

Grade 3 Fluency Feedback Guide

Look-fors for rate, accuracy, and prosody, a quick one-minute read check with words correct per minute, published grade-level norms, and teacher feedback sentence frames.

Use this guide whenever a student reads aloud: during Take Turns Reading, the Word List and Phrase Fluency routine, Listen and Follow Along rereads, and the Prosody Marks practice. It covers the three parts of fluency named in TEKS 3.1(A): rate, accuracy, and prosody.

1. Look-Fors: Rate, Accuracy, and Prosody

Part	What it is	Listen for	If it is not there yet, try
Rate	Reading at a steady, conversational speed, not too fast and not too slow.	The pace sounds like talking. Common words are read automatically. The reader does not race past punctuation or stop on every word.	Echo reading one sentence at a time. Three reads of the word list. Phrase-cued reading with the phrase lists.
Accuracy	Reading the words correctly.	Words are read correctly the first time, including multisyllabic words. Errors are self-corrected when meaning breaks down.	Reread the missed word together. Tap the syllables and name the syllable type. Add the word to the next word-list read.
Prosody	Reading with expression: phrasing, stress, intonation, and pauses that match the meaning.	Voice drops at a period and rises at a question. The reader pauses at commas and reads in meaningful phrases. Dialogue sounds like the character. Important words are stressed.	Prosody Marks practice. Teacher models a sentence, student echoes it. Read it three ways: flat, with marks, to a partner.

2. Quick One-Minute Read Check

1. Choose an unpracticed passage at grade level, such as a Grade 3 Listen and Follow Along passage the student has not read yet. Give the student one copy and keep one copy to mark.
2. Say: "Please read this out loud. Start here and read your best. If you come to a word you do not know, I will tell it to you." Start a one-minute timer when the student reads the first word.
3. Mark errors with a slash: a word read incorrectly, a substituted word, a skipped word, or a word you supply after about three seconds. Self-corrections, repeated words, and added words are not errors.
4. At one minute, mark the last word read with a bracket.
5. Count and calculate.

Measure	How to calculate	Example
Words correct per minute (WCPM)	Total words read in one minute minus errors	104 words read, 4 errors: 104 minus 4 = 100 WCPM
Accuracy	Words correct divided by total words read, times 100	100 divided by 104 = about 96 percent
Prosody	Rate the read 1 to 4: 1 word by word, 2 two-word phrases, 3 mostly meaningful phrases with some expression, 4 smooth phrasing and expression throughout	Most sentences in phrases, voice rises at the question: 3

Grade 3 oral reading fluency norms (words correct per minute)

Percentile	Fall	Winter	Spring
50th percentile	83	97	112
25th percentile	59	79	91

Source: Hasbrouck, J., and Tindal, G. (2017). An Update to Compiled ORF Norms (Technical Report No. 1702). Eugene, OR: Behavioral Research and Teaching, University of Oregon. Norms are for unpracticed grade-level passages read for one minute. Hasbrouck and Tindal note that students scoring within about 10 words above or below the 50th percentile are reading within the expected range, and that rate is only one part of fluency: always look at accuracy and prosody too. Aim for at least 95 percent accuracy.

One-Minute Read Check record

Date	Passage	Words read	Errors	WCPM	Accuracy %	Prosody 1 to 4	Next step

3. Feedback Sentence Frames

Name one thing that went well, then one next step. Keep it specific and short, and have the student reread the sentence right away.

Rate

"Your reading sounded like talking when you read _____. Keep that same speed in the next paragraph."

"You read _____ very fast. Slow down so your listener can follow. Let's reread it at talking speed."

"You stopped on several small words. Let's read the phrase list again so those words come quickly."

Accuracy

"You fixed _____ all by yourself when it did not make sense. That is what strong readers do."

"You read _____ as _____. Look at the syllables. Which syllable type is it? Try it again."

"Your accuracy went from _____ to _____ percent. Reading the list three times worked."

Prosody

"Your voice went up at the question mark in _____. It sounded like a real question."

"I heard you pause at the comma after _____. Read the next sentence in phrases the same way."

"Read _____ again and make it sound like how the character feels."

"I noticed you _____ like a fluent reader. One thing to try next is _____."

Student self-check

After I read	Yes	Almost	Not yet
My speed sounded like talking.			
I read the words correctly and fixed my mistakes.			
My voice matched the punctuation and the meaning.			