Congratulations on your purchase of the Really Good Stuff® Fluency For Comprehension Passages: Grade 3, an informal assessment tool to help students develop fluency and comprehension independently, in pairs, or at home. This product includes leveled-reading passages with comprehension questions, record sheets, a letter to families, and a CD for accessing the reproducible material. Through modeling and scaffolding, students are taught to evaluate their accuracy, rate, expression, and comprehension, as well as to collect and maintain data in these areas. In addition to improving fluency and comprehension, they will increase self-efficacy and confidence.

Meeting Common Core State Standards
The Really Good Stuff Fluency For Comprehension Passages aligns with the following English Language Arts Standards:
Fluency
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
  a. Read on-level text with purpose and understanding.
  b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Reading
Range of Reading and Level of Text Complexity
Anchor Standard 10 Read and comprehend complex literary and informational texts independently and proficiently.

This Really Good Stuff product includes:
• 30 Write Again™ Leveled Passages with Comprehension Questions
• 12 Folders (included with Fluency for Comprehension Kit, Grade 3 #306374)
• 1 CD with Reproducibles
• This Really Good Stuff Teaching Guide

Research shows a direct correlation between fluency and comprehension. Fluency instruction, practice, and assessment are necessary to develop fluency. Repeated oral reading builds fluency and overall reading achievement.

Managing Fluency For Comprehension Passages
• You may choose to keep the Leveled Passages in a three-ring binder and make copies for marking as needed.
• All passages and reproducibles are available for copying from the CD.

What Is Reading Fluency?
Reading fluency is the ability to decode and comprehend text at the same time. When reading aloud, fluent readers sound natural, as if they are speaking to someone. Their reading is accurate, quick, and uses proper expression. In contrast, dysfluent readers make more errors, lack expression, and read more slowly and laboriously. Based on these observable differences, oral reading fluency can be easily assessed within 60 seconds (Rasinski, 2004). Using repeated, one-minute timed readings of these Leveled Passages, you can informally assess your students’ fluency and prepare them for formal assessments.

Avoid Equating Fast with Fluent
As noted above, fluency sounds like conversation. In some schools, there is a tendency to place too much emphasis on improving reading rate. Students are encouraged to beat their scores, even when they are already reading at a satisfactory rate. This misplaced emphasis on speed over meaning eclipses meaningful reading and is not a good use of time. Students’ reading rates will improve as students become naturally more efficient and confident in decoding words. Don’t speed! Read!

Fluency Instruction & Practice Guidelines
Fluency instruction leads to impressive gains when it provides regular opportunities for expressive, repeated readings coupled with coaching. The comprehension questions and fluency rubric on each Leveled Passage provide structure for coaching from you, peers, and families, as well as for self-analysis.

When Should Fluency Practice Begin?
Fluency instruction begins when students can read connected text with 90% or better accuracy (usually in the middle of first grade). However, fluency practice using
repeated readings, including poetry and readers’ theater, may begin as early as at the point when students are reading connected text. It is important not to emphasize rate too early, as that can have a detrimental effect on students’ accuracy. It is not recommended that you time readers’ reading rates before this 90% or better accuracy rate. Use the passages for enjoyment, practice, and informal assessment through observation for those readers who are not ready to be timed.

**Appropriate Levels Are Paramount**

It is critical to select the appropriate literature for instructional and independent reading. Regardless of how well a student already reads, high error rates are negatively correlated with growth, while low error rates are positively linked with growth. Place students in a text that gives them a sense of control and comfort. So, for fluency practice and timed readings, students should be reading within their independent reading level (see chart below).

<table>
<thead>
<tr>
<th>Reading Level</th>
<th>Description</th>
<th>Suggested Accuracy Level</th>
<th>Purpose for Reading Text at this Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>1 in 20 difficult words</td>
<td>95-100%</td>
<td>independent reading with little or no instruction</td>
</tr>
<tr>
<td>Instructional</td>
<td>1 in 10 difficult words</td>
<td>90-94%</td>
<td>small group, guided reading, with instruction</td>
</tr>
<tr>
<td>Frustrational</td>
<td>more than 1 in 10 difficult words</td>
<td>less than 90%</td>
<td>only with intensive teacher support</td>
</tr>
</tbody>
</table>

**Collecting Fluency Data**

Three reproducibles are provided for you and your students to monitor progress throughout the year:

1. **Student Fluency Progress Record:** For students to track their data. In addition to graphing their Words Correct Per Minute (WCPM), students also record their accuracy, rate, expression, and comprehension score. The symbols for these criteria are the same on the folder and the back of the passages. There is space to graph three passages for three different passages per reproducible page. Similar graphs are on the inside of the folder.
2. **WCPM Roster:** For you to track your class’ WCPM in the fall, winter, and spring.
3. **Oral Fluency Tracker:** For you to track each student individually with more detail. It includes space for WCPM, comprehension scores, accuracy, rate, and expression, as well as anecdotal notes.

