

# Lesson 1

## Elements of fluency



DO

Have students sit with their partners for the week.



SAY

Remember that in Shared Reading, we read many texts to improve our fluency. Fluent readers read texts accurately, or correctly, at a good rate (speed), and with expression. When we read fluently, we are better able to comprehend or understand what we read.



DO

Post or project the text excerpt you prepared ahead, and ask students to listen as you read the excerpt aloud. Read the excerpt aloud two times, first reading it fluently (accurately, at a good pace, and with expression), then dysfluently (word-by-word, monotone, ignoring punctuation, skipping words, and without expression or meaning).



SAY

How did my reading sound the second time I read the text? (*Listen as students respond.*) That's right, it sounded too slow, word-by-word, and like a robot. When I read like this, it is hard to understand what I am reading.

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DO

Post the “When I read fluently...” chart. Read the chart aloud and then discuss the meaning of each element of fluency with the students. Point to the first element (“I read the words accurately”).



SAY

This is the element of fluency we have been focused on in our reading together. You have worked hard in previous lessons to read texts accurately. What does it mean to read words accurately? (*Pause and allow students to respond.*) That’s right, it means to read the words correctly. We need to read the words correctly to understand what we read.



DO

Consider adding student language about this element to the chart. Then, point to the next element (“I read at a good pace or rate”).



SAY

What do you think it means to read words at a good pace, or rate? (*Pause and allow students to respond.*) That’s right, it means that you recognize most words automatically and can read them smoothly and at just the right speed. When we read too fast or slow, or have to stop to figure out many words, it is hard to understand what we read.



DO

Consider adding student language about this element to the chart. Then, point to the next element (“I read with expression and feeling.”).

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What do you think it means to read words with expression and feeling? *(Pause and allow students to respond. If necessary, reread the excerpt with expression and feeling.)* That's right, it means that I do not sound like a robot. I pay attention to punctuation and pause or change my tone of voice at the appropriate times. When I read with expression and feeling, I better understand what I read.



Consider adding student language about this element to the chart. Then, tell students that as they read texts together this week, they will start to practice all of these elements of fluency. You don't expect them to read texts fluently right away, but rereading the same text many times during the week will help them become fluent readers. Keep the "When I read fluently..." chart posted for students to reference throughout these lessons.

## Read High Frequency Words



Students, next we will read a decodable text that has many words we can read because they are words that include the sounds we know. It also includes some words that can't be sounded out. Before we read our decodable text today, we are going to practice reading the words that we will see that can't be sounded out. We need to know these words by sight, or automatically, so we call these "High Frequency Words." For these words, you will read and spell each word. Read, spell, read.



DO

Some frequently used words are not decodable with the phonics students know. Students will learn to spell and recognize these words by sight. This will support their ability to read them accurately when they encounter them in texts. Introduce or review the High Frequency Words, and consider posting the words for easy reference during the lessons. You may also want to post High Frequency Words taught in the previous level as well because students will encounter them in this level's decodable texts.

Level B High Frequency Words: old, any

Previously Taught Word list: be, we, me, of, do, to, look, you, no, he, come, are, people, my, water, been, call, who, find, down, over, new, sound, only, little, work, know, place, year, live, most, very, after, our, good, sentence, great, where, through, before

## Reading decodable text



SAY

Now we will read the decodable text, "June and Mike Fly a Kite" that includes words we can decode and High Frequency Words we just practiced or have learned previously.



DO

Post the text, "June and Mike Fly a Kite" so that all students can see the words. Read aloud the title of the text. Tell students that this is a story and that it includes characters that talk to each other. Point to the quotation marks and explain that these show when a character is speaking.

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I am going to read this text aloud and as I read, I want you to follow along silently and listen to how my voice changes when I read certain parts of the text. Ready?



Reread the title, then read the text aloud, and with expression and at a slightly slower pace so that students can easily follow along.



