

Lesson 3

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: please, put, some

Previously Taught Word List: from, give, know, live (verb), live (adj.), once



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



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, "3D Printing Aids Animals," so that all students can see the words. Review the week's learning objectives for students and then read aloud the title of the text.



Remember, practicing rereading a text many times 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 they will identify and underline any new High Frequency Words in the text.



As I read, I will use my finger to follow the words and you will listen, watch, and follow along silently. Ready?

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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, 'First, they took photos of Freddy' I emphasized the word 'first' and paused very briefly after the comma, which emphasizes 'first' even more. The word 'first' is an important word because it tells us that the paragraph will describe the steps that the team took to help Freddy.



Point to the sidebar "Tortoise Shell, Take Two" and tell students that this text feature provides more information about the steps the team took to help Freddy. Read aloud the caption to the students as you point to the corresponding photographs.



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.

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 new information did you learn from this text feature? (We learned what the shell looked like, we learned the names of the people who made the shell, we learned that they had an artist paint the shell to make it look more natural and less artificial)

Q: How did the photographs help you better understand the process of helping Freddy? (Responses will vary)

Introduce and Model Reading the Passage with a Buddy



SAY

Students, now you are going to be reading the passage aloud with a partner two times.



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.

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First I am going to model how to read aloud with a partner.



Invite a volunteer to model reading the text with you. Have them use their own copy of the text for the modeling.



When you read with a buddy, you will listen carefully to them as they read and then use the “When I read fluently...” chart to say one encouraging thing about how they read. Then you will read aloud while your buddy listens and they will use the “When I read fluently...” chart to say one encouraging thing about how you read. It is important to be kind and supportive.



Write the prompts, “I like the way you...,” “One thing you did well was...,” “I liked how you read the part...,” for all students to see. Read them aloud.



You can use these prompts when sharing kind and supportive feedback with your partner.

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Model buddy reading by inviting the volunteer to read [a paragraph of] the passage aloud. When they are finished, model looking at the “When I read fluently...” chart and saying one thing you thought the student did well (e.g., You read many words correctly, I liked the way your voice sounded excited when you read the part about the group giving Freddy another chance at life; One thing you did well was pay attention to the commas and the periods). Then read aloud [the same paragraph of the passage] while your buddy listens. When you are finished, your buddy will give you encouraging feedback.



SAY

During buddy reading, partners can take turns reading one paragraph at a time, or take turns reading the entire passage at a time. The important thing is to listen attentively and to offer encouraging and kind feedback. What are some kind and encouraging things we can say to our partners after they read?



DO

Consider writing students’ ideas for kind feedback on the board or a piece of chart paper where everyone can see. You can add any new ideas to this list throughout the Shared Reading lessons.

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Reread the Passage with a Buddy



Students, now you are going to be reading the passage aloud to a partner two 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. Invite students to think about which element of fluency they most need to improve and to focus on that element as they read.



Remember that when you read with a buddy, you will listen carefully to them as they read and then use the “When I read fluently...” chart to say one encouraging thing about how they read. Then you will switch roles. You can take turns reading one paragraph at a time, or take turns reading the entire passage at a time. The important thing is to listen attentively and to offer encouraging and kind feedback to your partner.

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Have buddies bring their copies of the text to a space in the room where they can read it aloud quietly and not disturb others. Have students practice rereading the passage with their buddies. As they read, listen in to offer helpful feedback and provide any necessary support. (See Feedback Guide) When students are finished reading (and offering kind feedback) with their buddies, call for their attention and invite one or two students to share something their buddy did well during reading. Then collect their copies of the passage.



SAY

You have had many opportunities to improve your reading of “3D Printing Aids Animals.” You can read it to your family members aloud for more practice and to prepare to read it aloud to the group at the end of the week.



DO

Support any students who are still struggling to read the passage fluently by asking them to prepare to perform a shorter section of the passage (or another passage they know well). See lesson 2 for 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:

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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.