# Word Spotters

Read high-frequency words aloud, then find and match them.

**RF.K.4.b** "Read irregularly spelled high-frequency words with automaticity and accuracy."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

## 1 READ AND CIRCLE

| | | | |
|---|---|---|---|
| a | says | said | saw |
| b | was | what | were |
| c | once | only | one |

## 2 READ AND MATCH

| | | | |
|---|---|---|---|
| the | • | • | two |
| two | • | • | are |
| are | • | • | the |

**ANSWER KEY**

# Word Spotters



## HOW TO RUN THIS PAGE

Work with each child individually so you can hear the words read from print. In Part 1, pause after the first sentence of each row prompt until the child has tried all three words, then say the target word. Note accurate, quick reading and record any help or hesitation separately from the marks on the page.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

## PART 1 · READ AND CIRCLE

**SAY** "Read each row of words aloud before I name a word to find. Then circle the word I name."

| ROW | SAY | STUDENTS CIRCLE |
|---|---|---|
| a | Read these three words aloud, from left to right. Which word says 'said'? Circle it. | **said** |
| b | Read these three words aloud, from left to right. Which word says 'was'? Circle it. | **was** |
| c | Read these three words aloud, from left to right. Which word says 'one'? Circle it. | **one** |

## PART 2 · READ AND MATCH

**SAY** "Read each word on the left aloud. Now read each word on the right aloud. Draw a line between words that are the same."

- **the** matches **the**
- **two** matches **two**
- **are** matches **are**

## WHAT TO ACCEPT

Circle responses, in order: said, was, one. Match each word to its identical word, and assess accurate, quick oral reading separately from correct circles and lines.