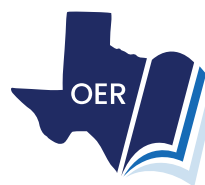


ENGLISH



**K-3**  
Foundational  
Skills



**GRADE 3 FOUNDATIONAL SKILLS**

# **Fluency Supplement**

EDITION 1

Grade 3

Foundational Skills

# **Fluency Supplement**

## **Teacher Guide**

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

**Notice:** These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email

**[openeducationresources@tea.texas.gov](mailto:openeducationresources@tea.texas.gov).**

# Table of Contents

# Fluency Supplement

## Grade 3

Introduction . . . . .	1
Family Letter . . . . .	4
1. “Winter Night” by Mary F. Butts. . . . .	5
2. “The Horse” by F. Wyville Home . . . . .	6
3. “Foreign Lands” by Robert Louis Stevenson . . . . .	7
4. “To the Pacific Ocean” by Katherine Chandler . . . . .	8
This selection is based on information found in the journals Lewis and Clark kept during their expedition to the Pacific Ocean in 1805.	
5. “The Philosopher and the Acorn” by Marmaduke Park . . . . .	9
6. “How the Leaves Came Down” by Susan Coolidge . . . . .	10
7. “Why the Bear has a Short Tail” by Florence Holbrook . . . . .	12
This selection is a myth about how bears came to have short tails.	

# Fluency Supplement

---

Research demonstrates that fluency practice produces gains in reading comprehension. The program's fluency instruction includes modeled reading, assisted reading (such as choral or paired reading), independent reading, along with breadth of text encounters and extended deep reading of selected texts. This multi-faceted approach ensures that students receive low-stakes practice along with engaging, authentic fluency tasks, such as performances.

This fluency supplement was created to accompany the program's Grade 3 materials. It consists of poetry, folklore, and fables. These additional text selections provide opportunities for students to practice reading with fluency and prosody (expression).

The fluency routine outlined below provides a structured approach that equips students to read passages accurately and with expression, including phrasing and intonation. As they gain accuracy and confidence, they will naturally begin to read more quickly. However, it's important not to pressure students to race through the text or read with undue speed. In addition, it is not a memorization drill—students should read the text as they act it out even if they have memorized the words. The goal is to read smoothly, accurately, and with prosody.

At the beginning of the week, you should make sufficient copies of the week's selection for each student. You should model reading the selection aloud to all students. When time allows, have students spend time practicing reading the passages aloud each day and encourage additional practice at home. During classroom practice, you should circulate around the room and provide students with corrective feedback. The expectation for all students should be that they are prepared to read the selection fluently and with prosody by Friday.

The five-day fluency development routine below includes the following components:

**Day 1:** Introduce the text and read it aloud several times, modeling different tones or inflections, phrasing, and expression, and encouraging students to reflect on each one. For example, if you read in a monotone, students should realize that this is not a stellar reading; they may suggest better approaches, such as reading in a happy tone, an excited tone, a nervous tone, or other tone appropriate to the selected text. Discuss with students that text features, such as punctuation, and sentence structure can help them know when to read text with phrasing, intonation, and expression (prosody). After modeling, invite students to read aloud sample sentences from the text.

Students are encouraged to start reading the target text aloud at home. They may use reading logs to record each session, if desired.

**Day 2:** Students practice reading the text chorally, with varying inflection or tone, phrasing, intonation, expression, or other elements.

**Day 3:** Students practice both choral and paired readings, continuing to develop tone, inflection, phrasing, intonation, and expression. Listen to students practice reading and provide corrective feedback where necessary.

**Day 4:** Students continue practicing paired readings in preparation for the following day's performance. Circulate around the room and provide paired students with corrective feedback where necessary.

**Day 5:** Student pairs perform their reading.

**Differentiation Options:** Students who are ready for a challenge may be prepared to perform the text independently, while students who require additional support may read the text chorally in groups rather than pairs.

If you choose to evaluate students' performances, you may use the Fluency Passage Performance Rubric to evaluate each performance.

Fluency Passage Performance Rubric			
	Advanced	Proficient	Basic
Accuracy	Reading contains no errors in pronunciation.	Reading contains minimal errors in pronunciation.	Reading contains numerous errors in pronunciation.
Rate	Reading is conversationally paced or paced to show appropriate emphasis and inflection.	Reading is uneven, with interspersed periods of speed and sluggishness.	Reading is labored and slow.
Expression (Prosody)	Expression is strong throughout the reading. While the tone and volume may vary, they do so in keeping with the student's understanding of the piece.	Reading generally sounds like everyday speech, with possible lapses into expressionless speech.	Words are pronounced, but they are not spoken in a manner that indicates an understanding of their meaning.

