



Fluency and Comprehension Activities

Use these activities to increase fluency and comprehension. These activities are teacher-directed and can be provided to individual students, several students, or all group members.

Make one copy of the **Fluency and Comprehension** student pages for each student.

Sentences

Have students read the sentences to themselves and put their thumbs up when finished. Then read the sentences with students, modeling good phrasing and normal speech.

Decodable Text

Read the Text

The decodable text has two parts, each with a Teacher Reads. Preview any bold words in the text first. For each part, read the Teacher Reads. Then have students read the part independently. Choose from the following options used in the lessons to reread the part: **Choral Read, Partner Read, Individual Turns.**

Oral Comprehension Questions

After reading each text part, ask students the following comprehension questions:

- What is the topic of this part?
Begin by saying: The topic is _____.
- What is one thing you learned about the topic?
Begin by saying: One thing I learned about the topic is _____.

Fluency Check

Have students practice reading the text aloud with you or a partner for one minute, using a timing device. Students can record their times for Cold Timing, Practice, and Hot Timing. The goals are accurate reading and improvement in correct number of words read. Students can also do this Fluency Check with a copy of the decodable texts from the unit lessons.

Text Comprehension

Read the directions with students. Have them complete the first item. Provide feedback by telling students the correct answer. Use one of these options to complete the activity:

- Have students complete it independently.
- Complete the remaining items orally with students. Then have students add written responses independently.
- Proceed item by item, providing scaffolding/ support as needed and immediate feedback.

ADDITIONAL PRACTICE Unit 4

Fluency and Comprehension

Target Skill: ew

Name: _____

Text Comprehension Read each question. Think of the answer or look back at the text. Fill in the blank. Be sure the sentence makes sense.

▶ **Part 1**

- WHAT** is the first thing you should do for crafting a film report?
The first thing you should do for crafting a film report is see the film and take notes.
- HOW** should you start your film report?
You should start your film report with a strong opinion that will keep people reading.

▶ **Part 2**

- WHAT** is another thing a film report should tell?
Another thing a film report should tell is Answers will vary: what the film is about; what happens.
- WHAT** is one thing a film report should NOT tell?
A film report should NOT tell how the film ends.
- HOW** do you explain your opinion?
You explain your opinion by giving reasons why you have that opinion.
- HOW** can you close a film report?
You can close a film report with a score, from one to five stars.

PHONICS FOR READING • Level C Unit 4

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Target Skill: ew

Name:

Sentences Whisper read a sentence to yourself. When you can read all the words, put your thumb up. Read the sentence with your teacher.

1. Did you find the newspaper?
2. The crew ate some of the warm stew.
3. I can see dewdrops on the roses again.
4. Can you unscrew another lid for me?
5. My mother grew the beans from seeds.
6. Troy's dad works as a jeweler in New York.
7. Would you please clean the mildew from the tub?
8. Lewis needs a screwdriver to fix the old machine.
9. You will need to get home from the park by your curfew.
10. Dawn withdrew her name from the club because she has no time.



Decodable Text Read each part. Then answer your teacher's questions.

Be a Film Reporter

Part 1

Teacher Reads A film report or review is information about a film written by a reporter. Reporters give their opinion and tell what they think of the film. When people read a film report, it helps them decide whether or not they want to see the film.

Some people think crafting a film report is not hard. But
11 it takes time and work. There are tips to help you craft a
24 report for your school newspaper or newsletter.
31 First, see the film and take notes. You may need to see it a
45 few times.
47 Start your report with an **opinion** that will keep people
57 reading, like: "It was very good. The time just flew by!" or
69 "Save your time! Do not see this film."

Part 2

Teacher Reads A film review should include basic facts about a film, such as the title, the names of the actors and director, and the year it came out. Read on to find out what else to include in a film report.

77 Sum up what the film is about. Is it an action film about
90 a ship's crew? Is it about a jeweler who grew up in New
103 York? Is it about a storm that blew down homes? Tell what
115 happens, but not how it ends.
121 The next part can explain your opinion. Give reasons why
131 you have that opinion.
135 Close your report with a score. A five-star film is very
147 good. A one-star film is very bad. Many new films fall
159 in-between!
161

Cold Timing _____

Practice _____

Hot Timing _____



Target Skill: ew

Name: _____

Text Comprehension Read each question. Think of the answer or look back at the text. Fill in the blank. Be sure the sentence makes sense.

► **Part 1**

1. **WHAT** is the first thing you should do for crafting a film report?

The first thing you should do for crafting a film report is _____
_____.

2. **HOW** should you start your film report?

You should start your film report _____
_____.

► **Part 2**

3. **WHAT** is another thing a film report should tell?

Another thing a film report should tell is _____
_____.

4. **WHAT** is one thing a film report should NOT tell?

A film report should NOT tell _____.

5. **HOW** do you explain your **opinion**?

You explain your opinion by _____
_____.

6. **HOW** can you close a film report?

You can close a film report _____
_____.