

Name: _____

Let Your Imagination Soar

Imagination is the power to create pictures or ideas in your mind. Authors often use imagination to take readers to new places. Sometimes, these stories or poems are about things that could never happen in real life. For example, you might read about talking animals or a city built above the clouds.

These fantasy ideas make reading fun and exciting. They help us think in new ways and see the world differently. Authors might add strange or funny details to help us laugh or wonder about what might be possible. Even if something is not real, it can still teach us important lessons.

When you read, keep your eyes open for clues that show a story is using imagination. It makes every story a new adventure!



Student Name: _____

Date: _____

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When you read, keep your eyes open for clues that (113)

show a story is using imagination. It makes every (122)

story a new adventure! (126)

Comprehension Questions:

Literal Question:

What is imagination?

Answer:

The power to create pictures or ideas in your mind.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might authors use fantasy in their stories?

Answer:

To make stories fun and help readers think in new ways.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'important' mean in this text?

Answer:

Something that matters or helps us learn.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL N Grade Level: 3 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: Let Your Imagination Soar

Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 126

High-Frequency Words

above, add, city, eyes, important

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 you could visit only in your imagination."
"How does reading fantasy make you feel?"

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!)