These selections may also be used to assess students' performance in fluency and expression (prosody). We recommend asking a student to read a passage aloud for a set amount of time, such as one minute. During that time, the student will read from their copy, while you use an additional copy of the text

to mark any words the student misses during the allotted time and to record student's use of expression (prosody), including phrasing and intonation. At the conclusion of the allotted time, calculate the words read correctly to get an estimate of the student's fluency rate. Provide the student with feedback and work together to set achievable goals to support each student in reading smoothly, accurately, and with prosody. This activity may be repeated throughout the year with different texts in order to measure student progress in fluency.

**Dear Family Member,**

Throughout Grade 3, your student will be bringing home short text selections on a weekly basis to practice reading. Your student should read the selection aloud each night to help them become increasingly fluent and able to read without hesitation. You or another family member may want to read the selection aloud first to model reading with fluency and expression.

At the end of each week, your student may be called upon to practice reading the selection aloud in class.

Repeated readings of text help build reading fluency, which includes automatic word recognition, expression, accuracy, and speed. The goal of using these short text selections is to help your student continue to strengthen their reading skills.



## 1. **“Winter Night”**

---

by Mary F. Butts

Blow, wind, blow!	3
Drift the flying snow!	7
Send it twirling, whirling overhead!	12
There’s a bedroom in a tree,	18
Where, snug as a snug can be,	25
The squirrel nests in his cozy bed.	32
Shriek, wind, shriek!	35
Make the branches creak!	39
Battle with the boughs till break of day!	47
In a snow cave warm and tight,	54
Through the icy winter night,	59
The rabbit sleeps the peaceful hours away.	66
Scold, wind, scold!	69
So bitter and so bold!	74
Shake the windows with your tap, tap, tap!	82
With half-shut, dreamy eyes	86
The drowsy baby lies,	90
Cuddled close in his mother’s lap.	96

Word Count: 96 words

## 2. **"The Horse"**

---

by F. Wyville Home

Oh a strange and curious thing is a horse,	9
Believe or not, as you choose.	15
For he takes it quite as a matter of course	25
That he goes to bed in his shoes.	33
And his shoes, which are iron and not soft leather,	43
Are nailed to his feet with pegs	50
And he falls asleep without minding the weather,	58
As he stands upright on his legs	65
And his hair doesn't grow in the proper place	74
But out of his neck instead	80
And his ears are not at the side of his face,	91
But stand on the top of his head.	99

Word Count: 99 words

### 3. **“Foreign Lands”**

---

by Robert Louis Stevenson

Up into the cherry tree	5
Who should climb but little me?	11
I held the trunk with both my hands	19
And looked abroad on foreign lands.	25
I saw the next door garden lie,	32
Adorned with flowers, before my eye,	38
And many pleasant places more	43
That I had never seen before.	49
I saw the dimpling river pass	55
And be the sky’s blue looking-glass;	61
The dusty roads go up and down	68
With people tramping into town.	73
If I could find a higher tree	80
Farther and farther I should see,	86
To where the grown-up river slips	92
Into the sea among the ships,	98
To where the roads on either hand	105
Lead onward into fairy land,	110
Where all the children dine at five,	117
And all the playthings come alive.	123

Word Count: 123 words

#### 4. **“To the Pacific Ocean”**

---

by Katherine Chandler

The party went down the Columbia River in canoes.	9
It was a hard trip.	14
It rained all the time.	19
Each day the men were wet to the skin.	28
They had to carry their goods around some rapids.	37
They could not be very cheerful.	43
One day it stopped raining for a little time.	52
The low clouds went away.	57
The party saw that the river was very wide.	66
They rowed on.	69
Then they saw the great ocean lying in the sun.	79
They became very happy.	83
They cheered and laughed and sang.	89
They rowed on very fast.	94
Captain Lewis wrote in his book:	100
“Ocean in view! O! the joy! We are in VIEW of the Ocean, this	114
great Pacific Ocean, which we have been so long anxious	124
to see. The noise made by the waves breaking on the rocky	136
shores may be heard distinctly.”	141

Word Count: 141 words

## 5. “The Philosopher and the Acorn”

---

by Marmaduke Park

A philosopher, proud of his wit and his reason,	9
Sat him under an oak in a hot summer season.	19
On the oak grew an acorn or two, it is said:	30
On the ground grew a pumpkin as big as his head.	41
Thought the sage, “What’s the reason this oak is so strong	52
A few acorns to bear that are scarce an inch long;	63
While this poor feeble plant has a weight to sustain,	73
Which had much better hang on the tree, it is plain?”	84
But just at the time the philosopher spoke	92
An acorn dropp’d down on his head from the oak;	102
Then, said he, who just now thought <i>his</i> plan was so clever,	114
“I am glad that <i>this</i> was not a pumpkin, however.”	124

