

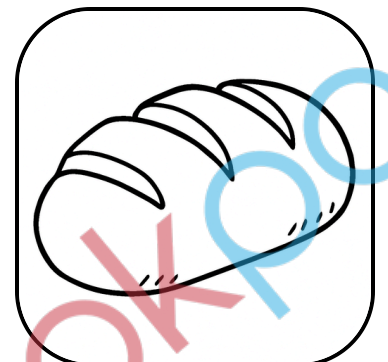
Name: _____

Life in the 1930s: Hard Times and Helping Hands

The Great Depression happened many years ago. It was a time when thousands of people lost their jobs and could not bring home enough money. Families had to find ways to get by with less. For many, even basic things like bread or shoes became hard to find.

In small towns and on farms, life was different than in cities. People often grew their own food and shared what they had with neighbors. There were not as many machines or cars, and many roads were dirt, not paved. If someone needed help, others in the community were quick to lend a hand.

Times were tough, but people stood strong together. Working as a team helped everyone make it through those deep, dark days.



Student Name: _____

Date: _____

Life in the 1930s: Hard Times and Helping Hands

The Great Depression happened many years ago. It (8)

was a time when thousands of people lost their (17)

jobs and could not bring home enough money. (25)

Families had to find ways to get by with less. For (36)

many, even basic things like bread or shoes became (45)

hard to find. (48)

In small towns and on farms, life was different (57)

than in cities. People often grew their own food (66)

and shared what they had with neighbors. There (74)

were not as many machines or cars, and many roads (84)

were dirt, not paved. If someone needed help, (92)

others in the community were quick to lend a hand. (102)

Times were tough, but people stood strong (109)

together. Working as a team helped everyone make (117)

it through those deep, dark days. (123)

Comprehension Questions:

Literal Question:

What did families have less of during the Great Depression?

Answer:

Money and basic things like bread or shoes.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why did people help each other in small towns?

Answer:

Helping made life easier for everyone.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'bring' mean in 'could not bring home enough money'?

Answer:

To take or carry something to a place.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL V Grade Level: 5 Word Count: 123

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: Life in the 1930s: Hard Times and Helping Hands

Passage Details

Grade Level: 5

Reading Level: F&P GRL V

Word Count: 123

High-Frequency Words

ago, bread, bring, deep, thousands

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 helped someone in your community."
"How do you think life was different without many machines?"

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!)