**Timed Readings**

Before students practice timed repeated readings and collect their own data, model the steps and monitor them in this process. It may take many practice sessions before young readers are ready to take on timed readings independently; practice time invested up front pays off later.

- Show students how to gather materials, complete record sheets, and put materials away.
- Teach students how to complete a timed reading by using a stopwatch, underlining errors and marking the stop point, using different-colored pencils or dry erase markers for each reading.
- Teach students how to compute WCPM. The formula is shown on the folder and below:

\[
\text{WCPM} = \frac{\text{Total Words Read in 1 Minute} - \text{Errors}}{\text{Total Words Read in 1 Minute}}
\]

(Example: Jake read 95 words in one minute with 5 errors, giving him a WCPM score of 90.)
Fluency For Comprehension Passages: Grade 3

Marking Fluency Errors (or Miscues)
Make copies of the passages as needed to collect data, such as miscues and word counts. Decide which types of errors to count in timed readings. Below is a list of common miscues:
- Mispronunciation
- Insertion (adding a word)
- Omission (skipping a word)
- Repetition (saying a word more often than it appears)
- Hesitation (taking too long to decode)
- Word order (changing the order of words)
- Proper nouns (not decoding names of people or places)

During readings, provide a five-second-wait time when a student makes an error, as self-corrections are a common and important part of the fluency process. Instruct students in the listening role to wait five seconds and not provide the reader with the correct word.

Introducing Fluency For Comprehension Passages

30 Leveled Passages (10 at each level) are marked with a low, middle, or high dot for at-a-glance selection. Approximate Lexiles are also provided on the passages. Text-dependent comprehension questions are on the back of the passages. It is important that students are able to answer questions to demonstrate comprehension. (Some readers are quite able to call words, but not make meaning of the text.) With practice and improved fluency, students will gain confidence by seeing for themselves how much better they understand what they read.

Explain the Connection between Fluency and Comprehension
Using the rainbow cover of the folder as a visual, begin by explaining to students what fluency is and why it is important. (You might choose instead to invite students to study the cover and explain the analogy.) Note that the rainbow is the predominant piece on the cover. It represents fluency. Several of the colors within the rainbow are labeled with key components of fluency. You might ask students if they can think of any others, such as enjoyment of reading. Just as we need sun and clouds (rain) to create a rainbow, students first need to be able to read words to become fluent. Therefore, the sun and clouds represent decoding and reading words. Fluency helps readers reach the goal of reading—understanding or comprehending the text. Fluency leads to comprehension in the same way that the rainbow leads to the legendary pot of gold, which represents comprehension.

One way to help students understand the concept of fluency and reflect on whether or not they are fluent readers, is to ask, “Did you read it as naturally as you talk?” They may ask themselves, “Do I sound like I am talking?”

The Folder: A Resource for Fluency and Comprehension
The folder’s front and back covers support your initial instruction in your explanation of fluency and how it connects to comprehension (see above). The left inside of the folder consists of a fluency rubric, a list of attributes of good readers, the WCPM formula, and graphs for progress monitoring fluency and comprehension. On the right inside, strategies for tricky words are shown, as well as helpful coding symbols to mark text for comprehension. The dry erase Leveled Passages offer a great opportunity for students to mark their text for better understanding. Marking copies of the passages is another option.

Students may keep all their fluency and comprehension passages, graphs, and the letter to families in their folders.

Demonstrate Repeated Reading
Materials: A Leveled Passage, a copy of it, three different-colored pencils, a folder, a stopwatch

Explain to students that repeated oral reading improves fluency and comprehension. Demonstrate a reading session with a student to prove this fact.
1. Have a willing reader read a Leveled Passage (at the reader’s independent level) aloud for one minute as you time the reader.
2. On your copy, use a colored pencil to underline any
Fluency For Comprehension Passages: Grade 3

errors, and mark the stopping place with a slash when one minute is up.
3. Count the words read correctly up to your slash mark. Show students how to graph the WCPM score on a sheet or on the folder.
4. Using the fluency rubric on the back of the passage, discuss the reader’s accuracy, rate, and expression. Refer to the folder’s rubric to determine scoring. Have the reader fill in the rubric’s first column of boxes on your copy.
5. Ask the reader the comprehension questions. If any seem difficult, talk about how rereading will help to find the answers.
6. Repeat two more times, with the student reading aloud as you mark the passage using a different-colored pencil each time. You might coach with a teaching point, such as improving expression or picking up the pace, and have the class listen for improvement. The reader completes the rubric on your copy and graphs the remaining two WCPMs on a reproducible graph or in the folder.

