

Name: _____

Real and Make-Believe Dinosaurs

Dinosaurs were real animals that lived a long time ago. They were here before people lived on Earth. Some dinosaurs were big, and some were small. Today, scientists study dinosaur bones to learn about these amazing creatures.

Now, dinosaurs do not live around us anymore. They are extinct, which means they are gone from the world. But in stories, we can use our imagination to bring dinosaurs back! Picture books can show dinosaurs in funny or different places, like in a classroom or at home. This is pretend, not real life, but it helps us have fun and think about new ideas.

It is good to know the difference between what is real and what is make-believe. Using our imagination can make reading even more exciting!



Student Name: _____

Date: _____

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Comprehension Questions:

Literal Question:

What does extinct mean?

Answer:

Gone from the world.

Student Answer:

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

Inferential Question:

Why do you think people like to imagine dinosaurs today?

Answer:

It is fun and helps us think of new ideas.

Student Answer:

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

Vocabulary Question:

What is an "imagination"?

Answer:

The ability to make up ideas in your mind.

Student Answer:

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

Notes:

Scoring Guide

Text Level: F&P GRL L **Grade Level:** 2 **Word Count:** 126

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: Real and Make-Believe Dinosaurs

Passage Details

Grade Level: 2

Reading Level: F&P GRL L

Word Count: 126

High-Frequency Words

animals, around, before, home, world

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 place where you would imagine seeing a dinosaur."
"Why do you think stories use pretend and real things together?"

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!)