

Name: _____

Why Recipes and Routines Matter

Cooking is a way that people turn food into meals. A recipe is a list of steps that show how to make something, like soup or cake. The steps might include words like slice, stir, or add. Each step is important.

People often cook together. When they do, they usually follow a routine. Each person might have a special job, like cutting vegetables or stirring the pot. When everyone does their part, the food can be ready sooner.

Routines help everyone because they help us know what we should do, when we should do things, and what we can expect when we follow the routine. Sometimes routines change and that can be hard. But working together makes a change in routine easier.



Student Name: _____

Date: _____

Why Recipes and Routines Matter

Cooking is a way that people turn food into meals. (10)

A recipe is a list of steps that show how to make (22)

something, like soup or cake. The steps might (30)

include words like slice, stir, or add. Each step (39)

is important. (41)

People often cook together. When they do, they (50)

usually follow a routine. Each person might have (59)

a special job, like cutting vegetables or stirring (67)

the pot. When everyone does their part, the food (76)

can be ready sooner. (80)

Routines help everyone because they help us know (88)

what we should do, when we should do things, and (98)

what we can expect when we follow the routine. (107)

Sometimes routines change and that can be hard. (115)

But working together makes a change in routine (123)

easier. (124)

Comprehension Questions:

Literal Question:

What does a recipe show you how to do?

Answer:

It shows how to make something using steps.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might routines make people feel safe?

Answer:

They help people know what to expect.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'add' mean in cooking?

Answer:

It means to put something into the food.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL N Grade Level: 3 Word Count: 124

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: Why Recipes and Routines Matter

Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 124

High-Frequency Words

food, add, together, might, hard

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 routine you follow at home or school."
"Why is it important to work together when cooking?"

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!)