7. Notice how the student read more words and used more expression with each reading. The class will notice improvement, both from listening and from looking at the reader’s graph.

Moving Toward Independence in Repeated Readings

- When you believe your students are ready to monitor and record their own timed readings, establish a designated area in your classroom. Be sure all necessary materials, including Leveled Passages, copies of passages, graphs, folders, dry erase markers, colored pencils, and stopwatches are available.
- Be certain that the reader’s passage is at the reader’s independent level.
- Assign partners with similar reading levels. One reads aloud while the listener times the reader for one minute and marks a copy of the passage with a colored pencil (or the listener may mark the Leveled Passage with a dry erase marker). The listener underlines errors and marks the stopping place.

• Have the listener calculate WCPM.
• Have the reader self-assess accuracy, rate, and expression (listed on the back of the passage) using the rubric from the folder. The reader may set a goal for the next reading. (The goal may be WCPM, pacing, expression, or comprehension.)
• Have the listener ask the reader the comprehension questions. They may discuss them. The Answer Key is included. There is a space for a comprehension score on the graphs.
• Repeat two more timed readings (or as many as are needed), using a different-colored pencil or marker each time to mark the passage.
• Following the reader’s third reading, ask students to switch roles.
• At the conclusion of the session, instruct students to file or turn in their completed graphs.

Take-Home Fluency Practice
A Letter To Families Reproducible is attached and on the CD. Parents generally enjoy fluency practice because it offers quality, focused, structured time together, and, with the guidelines suggested, both students and parents feel successful. Just 20 minutes per session equates to significant gains in fluency and confidence over the school year. The folders offer both a management tool and instructional tool for students and families. Don’t wait to involve your families. You will see more gains overall with this type of family support than you would with spelling lists!

Best Practices to Develop Fluency
1. Model fluent reading (read alouds).
2. Provide direct instruction and feedback.
3. Provide reader support.
4. Use repeated readings of one text.
5. Cue phrase boundaries within text (e.g., In the summer/ I like to swim/ at the pool./)
6. Provide students with easy reading material.

Prompts During Reading
• Did that sound right?
• Does that look right?
• Does that make sense?
• You’re nearly right. Try it again.
• What would make sense there?
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Prompts After Reading
- I like the way you worked through that.
- You sounded like you were talking!
- That was worth all your hard work.
- That was some quick thinking!
- Great job noticing it sounded funny!
- You went back to be sure, and you made it work!
- You self-corrected!
- You knew it didn’t make sense, and you fixed it!

Radio reading: Like a radio announcer, the reader prepares and performs a short passage for an audience.
Readers’ Theater: A group reads a script without props.
I Read a Page, You Read a Page: Two readers alternate reading pages.
Preview-Pause-Prompt-Praise: Tutor and reader work together; with the tutor previewing the book cover. When the reader is stuck, the tutor waits (pause), and if the reader still cannot read the word, the tutor gives a prompt, such as, “Let’s try that again.” Praise follows for the reader’s effort.
Repeated reading: Simply reread a passage without timing the reading.
Timed repeated reading: Reread with one-minute timings.
Reading while listening: Read and follow along to a recorded text.
Relax and read: Enjoy a book anywhere, reading silently to oneself.

It is important to note that this list does not include the age-old ineffective practice of Round Robin Reading!

WCPM Oral Reading Fluency Norms

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<th>Percentile</th>
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</table>

(suggested norms based on Hasbrouck & Tindal, 2006)

More Reading Activities that Build Fluency

Partner (or buddy) reading: Two readers read a passage together.
Echo reading: A student immediately echoes a more able reader, sounding almost in unison, but one voice trails the first reader.
Shared reading: Everyone (e.g., whole class) reads from the same text (often big books) at varying times throughout a lesson.
Choral reading: Everyone reads in unison.
Antiphonal reading: Similar to choral reading, but groups have assigned parts.
Phrasal boundary reading: Reading a phrase-cued passage (The lazy dog who sleeps on the couch just won’t play fetch://)

