



# 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 5  
Target Skill: *a\_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** did Jake wish to see?  
Jake wished to see the lights and what it takes to make the show.
- WHAT** did Wade wish to do?  
Wade wished to smell cupcakes, muffins, and pancakes.

▶ **Part 2**

- WHAT** did Wade and Jake each get to do?  
Wade got to bake and Jake got to see what it takes to make a TV show.
- WHAT** did Jake say was the best thing of all?  
Jake said the best thing of all was they got to have a cupcake that Wade helped bake.

PHONICS FOR READING • Level B Unit 5

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Target Skill: *a\_e*

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. Why were you late for school?
2. There were lots of lamps on sale at the shop.
3. Come and play this game with us.
4. The film made me cry because it was so sad.
5. Will you trade your cake for some muffins?
6. I have a cape that was handmade by my mom.
7. After I use the rake, I will put it in the shed.
8. We sat in the shade of a tree by the lake.
9. Where did you put the frame for the painting?
10. My dog came in and was wet from the rain.



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

## Baking on TV

### Part 1

**Teacher Reads** Wade and Jake's fifth-grade class is going on a field trip to see a baking show being filmed for TV. Wade, a beginning baker, is excited to see the show in person. Jake wants to learn how television shows are made.

“Wade, come stand by me!” yelled Jake.

7 Wade ran to stand by Jake as they waited with some  
18 classmates to get on the bus.

24 “This will be fun,” Jake said. “I cannot wait to see  
35 the lights and what it takes to make the show. Will they  
47 put makeup on us?”

51 “Makeup?” Wade asked. “We will not be on TV,  
60 Jake! I cannot wait to smell cupcakes, muffins, and  
69 pancakes! Let's get on the bus so we are not late!”

### Part 2

**Teacher Reads** At the studio, Wade is chosen to help on the show, and Jake is chosen to work with the crew behind the scenes. Jake learns about cameras, microphones, and lighting. Wade helps the baker measure and mix ingredients.

80 “What a fun day!” Jake said on the way back to  
91 school.

92 “Yes,” said Wade, “I am glad we went!”

100 “All the lights and sets and people,” Jake said. “It  
110 takes a lot of work to make a show!”

119 “Yes,” said Wade. “I got to bake, and you got to see  
131 what it takes to make a TV show!”

139 “Best of all,” said Jake, “we got to have a cupcake  
150 you helped bake!”

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

Practice \_\_\_\_\_

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

Target Skill: *a\_e*

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** did Jake wish to see?

Jake wished to see \_\_\_\_\_  
\_\_\_\_\_.

2. **WHAT** did Wade wish to do?

Wade wished to \_\_\_\_\_.

► **Part 2**

3. **WHAT** did Wade and Jake each get to do?

Wade got to \_\_\_\_\_ and Jake got to \_\_\_\_\_  
\_\_\_\_\_.

4. **WHAT** did Jake say was the best thing of all?

Jake said the best thing of all was \_\_\_\_\_  
\_\_\_\_\_.