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 _____ .

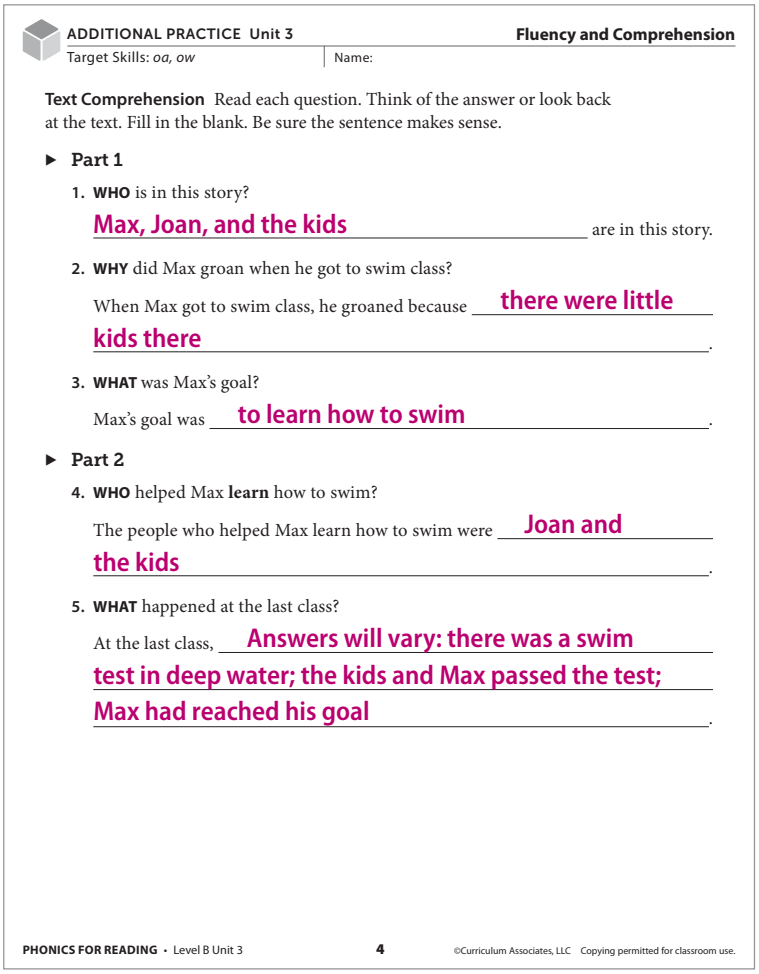
Fluency Check

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 3 — Fluency and Comprehension
Target Skills: *oa, ow* | 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. **WHO** is in this story?
   Max, Joan, and the kids are in this story.
2. **WHY** did Max groan when he got to swim class?
   When Max got to swim class, he groaned because there were little kids there.
3. **WHAT** was Max's goal?
   Max's goal was to learn how to swim.

▶ **Part 2**

4. **WHO** helped Max **learn** how to swim?
   The people who helped Max learn how to swim were Joan and the kids.
5. **WHAT** happened at the last class?
   At the last class, Answers will vary: there was a swim test in deep water; the kids and Max passed the test; Max had reached his goal.

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Target Skills: *oa, ow* | 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. Lee got a peach from the bowl.
2. Who will coach the swim team in May?
3. I put a little bit of soap on the dish.
4. We are going to paint the rowboat yellow.
5. Cal can swim but will stay in shallow water.
6. The truck went down the road at a slow speed.
7. Mom said we can have roast beef for lunch.
8. Dad and I have been cleaning the windows all day.
9. After school, Lin will show Dev how to upload files.
10. If it snows all day, Dee and I can work on a snowman.

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Target Skills: *oa, ow* | Name:

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

Splash!

Part 1

Teacher Reads Max is sixteen and has never learned how to swim. He would like to get a summer job at a local community center, but the job requires that he know how to swim. So, Max decides to join a swim class.

Max got to swim class and groaned. There were
9 little kids there! "Well, well," said Max. "My goal is to
20 **learn** how to swim. At least the coach is a grown-up!"
32 "I am Joan," said the swim coach. "I have ten weeks
43 to teach you to swim, and all of you will grow and
55 learn a lot!"
58 The kids went with Joan into shallow water. Joan
67 had them bob up and down. "Go with the flow!" Joan
78 said. "That means have fun!"
83 Then, Joan had them float as she held them. When
93 Joan let go of Max, he was still floating!

Part 2

Teacher Reads During the classes, Joan taught her students all the basic things they needed to know about swimming. Keep reading to find out how the class goes for Max.

102 The kids swam fast. Max was slow, but he stuck
112 with it. Joan kept showing Max each step until he did
123 it on his own. Max did a lot of work to learn. At the
137 last class, there was a swim test in deep water. The little
149 kids passed, and Max passed! He had reached his goal!
159

Cold Timing _____ Practice _____ Hot Timing _____

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Target Skills: *oa, ow* | 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. **WHO** is in this story?

   _____ are in this story.

2. **WHY** did Max groan when he got to swim class?

   When Max got to swim class, he groaned because _____

   _____.

3. **WHAT** was Max's goal?

   Max's goal was _____.

▶ Part 2

4. **WHO** helped Max **learn** how to swim?

   The people who helped Max learn how to swim were _____

   _____.

5. **WHAT** happened at the last class?

   At the last class, _____

   _____

   _____.

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