Fluency Terms
Accuracy Rate: The percentage of words read without a deviation or miscue from the text. Accuracy rate is calculated by words read correctly divided by the total number of words read.
Automaticity: The ability to identify or spell words rapidly so that the student’s efforts can be directed to expression and comprehension. Readers may be accurate but slow at recognizing words (lacking automaticity), which keeps them from being fluent.
Expression: A meaningful manner of reading or speaking.
Prosody: The ability to read a text orally using appropriate phrasing, pitch, stress, and smoothness. It is not reading a string of words in a monotone voice.
Words Correct Per Minute (WCPM): Within a minute, the words read correctly. Formula: Number of words read – errors = words correct per minute

Related Really Good Stuff Products
Really Good Fluency Timer (#305393)
Deluxe Write Again Colored Dry Erase Markers (#142668)
ReMarkable Dry Erase Sleeves (#304464)
Close Reading Tents (#306311)
Toobaloos (#302132)
### A Beaver Is a Rodent 570L

1. Which animal is most likely to be a rodent? (c. a squirrel)
2. How does a beaver use its strong front teeth? (It eats wood. It also cuts wood that it uses to make dams and homes.)
3. The author writes, [A beaver] lives in water, too. What details does the author provide to support this main idea? (It is a great swimmer. It has waterproof fur and webbed back feet. It can swim underwater for 15 minutes at a time. When it goes underwater, its nose and ears shut. It has special eyelids for swimming underwater. Beaver kits learn to swim when they are one month old. A beaver lodge sits next to a pool of water, and it has an underwater door.)
4. How might it be helpful to a male and female beaver to mate for life? (Answers will vary. Example: Beavers have a lot of work to do. Mating for life probably helps a male and female beaver work together well.)
5. Why does a beaver lodge have an underwater door? (Answers may vary. Example: because beavers spend a lot of time underwater or they might need a second door for escape.)

### Human and Shark Teeth 590L

1. Which text structure does the author use to organize this passage? (a. compare and contrast)
2. Name three differences between sharks’ teeth and people’s teeth. (People have only one row of teeth on the top and bottom, but sharks have many rows. Sharks cannot wiggle their loose teeth, and the Tooth Fairy does not visit them. Sharks don’t go to dentists, either. Sharks can have up to 30,000 teeth in their lives, but people have only 32 permanent teeth, not counting baby teeth.)
3. The author writes, Sharks aren’t so lucky! What does the author mean by this? Is the author being funny or serious? (The author means that sharks aren’t lucky because the Tooth Fairy never visits them. The author is being funny.)
4. The author says that people must take good care of their teeth. What reason does the author give for this? (The author says that, since people have only 32 permanent teeth, they need to take good care of them.)
5. What is funny about the last paragraph in the passage? (The idea of a shark in a dentist’s office is funny.)

### A Gigantic Flower 590L

1. The author probably wrote this passage to (b. entertain and inform readers about a gigantic flower that smells terrible.)
2. What attracts insects to a Rafflesia flower? (Its smell)
3. About how heavy can a Rafflesia flower be? (about 15 pounds; heavier than the average adult cat)
4. In the last paragraph, the author writes Rafflesia is a parasite. What does the word parasite mean here? (a living thing that lives off another living thing)

### Goldilocks and the Three Bears 620L

1. Why did Mama Bear say, “Let’s go for a walk”? (The porridge was too hot, and taking a walk would provide time for it to cool.)
2. How would you describe Goldilocks? (a. impolite)
3. Where did the three bears find Goldilocks when they returned from their walk? (c. sleeping in Bear Cub’s bed)

### My Least Favorite Foods 620L

1. Why does the author capitalize all the letters in the word PLAIN? (to make it seem like the narrator is saying this word very loudly)
2. What kind of foods does the narrator seem to hate most? (b. slimy foods like avocados and tomatoes)
3. What is the narrator describing with the words slimy, gooshy, and squeak in my teeth? (a. how the food feels)
4. The narrator says, The rice and the cut-up hot dogs might be all right all by themselves. What does the narrator mean by this? (that the other ingredients—the stewed tomatoes and celery—are the parts of Weiner stew that the narrator dislikes most)
5. What is funny about this passage? (Answers will vary. Example: It is funny that the narrator seems so disgusted by foods that are not “plain” enough or have slimy textures. It is funny that he or she seems to care so much about this, because it is not a very important problem.)

