



# 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 this part about?  
Begin by saying: This part is about \_\_\_\_\_.
- How does this part end?  
Begin by saying: This part ends with \_\_\_\_\_.

### 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 7  
Target Skills: *tch, dge*

Fluency and Comprehension

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** team do Mitch and Brandy play for?  
Mitch and Brandy play for the Switchovers.
- WHAT** team was in the lead and by how much?  
The team in the lead was the Switchovers  
by one run.
- WHAT** is one thing Mitch was thinking about?  
Mitch was thinking about Answers will vary: how Brandy was the best pitcher on the team; how she had struck out two batters; if Brandy could get this last one out.

▶ **Part 2**

- WHY** did Mitch not catch the next pitch?  
Mitch did not catch the next pitch because the batter hit the ball on that pitch.
- WHAT** happened after Mitch yelled "Catch it!"?  
After Mitch yelled, he saw his dog run to the ball, snatch it, and run off.

PHONICS FOR READING • Level C Unit 7

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**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. Try not to scratch too hard when you feel itchy.
2. The kids want ketchup for their hot dogs.
3. I like this patchwork quilt the most.
4. My bike is by the edge of the bridge.
5. The pitcher will try to strike out the batter.
6. Mom and Sal said their fudge was the best.
7. You will not stay dry if you walk in that ditch.
8. Did you learn about the old drawbridge in class?
9. The catcher knows how to dodge a foul ball.
10. Will the four judges pick a player to go on to the next round?



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

## The Last Pitch

### Part 1

**Teacher Reads** Two youth baseball teams, the Switchovers and the Badgers, are playing in the neighborhood championship game. The Switchovers have put their best pitcher on the mound. She has already struck out two players.

Mitch, the catcher for the Switchovers, punched his mitt.

9 He was on edge. His team had the lead by one run over the  
23 Badgers. He had made a pledge to win.

31 Mitch looked at Brandy, the best pitcher on the  
40 Switchovers. She had struck out two Badgers. Could she get  
50 this last one out? Brandy gave Mitch a nod and was set to  
63 send this last pitch.

### Part 2

**Teacher Reads** The last batter for the Badgers is up. He is the best hitter on their team. He has swung twice and missed. Brandy, the Switchover pitcher, is ready to deliver what she hopes is the final pitch.

67 Mitch held up his mitt for this next pitch. He had an itch  
80 to win. He waited for the swish of the bat and the miss as  
94 the pitch came to the plate. Then there was a crack of the bat  
108 hitting that pitch.

111 Mitch could see the path of the hit. He could not judge if  
124 the catch would be made. "Catch it!" he yelled.

133 Just then he saw his dog Dodger run to the ball, snatch it,  
146 and run off!

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Cold Timing \_\_\_\_\_

Practice \_\_\_\_\_

Hot Timing \_\_\_\_\_



**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** team do Mitch and Brandy play for?

Mitch and Brandy play for \_\_\_\_\_.

2. **WHAT** team was in the lead and by how much?

The team in the lead was \_\_\_\_\_

by \_\_\_\_\_.

3. **WHAT** is one thing Mitch was thinking about?

Mitch was thinking about \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

► **Part 2**

4. **WHY** did Mitch not catch the next pitch?

Mitch did not catch the next pitch because \_\_\_\_\_

\_\_\_\_\_.

5. **WHAT** happened after Mitch yelled “Catch it!”?

After Mitch yelled, \_\_\_\_\_

\_\_\_\_\_.