Word Count: 124 words

<b>Moral:</b>	125
The sage would no doubt have looked grievously dull,	134
Had a pumpkin descended with force on his skull.	143
Of his folly then let us in future beware,	152
And believe that <i>such</i> matters <i>are best as they are</i> :	162
Leave the manners and customs of oak trees alone,	171
Of acorns, and pumpkins—and look to our own.	180

Word Count: 180 words

## 6. “How the Leaves Came Down”

---

by Susan Coolidge

“I’ll tell you how the leaves came down,”	8
The great Tree to his children said,	15
“You’re getting sleepy, Yellow and Brown,	21
Yes, very sleepy, little Red;	26
It is quite time you went to bed.”	34
“Ah!” begged each silly, pouting leaf,	40
“Let us a little longer stay;	46
Dear Father Tree, behold our grief,	52
‘Tis such a very pleasant day	58
We do not want to go away.”	65
So, for just one more merry day	72
To the great Tree the leaflets clung,	79
Frolicked and danced, and had their way,	86
Upon the autumn breezes swung,	91
Whispering all their sports among,	96
“Perhaps the great Tree will forget	102
And let us stay until the spring	109
If we all beg and coax and fret.”	117
But the great Tree did no such thing;	125
He smiled to hear their whispering.	131

“Come, children all, to bed,” he cried;	138
And ere the leaves could urge their prayer	146
He shook his head, and far and wide,	154
Fluttering and rustling everywhere,	158
Down sped the leaflets through the air.	165
I saw them; on the ground they lay,	173
Golden and red, a huddled swarm,	179
Waiting till one from far away,	185
White bedclothes heaped upon her arm,	191
Should come to wrap them safe and warm.	199
The great bare Tree looked down and smiled.	207
“Good-night, dear little leaves,” he said;	213
And from below each sleepy child	219
Replied “Good-night,” and murmured,	223
“It is so nice to go to bed!”	231

Word Count: 231 words

## 7. **“Why the Bear Has a Short Tail”**

---

by Florence Holbrook

One cold morning when the fox was coming up the road	11
with some fish, he met the bear.	18
“Good-morning, Mr. Fox,” said the bear.	24
“Good-morning, Mr. Bear,” said the fox. “The morning is brighter because I have met you.”	33 39
“Those are very good fish, Mr. Fox,” said the bear. “I have not eaten such fish for many a day. Where do you find them?”	51 64
“I have been fishing, Mr. Bear,” answered the fox.	73
“If I could catch such fish as those, I should like to go fishing, but I do not know how to fish.”	86 95
“It would be very easy for you to learn, Mr. Bear,” said the fox. “You are so big and strong that you can do anything.”	108 120
“Will you teach me, Mr. Fox?” asked the bear.	129
“I would not tell everybody, but you are such a good friend that I will teach you. Come to this pond, and I will show you how to fish through the ice.”	141 155 161
So the fox and the bear went to the frozen pond, and the fox showed the bear how to make a hole in the ice.	174 186
“That is easy for you,” said the fox, “but many an animal could not have made that hole. Now comes the secret. You must put your tail down into the water and keep it there. That is not easy, and not every animal could do it, for the water is very cold; but you are a learned animal, Mr. Bear, and you know that the secret of catching fish is to keep your tail in the water a long time. Then when you pull it up, you will pull with it as many fish as I have.”	198 209 222 235 248 262 277 283



The bear put his tail down into the water, and the fox went away. The sun rose high in the heavens, and still the bear sat with his tail through the hole in the ice. Sunset came, but still the bear sat with his tail through the hole in the ice, for he thought, “When an animal is really learned, he will not fear a little cold.”

It began to be dark, and the bear said, “Now I will pull the fish out of the water. How good they will be!” He pulled and pulled, but not a fish came out. Worse than that, not all of his tail came out, for the end of it was frozen fast to the ice.

He went slowly down the road, growling angrily, “I wish I could find that fox;” but the cunning fox was curled up in his warm nest, and whenever he thought of the bear he laughed.

Word Count: 440 words

ISBN 979-8-89072-469-4

© 2024. Texas Education Agency. Portions of this work are adapted, with permission, from originals created by

Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org).

This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike

4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of the Texas Education Agency, as well as prior works by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) and is made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

This work is based on prior works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Printed in the USA