### Two Silly Cats 620L

1. Why did Bin say he should get the bigger rice cake? (b. He was bigger.)
2. Why did the cats go to Smart Monkey? (so he could decide for the cats.)
3. What did Kimi and Bin learn from their time with Smart Monkey? (a. to share food)
### Chaos Caused by Cows and Goats (620L)

1. Where and when do the events in the passage happen? (They happen when the narrator is a baby in Chilliwack, Canada, a town that has lots of farms in it. They happen during the daytime.)
2. Why does the narrator’s mom leave her young child in the kitchen? (because she has to shoo some cows out of her yard so they will not eat her flowers)
3. Why do you think the goats climb onto the table? (Answers will vary. Examples: Maybe goats just like to climb on things. Maybe there is food on the table—like honey—that they want to eat.)
4. The passage’s title is **Chaos Caused by Cows and Goats**. What does the word chaos mean? (confusion, a big mess, or scary, confusing events)
5. When he or she was only one and a half, how did the narrator feel about goats? How does the narrator feel about goats now? (When he or she was a baby, goats seemed scary, amazing, and exciting. Now that he or she is older, they still seem amazing and exciting, but not scary any more.)

### Elephants at a Funeral (620L)

1. The word **matriarch** is probably related to the word (c. mother.)
2. The author writes, An elephant group’s matriarch...is the younger elephants’ leader. What evidence does the author provide to show that this is true? (She makes decisions for the elephant group. She decides where they will go and whether they will stay with another group. She makes sure that mothers with young calves get enough water. She is wiser than her younger family members. They copy what she does.)
3. In the fifth paragraph, what does the phrase every nook and cranny mean? (every little space)
4. What do the elephants do that shows how much the elephants miss their old matriarch...[and] honor her memory? (They gather around the bones. They stay there a long time. They are silent. They gently pick up her bones. They feel them, smell them, and pet them.)
5. What did you learn from this passage? (Answers will vary. Example: I learned that elephants feel very sad when a family member dies. I learned what an elephant matriarch is and what elephant families are like.)

### The Lion and Mouse (630L)

1. In the second paragraph, the mouse says, “Spare me!” What does this mean? (It means “Don’t kill me! Let me live!”)
2. Why is the lion amused by the idea of a mouse helping him? (The lion probably thinks that a mouse is too little to help a big lion like him.)
3. The author calls the lion generous. What does the lion do that shows he is generous? (He lets the mouse go.)
4. The story says that the mouse gnawed a rope. What does the word gnaw mean? (chew or bite)
5. What lesson does this story teach? (Answers will vary. Example: If you help someone who is weaker than you are, he or she may surprise you by helping you sometime.)

### A Letter to My Teacher (630L)

1. What is a tattletale? (someone who tells on people)
2. Who is Ms. Macker? (the teacher)
3. What is Isabel’s main problem? (A classmate is bullying her.)
4. Why does Isabel say that she is not an animal? (The bully called her a teacher’s pet.)
5. What does Isabel want Ms. Macker to do? (punish the bully)

### Four of the Fifty States (640L)

1. In the first paragraph, what do the words populous and population mean? (Populous means “crowded” or “full of people.” Population means “the number of people who live in a certain place.”)
2. Which text structure does the author use to organize this passage? (c. compare and contrast)
3. How did the author choose which four states to write about? (He or she chose the two states with the biggest populations and the two with the smallest populations.)
4. How are the golden poppy, the bluebonnet, the Indian paintbrush, and the red clover alike and different? (They are all state flowers. Each one is the state flower of a different state.)
5. Why do you think the author tells readers how many nine-year-olds lived in each of the four states in 2011? (Answers will vary. Example: Probably the author thought that mostly nine-year-olds would read this passage. It is interesting to most readers to read about people their own age.)

### The First-Timer (640L)

1. What is the story’s setting? (It is set on a train in the evening and at night. The train is passing through a place where coyotes live.)
<table>
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<tr>
<th><strong>Fluency For Comprehension Passages: Grade 3</strong></th>
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</table>

2. This is Steve's first time doing what? (riding a train)
3. The story says, Steve's eyes were as big as saucers. What does the author mean by this? (Steve is amazed, so his eyes are open wide. They are not really as big as saucers, which are small plates that teacups and coffee cups sit on.)
4. Which is the best description of the conductor? (a. He is a very nice man.)
5. Do you think that Steve will get any sleep that night? Explain why you think so. (Answers will vary. Example: No, he is too excited to sleep, and there are too many new things to look at.)

### 13. The Mail Mix-Up Mystery 680L

1. To solve the mail mix-up mystery, what does Jack's mom need to find out? (who is mixing up the mail, and why)
2. Why does Mom think that Mavis has probably not been mixing up the mail? (Mavis has been doing a good job for five years. She has never mixed up the mail before.)
3. Why do the neighborhood kids keep going out to get their families' mail? (so they can mix up the mail)
4. Mom describes the kids' plan as kind of clever. What does the word clever mean? (smart)
5. Did the kids' plan work or not? Give evidence to explain your answer. (Yes, it works. The adults in the neighborhood start talking to each other more often. Mom makes friends with Kim Grayson and the two decide to take a class together. The adults start visiting each other. They begin to plan a Halloween block party.)

