

Name: \_\_\_\_\_

## Jazz: The Heartbeat of the 1930s

Jazz is a style of music that became very popular in the United States in the 1930s. It was created among African American communities and quickly spread across the country. Jazz was special because it included new sounds, strong rhythms, and feelings that could fill a room.

Many jazz bands traveled from city to city to play their music. People would wait in long lines on the street just to hear them. Jazz gave people hope during hard times, bringing them together like a big circle of friends. Instruments like the trumpet, saxophone, and piano played important parts in every song.

Jazz music is still known today for its power to bring joy, connect people, and make every place feel full of life.



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Jazz: The Heartbeat of the 1930s

Jazz is a style of music that became very popular (10)

in the United States in the 1930s. It was created (20)

among African American communities and quickly (26)

spread across the country. Jazz was special (33)

because it included new sounds, strong rhythms, (40)

and feelings that could fill a room. (47)

Many jazz bands traveled from city to city to play (57)

their music. People would wait in long lines on (66)

the street just to hear them. Jazz gave people (75)

hope during hard times, bringing them together (82)

like a big circle of friends. Instruments like the (91)

trumpet, saxophone, and piano played important (97)

parts in every song. (101)

Jazz music is still known today for its power to (111)

bring joy, connect people, and make every place (119)

feel full of life. (123)

### Comprehension Questions:

#### Literal Question:

What style of music became popular in the 1930s?

#### Answer:

Jazz

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Inferential Question:

Why do you think jazz helped people feel hope?

#### Answer:

It brought people together and made them happy.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Vocabulary Question:

What does 'included' mean in this passage?

#### Answer:

It means something was part of jazz music.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

### Notes:

### Scoring Guide

Text Level: F&P GRL U 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
<b>Expression and Volume</b>	monotone or quiet	some expression	appropriate expression	varied, natural expression
<b>Phrasing</b>	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
<b>Smoothness</b>	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
<b>Pace</b>	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
<b>First</b>	0 - 10	10 - 50	30 - 90	<b>Fourth</b>	70 - 120	80 - 130	90 - 140
<b>Second</b>	30 - 80	50 - 100	70 - 130	<b>Fifth</b>	80 - 130	90 - 140	100 - 150
<b>Third</b>	50 - 110	70 - 120	80 - 140	<b>Sixth</b>	90 - 140	100 - 150	110 - 160

\* Rasinski Words Correct Per Minute Target Rates

## Fluency Builder: Jazz: The Heartbeat of the 1930s

### Passage Details

Grade Level: 5

Reading Level: F&P GRL U

Word Count: 123

### High-Frequency Words

among, circle, included, known, wait

### 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 how jazz might make someone feel."  
"Why is music important in bringing people together?"

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!)