# EMPOWERING TEACHERS

Fluency Instructional Routine: High Frequency Words
Preparation/Materials: Dry erase board and marker.

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- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Sounds are noted using / /

- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words that are in print are in "quotation marks"
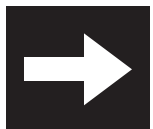
→ **NOTE:** Some high frequency words are partially decodable. These words may be taught by identifying parts of the words that follow the most common sound-symbol correspondence. The decodable parts of the high frequency word may then be used to assist in identifying the irregular portion of the word. This encourages students to look at all the letters in a word to determine the most accurate pronunciation.

TEACHER EXPLAINS TASK

We are going to read "the."

TEACHER MODELS TASK

Watch and listen.
Display and point to the word as you read.
This word is "the."
   "the"

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Read "the" with me.
   • **"the"**
Yes. This word is "the."
Read "the" with me again.
   • **"the"**
Yes. When you see this word you will say "the."

STUDENTS PRACTICE TASK

Your turn.
Point to the word as the student reads.
Read "the."
   "the"
When you see this word what will you say?
   "the"

INDEPENDENT PRACTICE

When students consistently read "the," provide individual turns. Call on students in an unpredictable order, calling more frequently on students who made errors.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are reading the word "the." If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity.

Adaptations using this Instructional Routine:
- Use other high frequency words.
- As you teach more high frequency words, ask the students to distinguish one high frequency word from the other words they have learned. For example, after teaching the words "the" and "was," have the students identify the word "the," or after teaching the words "the," "was," and "who," have the students identify the word "the."

For further independent student practice, refer to the FCRR Kindergarten and First Grade Student Center Activities at http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf
- F.007
- F.008
- F.010
- F.011
- F.012