### 14. The Bat, the Birds, and the Animals 690L

1. Bat tells the Birds that he is an animal. Why does he say he can't join the Animals' army, then? (He says that, because he can fly, he might be related to the Birds. That is why he can't fight against them, he says.)
2. In the second paragraph, why does the author use the verbs squeaked, brayed, neighed, trumpeted, and mooed? (The author is showing how different animals like mice, donkeys, horses, elephants, and cows sound when they call out to Bat.)
3. Why is Bat unwelcome at both parties? (because he did not join either army)
4. Why did Mr. Aesop tell this story long ago? (to teach people a lesson)
5. Answer this question from the last paragraph: Mr. Aesop... said [the story] teaches the following lesson: “Someone who is neither one thing nor the other has no friends.” What do you think? Give reasons for your answer. (Answers will vary. Example: I do not think this is true. People have friends even if they are different from everyone else.)

### 15. The Scary Dare 700L

1. What is the story setting? (It is set at night in a scary old house during a thunderstorm.)
2. Do Pete and Sam want to spend the night in the old house? Explain how you can tell. (They do not want to spend the night there. Pete wonders why they took the dare and wishes he had brought his dog along. Both boys seem very nervous. Also, if they had wanted to stay, they probably would not have left.)
3. In the fourth paragraph, the author writes It was too much. What does the author mean by this? (Too many scary things have happened: a rat runs past, there is a thunderstorm going on, and a door upstairs slams. They are too scared to stay.)
4. Why does Sam take a picture of the living room? (so they can show the photo to the two teammates who dared them to stay in the house to prove that they were there)
5. What is funny about the end of the story? (It is funny when so many scary things keep happening. It is funny when the boys get so scared that they run home. Sam's plan to trick their teammates with a photo is also funny.)

### 16. The Oldest Tree on Earth 710L

1. Why did someone give the oldest bristlecone pine tree the name Methuselah? (because that is the name of the oldest person in the Hebrew Bible)
2. The passage says that the White Mountains' harsh climate is good for the bristlecone pine. Which details from the passage show that this is true? (The harsh climate does not let many other plants live near bristlecone pine trees. It also causes the trees to grow far apart. This means that there is little fire danger. The climate also does not let fungi grow. Fungi cause trees to rot.)
3. The passage says, Only a few clumps of sagebrush share the [bristlecone pine tree's] environment. What does the word environment mean here? (the place where something lives)
4. About how old is Methuselah, the oldest tree in the world? (b. almost five thousand years old)
5. Reread the last paragraph in the passage. How is this paragraph mostly organized? (a. It describes causes and effects.)

### 17. Pitchers and Batters 710L

1. What is the main text structure of this passage?
1. What is the topic of this text? (b. word meanings)
2. If something is up to you, it is your job. Find another meaning for "It is up to you." (b. you may decide)
3. Provide two different uses for one of these words: really, like, call, hand, sit, run. (Answers will vary. Some examples: Really: Did you mean that, really? That is really big. Like: Do it like this. I like you. Call: Call me later. Don't call out in class. Hand: Give me a hand. Shake my hand. Sit: Sit down with me. I will sit out this game. Run: Let's run there. I will run for office.)

20. Polar Bears
1. Which is the best description of a polar bear? (a. huge, fierce, an Arctic dweller, and an excellent swimmer)
2. About how tall can a male polar bear grow to be? (about as tall as a one-story house)
3. In the third paragraph, the author writes, The fat in their bodies is like a wetsuit. In what way does the fat in a polar bear’s body act like a wetsuit? (The fat retains the polar bear's body heat.)
4. How do the large size and roughness of its paw pads help a polar bear? (This keeps the bear from slipping on ice.)
5. Why do you think a mother polar bear and her cubs stay in their den all winter? (Answers will vary. Example: Maybe it is too cold outside during winter for newborn cubs to survive. Maybe the mother has to stay inside with them to keep them warm, feed them, and protect them.)

