


Read High Frequency Words

A yellow lightbulb icon with a black base, indicating a key point or tip.

Springboard Collaborative addresses fluency instruction in Grades 2–3 through Shared Reading. Effective fluency instruction ensures that all students read grade level text with accuracy, appropriate rate, and good expression. Each week, students will engage in repeated and assisted readings of a Grade 2 passage to develop their oral reading fluency and to prepare them to perform the passage at the end of the week. They also review High Frequency Words to reinforce automatic word recognition, and they answer questions about the passage to develop their comprehension. Shared Reading is an excellent opportunity to build on the skills taught during the phonics component (when appropriate). Based on your students' needs, emphasize certain spelling patterns to reinforce sound-spelling automaticity and to support students' fluent reading of each week's passage.

Read High Frequency Words

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 them for easy reference.

Level C High Frequency Words: through, on, one



Have students sit with their assigned partner for the week.

Lesson 1



Students, we know that we can use sounds to help us read words. We also know that there are some words that can't be sounded out. Before we read today, we are going to read words that we will see often in our reading and/or 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.



Point to the first word.



Read. *[Pause to allow the students to read the word.]* Spell.



Point to each letter and prompt the students to say each letter name.



[After students have said the names of all the letters in the word prompt them to read the word.] Read. *[Pause to allow the students to read the word.]*



Repeat this procedure for each word, having students "read, spell, read" each word.

Introduce Shared Reading and Fluency



In Shared Reading, we will read many texts to improve our fluency. First we will read a text together many times to “share” the reading. Then you will reread the text many times until you are able to read it fluently on your own. Fluent readers read words of a text 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.



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).



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.



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”).

Lesson 1



What do you think it means 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. [Consider adding student language about this element to the chart.]



Point to the next element ("I read at a good pace or rate").



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. [Consider adding student language about this element to the chart.]



Point to the next element ("I read with expression and feeling.").



What do you think it means to read with expression and feeling? [Pause and allow students to respond.] 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.]



DO

Tell students that during Shared Reading, they will read a text together first and that you don't expect them to read it fluently right away. Explain that practicing 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).

Introduce Shared Reading Passage and Model Fluent Reading



DO

Post the text, "A Smelly Mystery," so that all students can see the words. Read aloud the title of the text.



SAY

This is the text we will read together this week. We will read it together many times so that by the end of the week, you will be able to read it (or part of it) fluently on your own.



DO

Write the week's learning objective for all students to see and read it aloud. "I can improve my reading fluency by practicing reading 'A Smelly Mystery' accurately, at a good speed, and with expression and feeling."

Lesson 1



SAY

Remember, the goal is to improve reading fluency by the end of the week. You do not have to read the text fluently right away. Practicing rereading will improve your fluency.



DO

Tell students that first you will read the text aloud as they listen and follow along.



SAY

As I read, I will point to each word and you will listen, watch, and follow along silently. Ready?



DO

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



SAY

Now I will read the text again and stop to discuss some key vocabulary. You will follow along silently, and this time, I want you to think about the meaning in this passage. Ready?

Lesson 1

Read aloud the text again while students follow along silently. As you read, stop to define the following vocabulary:

mystery: something that cannot be explained

fridge: refrigerator

clue: something that helps a person understand something

wiggled: moved side to side quickly (wiggle your finger back and forth; invite students to do the same)

sniffed: put nose close to something to smell it (demonstrate sniffing with your nose; invite students to do the same)

(Consider posting the words and definitions and reviewing them in each lesson.)



DO



SAY

We will read the passage again and you will answer some questions about the passage.

Practice Choral Reading and Answer Questions about the Passage



DO

Distribute a copy of the passage to each student.

Lesson 1



SAY

Students, now we will read aloud the text together. This is called choral reading. 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. Remember to use your finger to point to the words as we read. Ready?



DO

Read the text aloud chorally with the students. Be sure to model fluent reading for students, reading not too slowly or too fast. (During choral reading, make a mental note of any students who have challenges and which words cause hesitation.)

Once 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.)



SAY

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

Lesson 1

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 whole group.



DO

Q: What is this passage mostly about? (a girl is trying to figure out what was causing the bad smell in her house)

Q: Who are the characters in this story? (Hope, Mr. Snuggles, Grandma)

Q: What mystery does Hope try to solve? (where the bad smell is coming from) Q: What causes the stinky smell? (Grandma's fancy French cheese)



SAY

Now I will read the text again and stop to discuss some key vocabulary. You will follow along silently, and this time, I want you to think about the meaning in this passage. Ready?



DO

Collect the students' copies of the passage.



SAY

In the next lesson, we will read this text again as a group and you will also practice reading it on your own.

Lesson 1

“When I read fluently,...”

I read the words accurately, or correctly.

I correct my mistakes.

I read at a good rate or pace.

I read smoothly. I don't read too fast or slow.

I read with expression and feeling. I pay attention to punctuation.

I change my voice or volume depending on the meaning.

Prepare the “When I read fluently...” chart on a large piece of chart paper and post it where all can see. Write the title.