What did you notice about the way that I read this text? (*Listen as students respond. Responses may vary.*) That's right, when I saw quotation marks, I made my voice sound like I was talking to someone, and when there was a question mark I made my voice go up at the end to sound like a question. That is what it sounds like to read with expression.



Tell students the High Frequency Words in this text: old, any; then invite a volunteer point to each of the words in the text. Then, underline every occurrence of each of the words. Repeat the above procedure to identify in the text previously learned (from Curriculum Level A/Grade K) High Frequency Words: out, her, the, was, what, said. Then, distribute a copy of the decodable text to each student.



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Students, now we will read aloud the text together. But first you will underline the same words in your copy of the text that are underlined in the enlarged text. These are the words you cannot yet decode using the sounds you have learned.



Have students underline all of the words that are underlined in the enlarged text. Have them say each word as they underline it.



Now we will chorally read this text together. As I read, you will follow along on your own text and read out loud what I am reading. We will read the words together, using voices that are not too loud, and not too quiet. You will use your finger to follow the words as we read. Ready?



Read the text aloud chorally with the students. Be sure to model fluent reading for students, reading with expression and not too slowly or too fast. During choral reading, make a mental note of any students who have challenges and which words cause hesitation. When you are finished reading, give the whole group specific, positive feedback about how they read fluently. Refer to the "When I read fluently..." chart and identify one element that students did well.

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Now I am going to ask you some questions about the text. When I ask a question, you are going to turn to your partner and take turns answering the question.



Ask the following comprehension questions one at a time. After students discuss each question in pairs, invite one or two students to share with the group: Who are the characters in this story? (June and Mike) What happens in this story? (June and Mike take June's kite out to fly.)



**Correction Routine:** During choral reading, if any students make an error, have the whole group stop and reread the word, then the entire phrase or sentence before moving on. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill, and avoids singling out any students who struggle.

For decodable words: Point to the sound-spelling wall card. Say the mnemonic and have students repeat the associated sound. Then, point to the word that prompted the error during reading. Have all students reread the word and then the entire sentence.

For High Frequency Words and other non-decodable words: Tell students the word. Then, point to the beginning of the phrase or sentence and have students reread the entire sentence.



Students, now you are going to read the text aloud to yourself three times. Practicing rereading the text will help you become a more fluent reader.

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DO

Point to the “When I read fluently...” chart and briefly review the elements of fluency. Invite students to think about which element of fluency they most need to improve and to focus on that element as they read.



SAY

During this time, I am going to listen to some students read the text and will give feedback about your reading to help improve your fluency.



DO

Have students bring their copy of the text to a space in the room where they can read it aloud quietly and not disturb others.



SAY

Remember that as you read, use a quiet voice, or whisper voice, so that you can hear yourself read but do not disturb those around you. Remember to read the text aloud three times and to use your finger to follow the words as you read.



DO

Have students begin reading. As they read, listen in on one or two students who had challenges during choral reading. Offer feedback on their fluency using the Feedback Guide. When all students are finished reading, collect their copies of the text.



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**Feedback Guide:** Listen to the student read the text aloud. In your feedback, focus on one element of fluency at a time and invite the student to practice improving in that element. Reassure students that fluency is something that improves with practice and that it is OK if they don't read a text fluently at first. They will improve every time they reread the text. Look for additional opportunities during the day to listen to students read and provide feedback.

**Accuracy:** Students need to read most words correctly and automatically. Students who consistently struggle with accuracy will not be able to improve other elements of fluency and may be in need of intervention. Support students with accuracy by using the following correction routine: For decodable words: Point to the sound-spelling wall card. Say the mnemonic and have students repeat the associated sound.

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## “June and Mike Fly a Kite”

June took out her kite.

The kite was folded.

June laid the kite flat on the bench.

“What a cool kite! Will it fly?” said Mike.

“It is old, but it will fly on any windy day,” said June.

Mike ran with the kite.

“Hold tight!” said June.

The kite flew up high in the sky.

“Told you!” said June.