21. A Beautiful Predator
1. What is the topic? (jaguars)
2. In this passage, what are rosettes? (b. designs)
3. Why does the author say it is a shame that people hunt jaguars for their fur? (They are beautiful mammals, and it is illegal.)
4. They also scratch “keep out” signs on trees. What does the author mean by this statement? (Jaguars mark their territory with their claws.)
5. What is the author’s purpose for writing this text? (to inform you about jaguars)

22. Darwin’s Fox
1. The author probably wrote this passage to (c. describe a beautiful, endangered wild animal.)
2. Do you think the author likes, dislikes, or does not really care about the Darwin’s fox? Explain how you can tell. (Answers will vary. Example: The author likes this animal. I can tell by the way the author compares the fox to pet animals and calls its face “cute and sassy.”)
3. The author writes, [The Darwin’s Fox] looks like a few different pet animals rolled into one. What details does the author provide to support this main idea? (The fox has pointed ears, a snout, and a shiny black nose like many dogs have. The fox has slanted, green eyes with black rim s. The fox has slanted, green eyes with black rim s like many cats have. Its fur color is similar to the fur color of a tabby cat. Its face is small, cute, and sassy like a cat or kitten’s face.)
4. In the fifth paragraph, the author writes, Little is known about reproduction in Darwin’s Foxes. What does the word
**Fluency For Comprehension Passages: Grade 3**

**23 Terrible Lizards 780L**

1. Dinosaurs died out (b. millions of years ago.)
2. The third paragraph lists some things that fossils show us. What things are on this list? (dinosaurs’ bones, footprints, eggs, and feathers)
3. The word fossil means (c. dug up.)
4. The author writes, Standing on two legs probably made [dinosaurs] even scarier. What does the author mean by this? (When a dinosaur stood on two legs, it was much taller than it was when it stood on four legs. A taller animal is scarier than a shorter one.)
5. In the last paragraph, the author writes, that birds are related to dinosaurs. Before the last paragraph, what details does the author use to provide hints or clues that this is true? (The author mentions eggs, feathers, and standing on two legs. These details describe both birds and dinosaurs.)

**24 The Number Three 790L**

1. What is this passage mostly about? (It says that the number three is important in stories, sayings, words, and phrases.)
2. What evidence from the passage supports this statement? *In many kinds of stories, three is an important number.* (It is important in fairy tales, nursery rhymes, myths, and fiction books like The Three Musketeers.)
3. What does this old saying mean? *Two is company, three’s a crowd.* (Sometimes two good friends would rather be alone together than be with a third person, too.)
4. In the words trio, triplets, triathlete, triathlon, tricycle, and triangle, which word part means “three”? (a. tri)
5. The author probably wrote this passage to (b. give readers interesting information about the number 3.)

**25 Crocodiles 790L**

1. Most of the passage tells about how (a. huge, fierce, and scary crocodiles can be.)
2. The passage says that, Crocodiles eat both small and large creatures. What details does the author use to support this main idea? (Crocodiles eat small creatures such as birds, fish, frogs, reptiles, shellfish, and mammals. They eat large creatures such as buffaloes and sharks.)
3. In the third paragraph, what does the word submerged mean? (under water)
4. The author probably wrote this passage mainly to (c. inform readers—and scare them a little—with facts about crocodiles.)
5. What did you learn from this passage? (Answers will vary. Example: I learned that some crocodiles can swim in the ocean and are big and fierce enough to eat sharks.)

**26 Tree-Climbing Goats in Morocco 790L**

1. This passage is mainly about (b. ways that goats affect the argan oil business)
2. What is the third paragraph’s topic? (argan oil and ways people use it)
3. The author writes, a goat can digest argan berry pulp. What does the word pulp mean here? (c. soft parts)
4. How do tree-climbing goats help people gather argan nuts to sell? (Goats eat the argan berries. They digest the berries, but they can’t digest the nutshells. Their stomach acids soften the nutshells, though. People gather goat feces and extract undigested nuts from it. The softened shells are now much easier for the people to crack.)
5. Why do scientists want goat herders to keep their goats out of argan trees? (Argan trees are dying out. If goats did not eat all the argan berries, the berries could fall to the ground and rot. The nuts inside, which are seeds, could then grow into new argan trees.)

**27 Fireflies 800L**

1. The author probably wrote this passage to (b. inform people about an interesting insect, the firefly.)
2. The author writes, What are those twinkling, bright little lights zigzagging around on a summer night? What does the word zigzagging mean here? (moving in a zigzag pattern, which looks like a connected string of Vs or Ws)
3. A firefly uses its light to do what? Name two uses. (to attract mates and to send messages to each other)
4. Give two reasons why animals avoid eating fireflies. (Fireflies shed drops of bitter-tasting blood when they feel threatened. A chemical in their blood tastes bad to animals. Also, the blood is poisonous to some animals.)
5. The author writes Fireflies are fragile and we need to protect them. What evidence does the author give to show that this is true? (Fireflies might be dying out because of pollution and because people are taking over their habitats. If people catch fireflies in jars, they need to poke air holes in the lids and let them go the next night.)
**Roller Coasters 820L**

1. *Rides are usually safe.* What information from the passage shows this is true? (Parks have safety checks, better training and safety warnings. They also have people who regularly inspect the rides.)
2. Why is Desperado described as *dizzying*? (It has a 155-foot spiral fall into the lights-out tunnel.)
3. Someone would read this passage to (b. learn about roller coasters.)
4. What were the first “roller coasters” made of? (Ice)
5. *Some roller coasters are very fast.* What information from the passage shows this is true? (Formula Rossa goes 149 mph and Kingda Ka goes 128 mph. Desperado goes 80 mph.)

