

Name: _____

How Science Changes What We Know

Science is a way to learn about the world. Scientists begin by asking questions. They come up with ideas, called hypotheses, about how things work. Then, they test these ideas with experiments to see if they are right.

Sometimes, scientists find new information that does not fit their old ideas. When this happens, they might change what they thought before. This is an important part of science. It helps us get closer to the real answers about our world.

For example, scientists once thought dinosaurs were slow. Later, they found new bones and began to believe some dinosaurs could run fast. Science does not stop. It keeps growing as we add new facts and watch for what comes next.



Student Name: _____

Date: _____

How Science Changes What We Know

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with ideas, called hypotheses, about how things (24)

work. Then, they test these ideas with experiments (32)

to see if they are right. (38)

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For example, scientists once thought dinosaurs (85)

were slow. Later, they found new bones and began (94)

to believe some dinosaurs could run fast. Science (102)

does not stop. It keeps growing as we add new (112)

facts and watch for what comes next. (119)

Comprehension Questions:

Literal Question:

What do scientists do when they find new information?

Answer:

They might change what they thought before.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why is it good for scientists to change their ideas?

Answer:

It helps us learn and discover more truth.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does "hypotheses" mean in the passage?

Answer:

Ideas about how things work.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL O Grade Level: 3 Word Count: 119

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: How Science Changes What We Know

Passage Details

Grade Level: 3

Reading Level: F&P GRL O

Word Count: 119

High-Frequency Words

add, begin, important, real, watch

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 time you learned something new and changed your mind."
"Why do you think science is always growing and changing?"

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!)