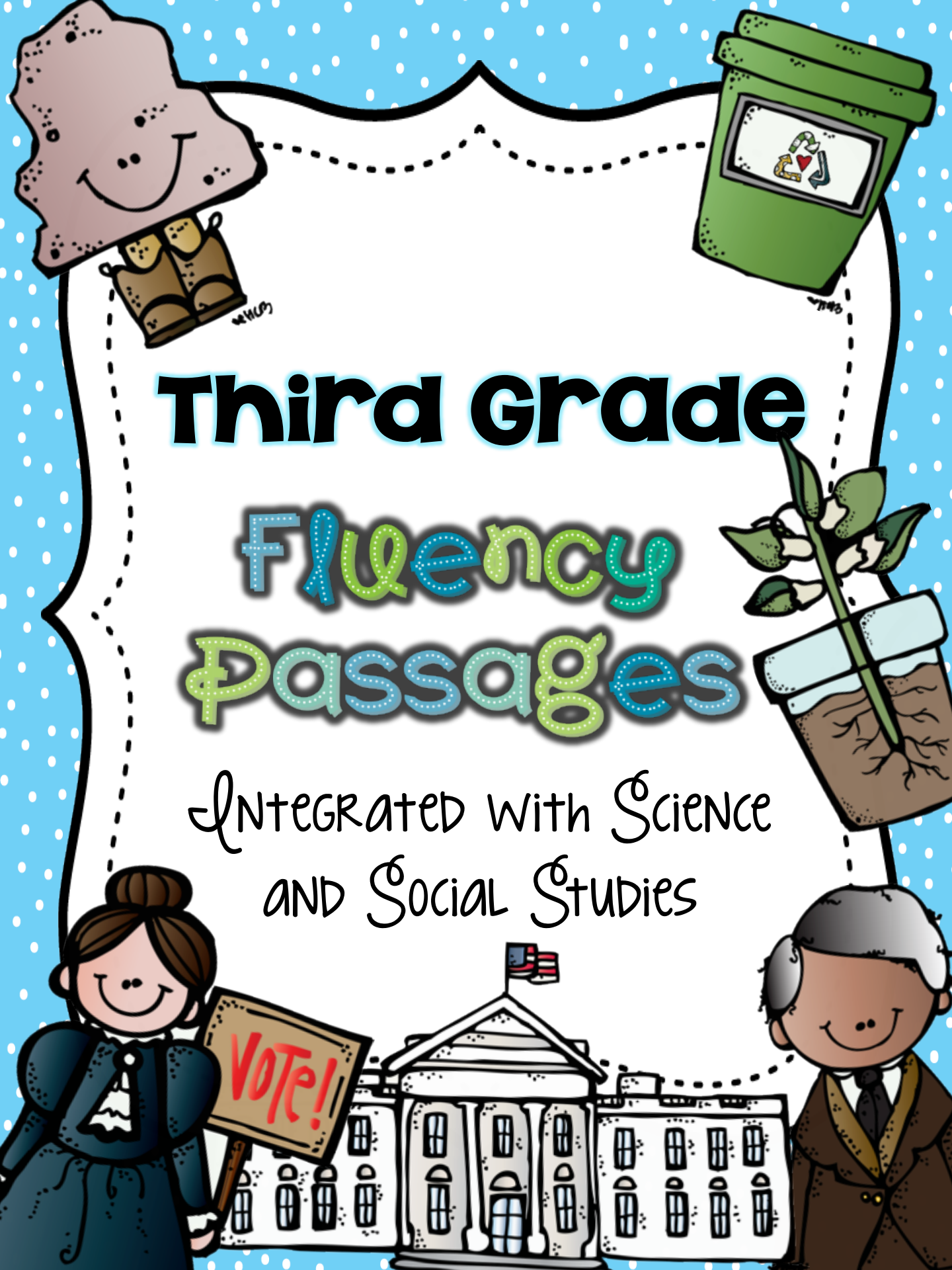
Third Grade

Fluency Passages

Integrated with Science and Social Studies



Note to Teachers

Reading fluency is the power to read quickly, accurately, and with expression. Fluent readers excel at oral reading, which is highlighted by smooth and natural expression. Reading fluency is important because it provides a bridge between word recognition and reading comprehension. Since fluent readers don't have to concentrate on decoding the actual words, they can focus their attention on what the text actually means.

Over the years, I've noticed that reading fluency is my number one concern for my students who are experiencing trouble in reading. Their lack of reading fluency prevents them from comprehending text, which almost leads to frustration and the desire to escape reading. These students have to focus on decoding individual words and focus their time and attention on figuring out the words, leaving little room for actually understanding the text. Research has shown that repeated reading is one of the best ways to improve students' reading fluency. "Repeated and monitored oral reading improves reading fluency and overall reading achievement." (National Institute for Literacy website, 2006).

