

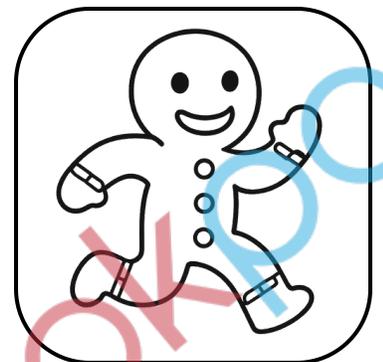
Name: _____

The Runaway Cookie: A Classic Tale

Have you ever heard of a cookie that could run? In a famous old story, a gingerbread man comes to life. He jumps off the baking tray and begins to run away from the people who want to eat him.

Along the way, he meets different animals and people, but he is always just a little too fast for them.

The Gingerbread Man runs along telling everyone, "Run, run, as fast as you can! You can't catch me—I'm the Gingerbread Man!" He says that nobody can catch him. But then, he meets a clever fox near a river. The fox offers to carry him across the water. When they get to the other side, the fox eats the cookie! This story shows how being too sure of yourself can sometimes lead to trouble.



Student Name: _____

Date: _____

The Runaway Cookie: A Classic Tale

Have you ever heard of a cookie that could run? In (11)
a famous old story, a gingerbread man comes to (20)
life. He jumps off the baking tray and begins to (30)
run away from the people who want to eat him. (40)
Along the way, he meets different animals and (48)
people, but he is always just a little too fast (58)
for them. (60)
The Gingerbread Man runs along telling everyone, (67)
“Run, run, as fast as you can! You can't catch (77)
me—I'm the Gingerbread Man!” He says that (84)
nobody can catch him. But then, he meets a clever (94)
fox near a river. The fox offers to carry him (104)
across the water. When they get to the other side, (114)
the fox eats the cookie! This story shows how (123)
being too sure of yourself can sometimes lead to (132)
trouble. (133)

Comprehension Questions:

Literal Question:

What happens to the gingerbread man at the end of the story?

Answer:

The fox eats him.

Student Answer:

_____ **Correct** _____ **Incorrect**

Inferential Question:

Why do you think the fox was able to catch the gingerbread man?

Answer:

The fox was clever and tricked him.

Student Answer:

_____ **Correct** _____ **Incorrect**

Vocabulary Question:

What does the word 'carry' mean in this passage?

Answer:

To take someone or something from one place to another.

Student Answer:

_____ **Correct** _____ **Incorrect**

Notes:

Scoring Guide

Text Level: F&P GRL O **Grade Level:** 3 **Word Count:** 133

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: The Runaway Cookie: A Classic Tale

Passage Details

Grade Level: 3

Reading Level: F&P GRL O

Word Count: 133

High-Frequency Words

along, always, begin, eat, river

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 when you tried to escape something."
"Why do you think stories use repeating rhymes or patterns?"

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!)