

Name: _____

Building Strong Houses: The Story of Three Little Pigs

The story of three little pigs is a famous fairy tale known across the world. In this tale, each pig builds a house to protect himself from a big, bad wolf. One house is made of straw, another is made of sticks, and the third is made of strong bricks. The wolf tries to blow each house down. The straw and stick houses fall fast, but the brick house stands strong against the wind.

This story teaches an important lesson. It shows that taking your time and working hard leads to better results. The brick house took the most effort, but it was the best home for safety. People remember this tale because it shows how smart planning can solve a big problem.



Student Name: _____

Date: _____

Building Strong Houses: The Story of Three Little Pigs

The story of three little pigs is a famous fairy (10)
tale known across the world. In this tale, each (19)
pig builds a house to protect himself from a big, (29)
bad wolf. One house is made of straw, another is (39)
made of sticks, and the third is made of strong (49)
bricks. The wolf tries to blow each house down. (58)
The straw and stick houses fall fast, but the (67)
brick house stands strong against the wind. (74)
This story teaches an important lesson. It shows (82)
that taking your time and working hard leads to (91)
better results. The brick house took the most (99)
effort, but it was the best home for safety. (108)
People remember this tale because it shows how (116)
smart planning can solve a big problem. (123)

Comprehension Questions:

Literal Question:

What were the three houses made from?

Answer:

Straw, sticks, and bricks.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might someone choose a brick house over a straw house?

Answer:

It is stronger and safer.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'across' mean in the passage?

Answer:

It means all over or everywhere.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL Q Grade Level: 4 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
Λ = 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: Building Strong Houses: The Story of Three Little Pigs

Passage Details

Grade Level: 4

Reading Level: F&P GRL Q

Word Count: 123

High-Frequency Words

across, against, better, fast, wind

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:
"Share a time you solved a problem by working hard."
"What makes a good home strong and safe?"

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!)