

## 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:** different, move, kind

**Previously Taught Word List:** through, on, one, away, said, there, they, two, under, was, what, where, who, after, again, could, every, find, put, does, another, large, even, because



**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.

# Lesson 4

## Model Fluent Reading and Identify High Frequency Words



In Shared Reading, we will read many texts to improve our fluency. When we read fluently, we are better able to comprehend or understand what we read.



Post the text, “Chompy the Robot Dog,” so that all students can see the words. Read aloud the title of the text. Distribute a copy of the passage to each student. Review the week’s learning objective. Tell students that you will read the text aloud as they listen and follow along.



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 with expression, and at a slightly slower pace so that students can easily follow along. When you are finished reading, think aloud for students about why you read certain parts of the passage the way you did.

# Lesson 4



Notice that I raised my voice a little when I read the dialogue, "Fetch, Chompy!" I know it's Zane calling Chompy to play with the ball, and it says he yelled as he threw the ball high in the air. Also, the exclamation point tells me he was speaking in an excited voice. Be sure to pay attention to dialogue and other punctuation as you read.



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 new High Frequency Words do you see in this passage? [was]



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

## Discuss One Sentence



Students, now you are going to focus on one sentence from this passage and talk about it.



Post or project the sentence, “Chompy’s ears drooped for a moment before rising up again.” Read it aloud and have students read it aloud with you.

Focus on one chunk at a time. Have students discuss the following questions about the chunks in pairs:

**Chompy’s ears drooped:**

- What is this sentence about? (Chompy’s ears)
- What did Chompy’s ears do? (They drooped)
- *Can you show me what “drooped” means by drooping your head? (Watch as students hang their head down)*

**for a moment before**

- *How long did Chompy’s ears droop? (For a moment or short period of time)*
- *Why do you think Chompy’s ears droop for a moment? What makes you think that? (He is a little sad; Zane asks if there will be real dogs in their new home and Chompy feels unwanted)*
- *What does the word “before” tell us? (That his ears drooped before something else happened; it signals that we will find out what happened after)*

**rising up again:**

- *“Rise” is the base word of “rising”. What do you think “rising up” means? (It means moving up)*
- *What does this chunk tell us? (It tells us that Chompy’s ears move up again after they drooped for a moment)*
- *Can you make your head droop for a moment and then rise up again? (Watch as students droop their head and then make it rise again)*
- *Why do you think Chompy’s ears rise up again? What makes you think that? (He gets excited; in the next sentence he asks if there will be robot boys in their new home)*



# Lesson 4



After discussing each chunk, invite students to say the sentence in their own words. Have one or two students share with the group. Then model reading the sentence aloud fluently, and have the students repeat after you.

## Practice Rereading and Complete Self-assessment



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.



Point to the “When I read fluently...” chart and briefly review the elements of fluency.



During this time, I am going to listen to some students read the passage and will give you feedback about your reading to help you improve your fluency. When you are done reading, you will complete a self-assessment to help you set goals for your reading.



# Lesson 4



Post or project the “Fluency self-assessment” form. Remind students that after they read, they will fill out this form will help them think about how they did with each element of fluency and set one goal for their reading. Explain that you will give students this form when they are done reading. 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.



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 the words as you read.



Have students begin reading, and listen in on one or two students to offer support and provide feedback about their fluency. (See Feedback Guide) When students are finished reading, call for their attention.



Remember that one of the ways we improve our fluency is to set goals for our reading. Now you fill out a self-assessment form to set goals for yourself.



Distribute a Fluency self-assessment form to each student and have them fill it out. When they are finished, invite one or two students to share with the group one thing they want to improve in their reading. Collect the self-assessments.

# Lesson 4

## SAY

You have had many opportunities to improve your reading of “Chompy the Robot Dog.” We will celebrate all the progress you made in the next lesson when you will perform the passage for the group!



## DO

Support any students who are still struggling to read the passage fluently by asking them to perform a shorter section of the passage (or another passage they know well). You might have them highlight the section of the passage they will perform and practice reading it aloud to family members in preparation for the next lesson. See Lesson 2 for the Feedback Guide.



## 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 4

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."

# Lesson 4

- “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.

# Lesson 4

- “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.