

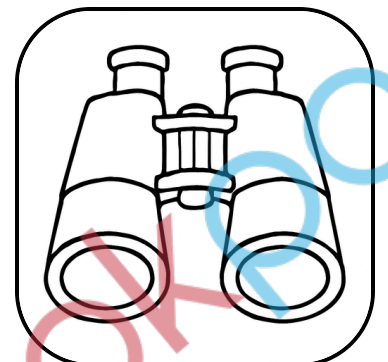
Name: \_\_\_\_\_

# How Scientists Predict the Weather

Scientists use their eyes and tools to watch the sky and air. They notice if the clouds move, if the wind is strong, or if the sun is bright. After they watch, they use what they see to guess what the weather will do next.

This is called making a prediction. A prediction is a smart guess about what might happen. Sometimes, scientists are right, and sometimes they are not. That is okay, because each time, they learn something new and try again.

You can be a scientist, too! Look around your home or school. Try to notice changes in the world and make your own predictions. It is fun to see if your guesses are correct!



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### How Scientists Predict the Weather

Scientists use their eyes and tools to watch the (9)

sky and air. They notice if the clouds move, if (19)

the wind is strong, or if the sun is bright. After (30)

they watch, they use what they see to guess what (40)

the weather will do next. (45)

This is called making a prediction. A prediction (53)

is a smart guess about what might happen. (61)

Sometimes, scientists are right, and sometimes (67)

they are not. That is okay, because each time, (76)

they learn something new and try again. (83)

You can be a scientist, too! Look around your home (93)

or school. Try to notice changes in the world and (103)

make your own predictions. It is fun to see if (113)

your guesses are correct! (117)

### Comprehension Questions:

#### Literal Question:

What do scientists use to watch the weather?

#### Answer:

Their eyes and tools.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Inferential Question:

Why do you think scientists keep making predictions?

#### Answer:

To learn more each time.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

#### Vocabulary Question:

What does 'prediction' mean in this passage?

#### Answer:

A smart guess about what might happen.

#### Student Answer:

\_\_\_\_\_ Correct \_\_\_\_\_ Incorrect

### Notes:

### Scoring Guide

Text Level: F&P GRL M Grade Level: 2 Word Count: 117

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
<b>Expression and Volume</b>	monotone or quiet	some expression	appropriate expression	varied, natural expression
<b>Phrasing</b>	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
<b>Smoothness</b>	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
<b>Pace</b>	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
<b>First</b>	0 - 10	10 - 50	30 - 90	<b>Fourth</b>	70 - 120	80 - 130	90 - 140
<b>Second</b>	30 - 80	50 - 100	70 - 130	<b>Fifth</b>	80 - 130	90 - 140	100 - 150
<b>Third</b>	50 - 110	70 - 120	80 - 140	<b>Sixth</b>	90 - 140	100 - 150	110 - 160

\* Rasinski Words Correct Per Minute Target Rates

## Fluency Builder: How Scientists Predict the Weather

### Passage Details

Grade Level: 2

Reading Level: F&P GRL M

Word Count: 117

### High-Frequency Words

again, after, air, 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 time you made a prediction."  
"What could you observe to predict the weather?"

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!)