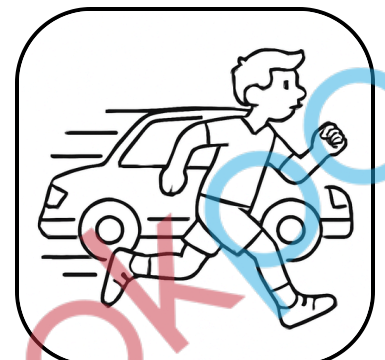


Name: _____

Telling Tall Tales: Stories That Stretch the Truth

Tall tales are a special kind of story that make people laugh and imagine. In a tall tale, the main idea is to tell about things that could never really happen. For example, a person might run faster than a car or eat enough food to feed a whole city! These stories often begin with something real, but then add wild and funny details along the way.

People have always liked sharing tall tales with family and friends. Sometimes, they talk about big problems, but the hero finds a creative way to solve them. The stories might seem real at first, but soon you notice they are just for fun. Tall tales help us use our eyes and our minds to decide what is true and what is made up.



Student Name: _____

Date: _____

Telling Tall Tales: Stories That Stretch the Truth

Tall tales are a special kind of story that make (10)
people laugh and imagine. In a tall tale, the main (20)
idea is to tell about things that could never (29)
really happen. For example, a person might run (37)
faster than a car or eat enough food to feed a (48)
whole city! These stories often begin with (55)
something real, but then add wild and funny (63)
details along the way. (67)
People have always liked sharing tall tales with (75)
family and friends. Sometimes, they talk about big (83)
problems, but the hero finds a creative way to (92)
solve them. The stories might seem real at first, (101)
but soon you notice they are just for fun. Tall (111)
tales help us use our eyes and our minds to decide (122)
what is true and what is made up. (130)

Comprehension Questions:

Literal Question:

What is a tall tale?

Answer:

A story with events that can't really happen.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do people enjoy making up tall tales?

Answer:

Because they are funny and use imagination.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'add' mean in the text?

Answer:

To include more details or ideas.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL P Grade Level: 3 Word Count: 130

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: Telling Tall Tales: Stories That Stretch the Truth

Passage Details

Grade Level: 3

Reading Level: F&P GRL P

Word Count: 130

High-Frequency Words

add, along, car, city, eyes

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:
"Tell about a tall tale you have heard or made up."
"Why is it important to know if a story is real or made up?"

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!)