

## 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:** world, between

**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, mother, answer, learn, should



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 of the Passage



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, "Tree Rings," so that all students can see the words. Read aloud the title of the text. Distribute a copy of the passage to each student. 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.



Notice that when I read the sentence, "Some trees have even lived for thousands of years," I emphasized the word "thousands" to express amazement at how long trees can live and to show the meaning.

# Lesson 4



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 new High Frequency Words do you see in this passage?



DO

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



SAY

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



DO

Post or project the sentence, "They also give information about what the climate was like during the life of a tree." Read it aloud and have students read it aloud with you.

# Lesson 4

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

They also give information about:

- What does “they” refer to? How do you know? (Tree rings; they are the topic of the text and the sentence before this one talks about tree rings)
- What do tree rings do? (Give us information about something)
- Why does the author use the word “also”? (We already learned that tree rings give us information about how old a tree is; “also” signals there is something *more they tell us*)



**SAY**

*what the climate was like:*

- *What do tree rings also give information about? (What the climate was like)*
- *What is another word the author could have used for “climate”?* (Temperature or weather)

*during the life of a tree:*

- *“During” means “throughout.” What does this chunk tell us? (That tree rings give us information about what the weather was like during the years the tree was growing)*



**DO**

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.

# Lesson 4

## Practice Rereading and Introduce Self-assessment



**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.



**SAY**

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.



**DO**

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

# Lesson 4



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, 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.



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

# Lesson 4



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.

