

## Read High Frequency Words



### 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:** away, said, there

**Previously Taught Word List:** through, on, one



DO

Have students sit with their assigned partner for the week.



SAY

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.

## Model Fluent Reading and Answer

### Questions about the Text



Students, remember that 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 able to comprehend or understand what we read.



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



Remember that 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.



Review the week’s learning objective for students: “I can improve my reading fluency by practicing reading ‘A Smelly Mystery’ accurately, at a good speed, and with expression and feeling.”

# Lesson 2



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.



Distribute a copy of the passage to each student. Tell students that you will read the text aloud as they listen and follow along. Then you will read the text again and ask some questions.



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



Now I will read the text again and then ask you some questions. You will follow along silently, and this time, I want you to think about the meaning in this passage. 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.

# Lesson 2



**SAY**

Now 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.



**DO**

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. Q: What are the clues that Hope wonders about when trying to solve the mystery? (fridge door slightly open, fancy crackers on the counter)

Q: Who is Mr. Snuggles? How do you know? (a dog; the illustration, the story says Mr. Snuggles wiggled his tail and barked)

Q: How does Mr. Snuggles help her? (he sniffed out where the smell was coming from)



**SAY**

Now we will read the passage again and identify the High Frequency Words we recognize.

## Practice Echo Reading and Identify High Frequency Words in the Passage



Students, now we are going to be doing something called echo reading. This means that I will read a line of our passage aloud and then you are going to echo me by reading the exact same line. As I read, you will follow along on your own text and then when I say “your turn,” you will read aloud the same line of the passage. Before we echo read, let’s identify any High Frequency Words in the passage that we know.



Invite students to look at the projected text and/or their own copy of the text and work with a partner to skim the passage for any High Frequency Words they have learned and practiced.



What High Frequency Words do you see in this passage? [on, said]



As students respond, underline the High Frequency Words they have learned and practiced. Have students underline the same words in their copy of the passage.

# Lesson 2



Now we will practice echo reading. Remember, as I read, you will follow along on your own text and then when I say “your turn,” you will read aloud the same line of the passage. Remember to use voices that are not too loud and not too quiet, and to use your finger to point to the words as we read. Ready?



Read a line of the passage aloud, pointing to the words as you read. Be sure to model fluent reading for students, reading with expression and not too slowly or too fast. (During echo reading, make a mental note of any students who have challenges and which words cause hesitation.)



Your turn. Remember to point to each word of the text as you read. (Listen as students read aloud the same line.)



Repeat the above procedure for each line of the passage. Once you are finished reading, give the whole group specific, positive feedback about how they echo read fluently.

During echo 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. Students who do not consistently read accurately will struggle with other elements of fluency. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop accuracy 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.



## Review Elements of Fluency and Practice

### Rereading the Passage Independently



**SAY**

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



**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 passage 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.



# Lesson 2



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 passage aloud [three] times and to use your finger to point to each word as you read.



Have students begin reading. As they read, listen in on one or two students and offer feedback about their fluency. When all students are finished reading, collect their copies of the passage



## 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 passage fluently at first. They will improve every time they reread the passage. 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. If students are struggling to decode and recognize many words automatically, consider providing them with a text more appropriate to their reading level or having them practice reading a shorter section of the passage during the week. 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:

# Lesson 2

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.

**Pace:** Students read at an appropriate pace when they recognize most words automatically and read them smoothly and at just the right speed. They don't have to stop to figure out many words, and they read in phrases, not word-by-word. Some suggestions for supportive feedback on pace are below:

- Model reading a sentence or two at a good pace. Have the student reread the same sentence(s).
- "Read the sentence again, and read the words [made a noise] together, not word by word."

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- “You read a little fast. Practice that sentence again, slowing down a bit.”
- “You read that smoothly, without taking many breaks.”

**Expression:** Pace and phrasing (above) are aspects of expressive reading. Expressive reading happens once accurate, automatic reading is well established. Expressive readers sound like they are trying to make sense of what they are reading (expression is closely related to comprehension). Some suggestions for supporting students with expressive reading are below:

- Model how a sentence(s) should sound.
- Think aloud for students about why you read the sentence(s) the way you did. (e.g., “I noticed there was a question mark at the end of this sentence, so I read it like I was asking a question.”; “The quotation marks show when someone is talking, so I read the words a little louder and like the character was speaking.”; “I emphasized the word [love] in [Hope loved a good mystery] to show the meaning: Hope was really excited to solve the mystery.”)
- Have students reread the sentence(s) you modeled with expressive reading.

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- “You changed the tone of your voice to express the author’s meaning.”
- “The volume of your voice was natural, like you were talking to a friend.”
- The Multidimensional Fluency Rubric (Zutell and Rasinski, 1991) offers more detail about expressive reading and what to look for when listening to students read.
- Have students reread the sentence(s) you modeled with expressive reading.
- “You changed the tone of your voice to express the author’s meaning.”
- “The volume of your voice was natural, like you were talking to a friend.”

The Multidimensional Fluency Rubric (Zutell and Rasinski, 1991) offers more detail about expressive reading and what to look for when listening to students read.