

## 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:** mother, answer

**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, different, move, kind, picture, away, animal, house, letter



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 Identify High Frequency Words



Students, remember that in Shared Reading, we will read many texts to improve our fluency. 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, “Tree Rings,” so that all students can see the words. Read aloud the title of the text.



Remember that we will read this text 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. 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.

# Lesson 2



**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. Then point to the diagram on page 1 and read it aloud. Remind students that informational texts often include diagrams, photos, or other details in boxes to help readers better understand the information they read in the text.



**SAY**

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?



**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 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.

Reread the second paragraph and the diagram on the opposite page. Then 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 did you learn about tree rings in the second paragraph? (they tell us what the climate was like when the tree was growing)

Q: The text says that rings grow wider when it's warm and rainy. What does the word "wider" mean? How do you know? (it means thicker; the next sentence says rings are thin when the weather is the opposite of warm and rainy; I know thin is the opposite of thick; the diagram also shows thick and thin rings)



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



SAY

Students, now we are going to echo read this passage. 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.

# Lesson 2



DO

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.



SAY

What High Frequency Words do you see in this passage? [one, they, was, what, even]



DO

As students respond, underline the High Frequency Words and have them underline the same words in their copy of the passage.



SAY

Now we will echo read 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?



DO

Read a line of the passage aloud, pointing to each word 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.)



SAY

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

# Lesson 2



DO

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 accuracy 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.



**SAY**

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.

# Lesson 2



DO

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. See Lesson 2 for the Feedback Guide.

