

Name: _____

The Magic of Make-Believe

Have you ever played a game where you pretended to be someone else, like a superhero or a wizard? This is called pretend play, and it lets your mind explore new worlds. You might use a stick as a magic wand or say a spell to make things change, even if nothing moves in real life.

Pretend play is a great way to use your imagination. It helps you think of different ways things could be, even if they are not real. You can play alone or with another friend. Sometimes, people dress up in costumes or use special words to make the game feel more real.

Magic in pretend play means making things happen with your mind, not your hand. It is fun to try new ideas and see what stories you can create!



Student Name: _____

Date: _____

The Magic of Make-Believe

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be someone else, like a superhero or a wizard? (19)

This is called pretend play, and it lets your mind (29)

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magic wand or say a spell to make things change, (49)

even if nothing moves in real life. (56)

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people dress up in costumes or use special words (100)

to make the game feel more real. (107)

Magic in pretend play means making things happen (115)

with your mind, not your hand. It is fun to try (126)

new ideas and see what stories you can create! (135)

Comprehension Questions:

Literal Question:

What is pretend play?

Answer:

Playing games where you imagine being someone else.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do you think costumes make pretend play more fun?

Answer:

They help you feel like a real character.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'spell' mean in pretend play?

Answer:

A magic word that makes things happen.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL M Grade Level: 2 Word Count: 135

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 Magic of Make-Believe

Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 135

High-Frequency Words

another, change, hand, spell, try

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 your favorite pretend play game."
"If you had a magic wand, what would you do with it?"

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!)