

Name: _____

Becoming a Science Detective

When you observe like a scientist, you use your senses to learn about the world. You might use your eyes to look closely at a rock or your hands to feel if it is rough or smooth. Sometimes, you can even use a magnifying glass to see tiny details that you might miss with just your eyes.

Scientists often add notes to a journal or draw pictures of what they see. They might watch how objects change over time. It is important to keep your notes together so you do not lose any ideas.

You can also sort things into groups. For example, you can group rocks by color, size, or how hard they are. This helps you understand how things are alike or different. Being curious helps you discover new things every day!



Student Name: _____

Date: _____

Becoming a Science Detective

When you observe like a scientist, you use your (9)
senses to learn about the world. You might use (18)
your eyes to look closely at a rock or your hands (29)
to feel if it is rough or smooth. Sometimes, you (39)
can even use a magnifying glass to see tiny (48)
details that you might miss with just your eyes. (57)
Scientists often add notes to a journal or draw (66)
pictures of what they see. They might watch how (75)
objects change over time. It is important to keep (84)
your notes together so you do not lose any ideas. (94)
You can also sort things into groups. For example, (103)
you can group rocks by color, size, or how hard (113)
they are. This helps you understand how things are (122)
alike or different. Being curious helps you (129)
discover new things every day! (134)

Comprehension Questions:

Literal Question:

What tool can help you see tiny details?

Answer:

A magnifying glass.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why do scientists keep their notes together?

Answer:

So they do not lose important ideas.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does 'observe' mean in this passage?

Answer:

To look at and notice details.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL P Grade Level: 3 Word Count: 134

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: Becoming a Science Detective

Passage Details

Grade Level: 3

Reading Level: F&P GRL P

Word Count: 134

High-Frequency Words

add, being, every, eyes, together

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 used your senses to learn something new."
"List ways you could sort a group of objects at home."

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!)