**The Shopping Trip 820L**

1. Details in the story show that Sandra is (c. not rich enough to buy expensive foods.)
2. In the second paragraph, the author writes *He could still taste the granola bar Sandra had bought for him last month.* What does the author mean by this? (He liked the bar so much that he still remembers exactly how it tasted.)
3. How do Sandra and Keith probably feel when the woman behind them says she is in a hurry? (Embarrassed)
4. How does Keith feel about his mom? Give evidence from the story to support your answer. (He loves her very much. He gives up a treat he loves so that she can have the cheese that she loves.)
5. What makes this a sad story? (It is sad that Sandra can’t afford to buy treats for both her son and herself.)

**Scuba Diving 840L**

1. This passage is mostly about (b. equipment that a scuba diver uses.)
2. Which divers may go below 130 feet underwater? What is the most likely reason for this? (Only trained professionals may dive below 130 feet because they are experienced enough to deal with the dangers of diving that deep.)
3. In the word *SCUBA*, what word does the letter *B* stand for? (Breathing)
4. Why is it important for divers to know their depth and time underwater? (So they can plan to come up to the surface before running out of oxygen.)
5. In the sentence, *They alert boaters to stay away from the diving area,* what does the word alert mean? (Tells or warns)
Student Fluency Progress Record Reproducible

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Fluency Progress Record

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## Oral Fluency Tracker

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Dear Family,

Your child has brought home a reading passage to read to you. Your child will read the passage aloud three times (or more!) to build fluency. Each time, your child will try to improve accuracy, rate, and expression. Your child has two goals in reading fluency practice:
1. to sound like talking
2. to correctly answer questions

When children read aloud, it is tempting to stop them each time they make an error. When an error occurs, wait five seconds! Often children correct the error on their own. If they do not, use one of these prompts:
• Did that sound right?
• You’re nearly right. Try it again.
• What would make sense there?

After each reading, your child will complete the rubric on the back of the passage. Follow up with the questions and discuss the passage. Please initial the rubric.

Always keep the reading session positive, giving praise:
• You sounded like you were talking!
• That was worth all your hard work.
• I like the way you worked through that.
• You self-corrected!
• You knew it didn’t make sense, and you fixed it!

Limit your time to about 20 minutes so that your child stays alert and interested. Enjoy your time together!

Happy Reading!
Fecha __________

Querida familia,

Su hijo(a) ha traído a casa un fragmento de lectura para leérselo.
Su hijo(a) leerá el fragmento en voz alta tres veces (¡o más!) para desarrollar
fluidez. Cada vez, su hijo(a) procurará mejorar su precisión, velocidad y expresión.
Su hijo(a) tiene dos metas en está práctica de fluidez de lectura:

1. Sonar como si estuviera conversando
2. Contestar correctamente las preguntas

Cuando los niños lean en voz alta es tentador interrumpirlos cada vez que se equivocan.
Cuando se equivoquen, ¡espere cinco segundos! Muchas veces los niños corregen el error
por sí solos. Si no lo hacen, utilice una de las siguientes pistas:

- ¿Sonó bien eso?
- Casi estás correcto. Vuelve a intentarlo.
- ¿Qué tendría sentido ahí?

Después de cada lectura, su hijo(a) llenará la rúbrica que se encuentra
al reverso del fragmento. Después, siga con las preguntas y hablen sobre
el fragmento. Por favor grabe sus iniciales en la rúbrica.

Siempre mantenga positiva la sesión de lectura; puede dar halagos:
- ¡Se escuchó como si estuvieras conversando!
- Todo tu esfuerzo valió la pena.
- Me gusta como lidiaste con eso.
- ¡Te corrige tu mismo!
- Sabías que no tenía sentido, ¡y lo arreglaste!

Límite el tiempo a unos 20 minutos para que así su hijo(a) se mantenga interesado(a)
y alerto(a). ¡Disfruten de este tiempo juntos!

¡Feliz Lectura!