluency Builder: What Makes Us Different and the Same

Passage Details

Grade Level: 5

Reading Level: F&P GRL V

Word Count: 114

High-Frequency Words

among, bring, building, check, language

Suggestions for Use

Increase Exposure to High-Frequency Words

- Before reading, introduce the list of high-frequency words in the passage.
- Find the words in the passage. Highlight or underline the words.

Illustrate and Label Extension Activity

- Have students draw and label items mentioned in the passage.

Link to Writing or Discussion

- Encourage knowledge transfer and personal connection by asking:
"Describe a time you saw someone being treated unfairly."
"How can you help make your class a welcoming place?"

Use for Repeated Readings

Day 1: Teacher reads aloud, then echo read

Day 2: Partner reading

Day 3: One-minute fluency timing and WCPM tracking

Day 4: Performance reading (with expression!)