

Name: \_\_\_\_\_

## Real or Make-Believe?

Some stories are about things that could really happen. These are called realistic fiction stories. For example, a story about a girl who goes to school is real because kids go to school every day.

Other stories are about things that cannot happen in real life. These stories are called make-believe or fantasy. In fantasy stories, things like animals talking or toys coming to life can happen! Authors use their imagination to make these stories fun and exciting.

It is important to know if a story is realistic or make-believe. Both kinds of stories can make us smile and help us learn new things. Next time you read, see if you can find out which kind of story it is!



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Real or Make-Believe?

Some stories are about things that could really (8)  
happen. These are called realistic fiction (14)  
stories. For example, a story about a girl who (23)  
goes to school is real because kids go to school (33)  
every day. (35)  
Other stories are about things that cannot happen (43)  
in real life. These stories are called (50)  
make-believe or fantasy. In fantasy stories, (56)  
things like animals talking or toys coming to life (65)  
can happen! Authors use their imagination to make (73)  
these stories fun and exciting. (78)  
It is important to know if a story is realistic or (89)  
make-believe. Both kinds of stories can make us (97)  
smile and help us learn new things. Next time you (107)  
read, see if you can find out which kind of story (118)  
it is! (120)

### Comprehension Questions:

#### Literal Question:

What is a fantasy story?

#### Answer:

A story about things that cannot happen in real life.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Inferential Question:

Why do authors use imagination in stories?

#### Answer:

To make stories fun and exciting.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Vocabulary Question:

What does 'real' mean in this passage?

#### Answer:

Something that could really happen.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

### Notes:

### Scoring Guide

Text Level: F&P GRL H Grade Level: 1 Word Count: 120

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
<b>Expression and Volume</b>	monotone or quiet	some expression	appropriate expression	varied, natural expression
<b>Phrasing</b>	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
<b>Smoothness</b>	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
<b>Pace</b>	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
<b>First</b>	0 - 10	10 - 50	30 - 90	<b>Fourth</b>	70 - 120	80 - 130	90 - 140
<b>Second</b>	30 - 80	50 - 100	70 - 130	<b>Fifth</b>	80 - 130	90 - 140	100 - 150
<b>Third</b>	50 - 110	70 - 120	80 - 140	<b>Sixth</b>	90 - 140	100 - 150	110 - 160

\* Rasinski Words Correct Per Minute Target Rates

## Fluency Builder: Real or Make-Believe?

### Passage Details

Grade Level: 1

Reading Level: F&P GRL H

Word Count: 120

### High-Frequency Words

about, are, day, find, called

### 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 something you wish could happen in a story."  
"Tell about a make-believe idea you would like to read about."

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!)