



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: *kn, ph, qu, wr*

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**

1. **WHY** was Ralph nervous?
Ralph was nervous because Answers will vary: today was his first day in a new high school; he wanted to fit in with the other kids

2. **WHY** did Ralph's mother send him a text?
Ralph's mother sent him a text because Answers will vary: she wanted to wish him good luck; she wanted to let him know she was thinking about him

► **Part 2**

3. **HOW** did Ralph meet Knox?
Ralph met Knox Answers will vary: while he was looking at a list of school clubs; by Knox asking Ralph if he played chess

4. **WHY** did Ralph feel that life in the city might work out?
Ralph felt that life in the city might work out because Answers will vary: the new high school had many clubs; he could join the chess club; he met Knox

PHONICS FOR READING • Level C 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. Now I know how gophers dig.
2. Don't toss the old wrapper on the ground.
3. I have only two kneecaps but many knuckles.
4. The other writers should be there in an hour.
5. My father will be done with the phone in a minute.
6. Please get a warm quilt for the bed.
7. I knew we would take a quiz today.
8. Would you hold the wrench while I check for leaks?
9. The women quoted a playwright I don't know.
10. Are you sure dolphins swim by that shipwreck?



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

A New Home

Part 1

Teacher Reads Ralph and his parents moved from a small, quiet town to a big, busy city. Ralph will attend a big high school. He isn't happy about the move and worries that kids won't accept him at his new school.

Ralph smoothed out a small wrinkle in his shirt as he
11 walked quickly to his new school. Today was his first day as a
24 high-school sophomore.

27 "Will the kids like me? Will I fit in?" he asked himself.
39 Ralph had a knot in his throat, and his knees felt weak. He
52 knew it was because he was nervous.

59 Ralph looked at his phone. His mother had sent him
69 a text: "Good luck!" she wrote. "I know you will do well
81 today!"

Part 2

Teacher Reads Ralph is early for school. He walks through the crowded hallways and stops in front of a large bulletin board. He sees something that sparks his interest.

82 Ralph looked at the list of school clubs. There were quite
93 a lot. There was chess, writing, film, speech, art, wrestling,
103 math, and much more! A boy next to Ralph asked, "Do you
115 play chess? We need more people in the chess club." The
126 boy's name was Knox.

130 "Yes, I do!" said Ralph. And in that minute, Ralph felt
141 that life in the **city** may work out after all.

151

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** was Ralph nervous?

Ralph was nervous because _____

_____.

2. **WHY** did Ralph’s mother send him a text?

Ralph’s mother sent him a text because _____

_____.

► **Part 2**

3. **HOW** did Ralph meet Knox?

Ralph met Knox _____

_____.

4. **WHY** did Ralph feel that life in the **city** might work out?

Ralph felt that life in the city might work out because _____

_____.