



Fluency and Comprehension Activities

Use this activity to increase fluency and comprehension. This activity is teacher-directed and can be provided to individual students, several students, or all group members.

Make one copy of the **Fluency and Comprehension** student page for each student.

Use the following routine to read the Decodable Sentence Expansion texts.

Decodable Sentence Expansion

1. Find Sentence Expansion (1, 2, or 3).

Fluency Practice – Sentence Expansion 1, 2, or 3

2. **Whisper Reading** Whisper read the first sentence to yourself. When you can read all words in the sentence, put your thumb up. *Wait until all thumbs are up.*
3. **Choral Reading** Let's read the sentence together. Everyone, begin. *Chorally read the sentence with students. Have students touch under the words as they read. Read at a moderate rate.*
4. *Repeat Steps 3 and 4 for the second and third sentences.*
5. **Individual Reading** Call on a student to read a sentence while classmates touch under the words and follow along. *Have the sentences read in order.*

Comprehension – Sentence Expansion 1, 2, or 3

6. Let's read the fourth sentence together. Begin. *Chorally read the sentence with students.*
7. Let's expand the sentence by adding a phrase that tells **when** or **where** the event occurred. The new sentence must make sense.
8. *If sentence expansion is difficult for students, model one or two examples.*
 - **Sentence Expansion 1:** Last summer, Jess had a kitten with a little red bell. At the picnic, Jess had a kitten with a little red bell.
 - **Sentence Expansion 2:** After stopping at the last stop, the bus will go up the hill to the school. In my neighborhood, the bus will go up the hill to the school.
 - **Sentence Expansion 3:** On Tuesdays and Wednesdays, Miss Duff is the boss at the lab to look at fossils. At the museum, Miss Duff is the boss at the lab to look at fossils.
9. Now it's your turn to expand the sentence. Think of a phrase that tells **when** or **where** the event could have occurred. Put your thumb up when you have created a new sentence. *Wait until all thumbs are up. Ask students to share their new sentences with their partners. Then ask several students to share their sentences. Provide feedback to students, focusing on if their sentences make sense and tell when or where the event occurred.*
10. *Repeat Steps 2–9 for Sentence Expansion 2 and Sentence Expansion 3.*



Decodable Sentence Expansion

1. Jess had a kitten.

Jess had a kitten with a bell.

Jess had a kitten with a little red bell.

. . . , Jess had a kitten with a little red bell.

The bus will go.

The bus will go up the hill.

The bus will go up the hill to the school.

. . . , the bus will go up the hill to the school.

Miss Duff is the boss.

Miss Duff is the boss at the lab.

Miss Duff is the boss at the lab to look at fossils.

. . . , Miss Duff is the boss at the lab to look at fossils.