



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 12
Target Skill: minor sound of ea

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**

- WHY** were city parks made?
City parks were made to be good for the health of the people in the city.
- WHY** were city parks made close to where people live?
City parks were made close to where people live so they were not hard to get to.

► **Part 2**

- WHAT** is one thing people can find in City Park?
In City Park, people can find Answers will vary: old oak trees; fun art for kids.
- WHAT** is one thing Rock Creek Park has?
One thing Rock Creek Park has is Answers will vary: meadows; woods; streams.
- WHAT** is one thing people can do in Rock Creek Park?
In Rock Creek Park, people can Answers will vary: fish and boat on parts of Rock Creek; hike and bike on trails.

PHONICS FOR READING • Level C Unit 12

4

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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. Many flowers grow in the meadow.
2. This box of books is almost too heavy to lift.
3. It is pleasant to sit on the porch in warm weather.
4. Please give me some black thread so I can mend this shirt.
5. You may want to bring a light sweater for the trip.
6. Nur meant to get cheese from the store, but she forgot.
7. There is a stain on my leather coat that I need to clean.
8. Dontay always puts out a nice spread of food when we visit.
9. It's good for your health to drink water throughout the day.
10. Tristan spread grass seed over the dirt patches in the yard.



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

City Parks

Part 1

Teacher Reads You read about four friends having an end-of-summer picnic at a city park. Let's find out about city parks and how they became such an important part of cities.

Years and years ago when people left farms to live in a
12 city, they missed space. A city has lots of noise and crowds.
24 Because of this, parks were made. Parks were meant to be
35 good for the health of people in the city.
44 Parks are pleasant, widespread places with trees and
52 meadows. At first, parks were at the edge of a city. That
64 meant they could be hard to get to. So, parks were made
76 where people live.

Part 2

Teacher Reads Now, most big cities have large, wide-open parks and smaller neighborhood parks. Some bigger parks have become well-known, including City Park in New Orleans, Louisiana, and Rock Creek Park in Washington, D.C.

79 City Park gives people a place to spread out and take a
91 deep breath. There are oak trees with heavy branches. Some
101 of the trees are over 750 years old. A part of the park has fun
116 art for kids.

119 Instead of just meadows, Rock Creek Park also has woods
129 and streams. People can fish and boat on parts of Rock
140 Creek. In good weather, people can hike and bike on trails in
152 the park.

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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. **WHY** were city parks made?

City parks were made _____.

2. **WHY** were city parks made close to where people live?

City parks were made close to where people live so _____
_____.

► **Part 2**

3. **WHAT** is one thing people can find in City Park?

In City Park, people can find _____
_____.

4. **WHAT** is one thing Rock Creek Park has?

One thing Rock Creek Park has is _____
_____.

5. **WHAT** is one thing people can do in Rock Creek Park?

In Rock Creek Park, people can _____
_____.