I've taken this research to heart and have given my students fluency passages to read year after year. I send home a reading passage on Monday and have students read the passage independently and orally to an adult each night. This practice has done wonders for my students' fluency, which eventually leads to improved comprehension, and ultimately an enjoyment of reading.

I couldn't help but wonder though, why not integrate this reading practice with social studies and science? Those are the two subjects that are hardest to squeeze in during the day, and those are often the subjects that give students the most trouble because of their technical vocabulary and complex ideas. With that idea in mind, I've create a set of fluency passages that are integrated with many different science and social studies concepts. My primary focus was on the Georgia science and social studies standards, as well as the Next Generation Science Standards. On the following pages, you can see a list of the different topics addressed within this packet. If there is any topic you'd live to see addressed, be sure send me an email, and I'll try to add it! I'll not be able to make anything state specific, since that would quickly get out of hand☺ Be sure to ask first if you have any questions. My email address is asheligh_60@hotmail.com

Since these are nonfiction text, I've been sure to level each passage through the Lexile leveling website. The passages range from a Lexile level of ?-? There are at least 120 words in each passage, which is a good WPM goal for third grade students at the end of the year.

Ultimately, how you implement this practice is up to you! These passages can be practiced in any order. You can arrange them in the order that you teach the topics, or you can work your way through the easiest to the most challenging passages. I prefer to only use these passages with my students who are below our third grade benchmark for reading fluency. I have students do a cold read in class on Monday morning, and we record their words per minute on the included reading graph. Then after practicing the passage for a week, I assess students again on Friday and record the new words per minute score for students. This graph is an amazing way to show students' progress!

Reading fluency

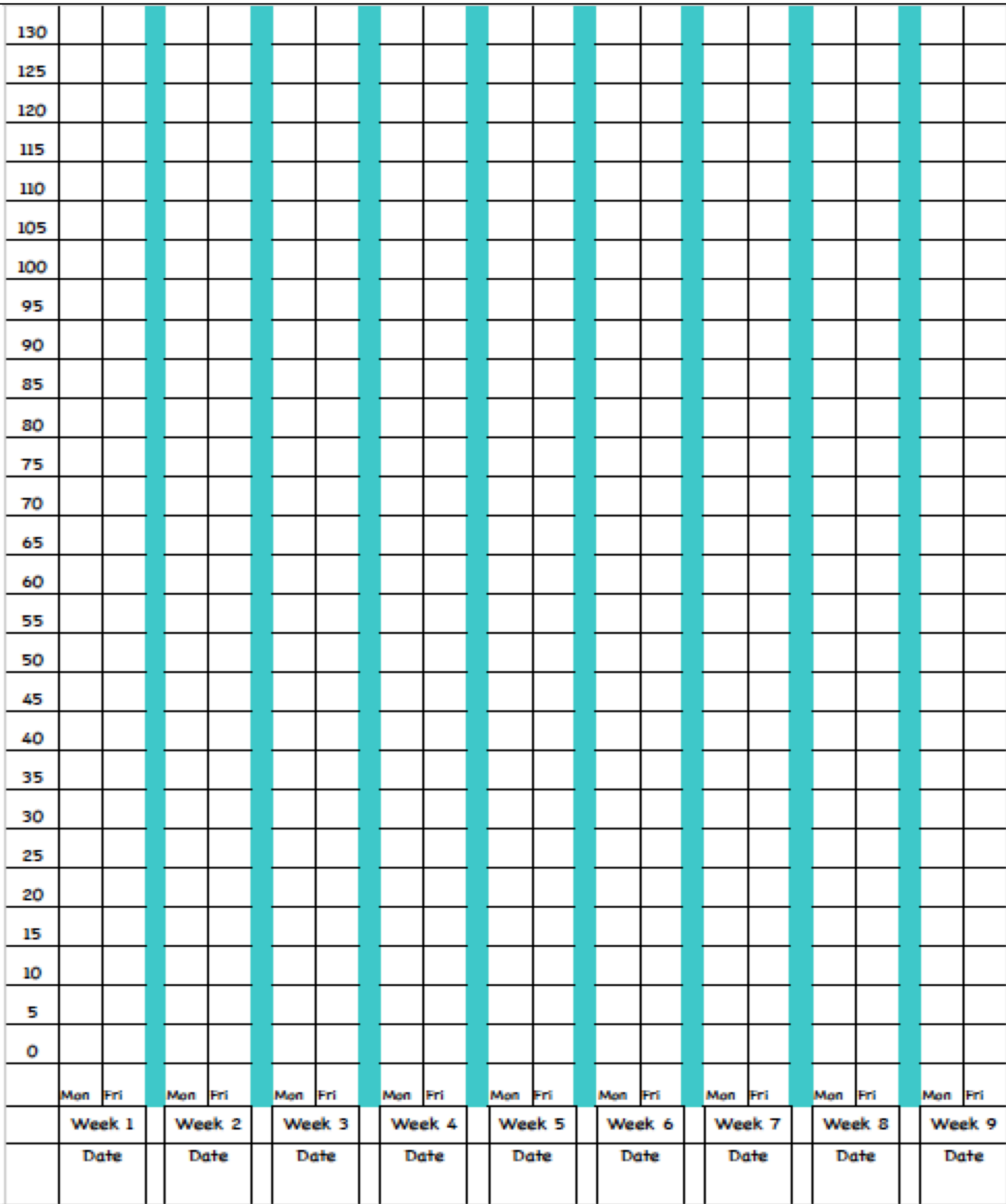
This year your child will be working to improve his/her reading fluency. Fluent reading is reading in which words are recognized automatically without needing to be sounded out. With automatic word recognition, reading becomes faster, smoother, and more expressive. When fluent readers read aloud, the words should flow together, rather than sound halting and choppy. Improving fluency will also greatly improve comprehension, because students are able to focus on the meaning of the text rather than deciphering individual words.

