

Name: _____

Exploring Space, Time, and Dimensions

Did you know that our universe is more than just what we see? Space is not only wide and long—it also has depth, like the length of your arms.

These are three dimensions: length, width, and height. Everything around us, from a soft pillow to a window, has these three dimensions.

Scientists believe that time is a fourth dimension. Time is what lets us describe events as happening in the past, present, or future. Some think there could even be more dimensions besides these four, but we can't see them with our eyes.

Learning about dimensions helps us understand amazing things in science. It shows us that the universe is more beautiful and mysterious than we might think!



Student Name: _____

Date: _____

Exploring Space, Time, and Dimensions

Did you know that our universe is more than just (10)

what we see? Space is not only wide and long—it (20)

also has depth, like the length of your arms. (29)

These are three dimensions: length, width, and (36)

height. Everything around us, from a soft pillow (44)

to a window, has these three dimensions. (51)

Scientists believe that time is a fourth (58)

dimension. Time is what lets us describe events as (67)

happening in the past, present, or future. Some (75)

think there could even be more dimensions besides (83)

these four, but we can't see them with our eyes. (93)

Learning about dimensions helps us understand (99)

amazing things in science. It shows us that the (108)

universe is more beautiful and mysterious than we (116)

might think! (118)

Comprehension Questions:

Literal Question:

What are the three dimensions we can see?

Answer:

Length, width, and height.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why might scientists study dimensions we can't see?

Answer:

To discover more about the universe.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'present' mean as used in the text?

Answer:

It means what is happening right now.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL W Grade Level: 6 Word Count: 118

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: Exploring Space, Time, and Dimensions

Passage Details

Grade Level: 6

Reading Level: F&P GRL W

Word Count: 118

High-Frequency Words

arms, beautiful, believe, length, window

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 how you use dimensions in everyday life."
"Why do you think time is called a dimension?"

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!)