



# 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 6  
Target Skills: *i\_e, o\_e*

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** contest did Miles say is getting close?  
Miles said the contest that is getting close is boat-making.
- WHAT** was the problem Miles and Nicole had in the past?  
In the past, they seemed to fail.
- HOW** is Miles feeling this time?  
Miles is feeling as if they can do it this time.

▶ **Part 2**

- WHAT** will Miles and Nicole do this time that they did not do last time?  
This time, Miles and Nicole will Answers will vary: not make the holes in the sails very big; use tape that stays dry if it gets wet.

PHONICS FOR READING • Level B Unit 6

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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. What is the name of your school?
2. Devin rode his bike by the stream.
3. Who did you vote for last week?
4. I gave the nine dry plants some water.
5. After hiking five miles, it was time to rest.
6. The fox went into the cave to sleep.
7. Lane and Nick missed the bus and got to school late.
8. Will your dog get upset if you are not at home?
9. Mom asked me why I like that yellow rose the best.
10. How much time do you have to help clean?



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

## Making a Boat

### Part 1

**Teacher Reads** Every year, the school Miles and Nicole go to has a boat-making contest. The boat must be made with recycled materials. Miles and Nicole have had problems building boats in the past. Miles has the list of materials for this year's contest.

8 "The boat-making contest is getting close," Miles  
said as he gave the list to Nicole.

16 Nicole looked at the list. "Can we do it this time,  
27 Miles? In the past, we kept trying and seemed to fail. It  
39 feels hopeless."

41 "We can do it, Nicole. This time it will be fine,"  
52 Miles said.

54 Nicole asked, "Do we have all the things on this list?  
65 I can get some. What do you have?"

73 "I have a lot of stuff on that list. Let's make a pile  
86 and see what we can do."

### Part 2

**Teacher Reads** Nicole and Miles gather empty water bottles, cardboard, cardboard tubes, construction paper, tape, and glue for the boat. Then they recall some of the mishaps they had in previous years.

92 "We have a lot of stuff," said Nicole. "Let's make  
102 white sails."

104 "This time I will not make the holes very big on the  
116 sails. The sails did not stay up on the mast last time,"  
128 said Miles.

130 "Yes, and the boat sank. What a mess!" Nicole said.

140 "This time, let's use tape that stays dry if it gets wet."

152 Nicole gave Miles a smile. "Where there is hope,  
161 there is a way!"

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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** contest did Miles say is getting close?

Miles said the contest that is getting close is \_\_\_\_\_.

2. **WHAT** was the problem Miles and Nicole had in the past?

In the past, they \_\_\_\_\_.

3. **HOW** is Miles feeling this time?

Miles is feeling as if \_\_\_\_\_.

► **Part 2**

4. **WHAT** will Miles and Nicole do this time that they did not do last time?

This time, Miles and Nicole will \_\_\_\_\_

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