One of the best ways to help your child improve his/her reading fluency, is through their nightly repeated reading. Each Monday, your child will take home a short reading passage to be read nightly. Your help will make a significant difference in your child's reading fluency.

directions

- Student should read the passage independently for practice .
- Then, an adult should time the student as he/she reads orally for one minute.
- At the end of the minute, mark where furthest point the child read to in the passage. Record how many words were read on the passage.
- Point out any errors or areas that gave the child trouble.
- There are follow up questions that can be asked to help aid in comprehension.
- Repeat these steps Monday–Thursday.

Reading Fluency Graph



Passages Organized by Lexile Level

I've kept all of the reading passages within the Lexile reading level suggested for third grade. You can see a chart below for further reference.

2nd grade–420–650, 3rd grade–520–820, 4th grade–740–940

Science

- 570–Soil–Pg. 3
- 640–Butterfly Life Cycle–Pg. 19
- 670–Animal Adaptations–Pg. 12
- 670–Weather and Climate–Pg. 14
- 700–Heat–Pg. 6
- 710–Habitats–Pg. 11
- 720–Varation of Traits–Pg. 20
- 740–Water Cycle–Pg. 16
- 760–Forces and Motion–Pg. 17
- 760–States of Matter Pg. 21
- 770–Seasons–pg. 15
- 780–Magnets–Pg. 8
- 790–Minerals–Pg. 2
- 810–Rocks–Pg. 1
- 810–Pollution–Pg. 10
- 815–Insulators and Conductors–Pg. 7
- 820–Weathering and Erosion–Pg. 4
- 820–Fossils–Pg. 5
- 820–Enviroment–Pg. 9
- 820–Plant Adaptations–Pg. 13
- 820–Plant Life Cycle–Pg. 18
- 820–Solar System–Pg. 22
- 820–Moon–Pg. 23
- 820–Sound–Pg. 24
- 820–Food Chain–Pg. 26

Social Studies

- 660–Legislative Branch–Pg. 7
- 670–Goods and Services–Pg. 10
- 700–Thurgood Marshall–Pg. 18
- 720–Frederick Douglass–Pg. 13
- 740–Ancient Greece–Pg. 1
- 740–Franklin D. Roosevelt–Pg. 16
- 750–Mary McLeod Bethune–Pg. 15
- 780–Levels of Government–Pg. 5
- 780–Paul Revere–Pg. 12
- 760–Mountains–Pg. 3
- 780–Landforms–Pg. 21
- 790–Eleanor Roosevelt–Pg. 17
- 800–Cesar Chavez–Pg. 20
- 810–Productive Resources–Pg. 9
- 810–Susan B. Anthony–Pg. 14
- 820–Olympics–Pg. 2
- 820–Longitude and Latitude–Pg. 4
- 820–Executive Branch–Pg. 6
- 820–Judicial Branch–Pg. 8
- 820–Imports and Exports–Pg. 11
- 820–Lyndon B. Johnson–Pg. 19

Passages Organized by Topic

Science

Social Studies

rocks

A rock is made of two or more minerals. Rocks are 11
constantly changing, because after they form, they wear 19
down and then form again. This process is called the rock 30
cycle. Rocks are named by how they are formed. There 40
are three types of rocks. Igneous rocks are formed when 50
volcanoes erupt and magma flows to the earth's surface. 59
New rocks can also be made from weathering and erosion. 69
Rain, wind, and running water cause rocks to break down a 80
little bit at a time. These rock pieces fall to the bottom of 93
the lake or oceans they run into. Over time the layers of 105
sand and mud at the bottom of lakes and oceans turn into 117
sedimentary rocks. Metamorphic rocks are rocks that have 125
changed because of heat and pressure. 131

- Name the three types of rocks.
- How are rocks named?
- How are igneous rocks formed?
- How are sedimentary rocks formed?
- How are metamorphic rocks formed?

Number of Words Read	Monday	Tuesday	Wednesday	Thursday
1st Attempt				
2nd Attempt				
3rd Attempt				