

Name: _____

What Makes Fantasy Stories Magical?

Fantasy stories often take us to places that don't exist in real life. In these tales, you might see witches flying high above the ground or dragons with fire coming from their mouths. Magic is a big part of fantasy. People and animals can do things that are impossible in our world.

Sometimes, animals in fantasy stories can talk or walk on two feet. They might even join a group of friends on an adventure. These stories can add excitement by including magical objects, like a broomstick that can carry more than one person.

It's important to remember that fantasy stories are not real, but they let us imagine what life might be like in a world of wonders. That's what makes reading them so much fun!



Student Name: _____

Date: _____

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don't exist in real life. In these tales, you (17)
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is a big part of fantasy. People and animals can (44)
do things that are impossible in our world. (52)
Sometimes, animals in fantasy stories can talk or (60)
walk on two feet. They might even join a group of (71)
friends on an adventure. These stories can add (79)
excitement by including magical objects, like a (86)
broomstick that can carry more than one person. (94)
It's important to remember that fantasy stories (101)
are not real, but they let us imagine what life (111)
might be like in a world of wonders. That's what (121)
makes reading them so much fun! (127)

Comprehension Questions:

Literal Question:

What do animals sometimes do in fantasy stories?

Answer:

They can talk or walk on two feet.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might people enjoy reading about magical worlds?

Answer:

They are exciting and let us imagine new things.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does the word 'above' mean in the passage?

Answer:

It means high up or over something.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL O Grade Level: 3 Word Count: 127

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: What Makes Fantasy Stories Magical?

Passage Details

Grade Level: 3

Reading Level: F&P GRL O

Word Count: 127

High-Frequency Words

above, add, carry, group, life

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 magical creature you would like to meet."
"Explain why some stories have talking animals."

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!)