Word Trackers

Read printed sight words and short sentences smoothly.

ELA.1.F.1.4 "Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. a. Recognize and read with automaticity the grade-level sight words."

NAME _____ DATE _____

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

1 FIND IT

a	come	can	said
b	can	said	come
c	come	said	can

2 MATCH WORDS

can	•	•	come
come	•	•	said
said	•	•	can

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HOW TO RUN THIS PAGE

Read directions aloud, but first hear learners read the printed target words before saying those words for them. Record accurate ready recognition separately from reading after help; model and support a retry as needed. After the word tasks, display We come to school. Dad said, Hi. I can hop. Have each learner read this short text, then reread it with clear phrasing and expression after feedback.

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

PART 1 · FIND IT

SAY "Listen to each sentence and the choices. Which printed word makes the sentence sound right? After you circle a word, say the whole sentence with me in a smooth voice."

ROW	SAY	STUDENTS CIRCLE
a	Listen: We ___ to school. The choices are come, can, said. Which printed word makes the sentence sound right?	**come**
b	Listen: Dad ___, "Hi." The choices are can, said, come. Which printed word makes the sentence sound right?	**said**
c	Listen: I ___ hop. The choices are come, said, can. Which printed word makes the sentence sound right?	**can**

PART 2 · MATCH WORDS

SAY "Look at the printed left words. Read each word to me before I say it, then find the same word on the right and draw a line. If you need help, we will practice and try again; then read the shuffled right column too."

- **can** matches **can**
- **come** matches **come**
- **said** matches **said**

WHAT TO ACCEPT

Circle answers are row 1, come, row 2, said, and row 3, can. Accept lines that match can to can, come to come, and said to said, even if lines cross. Hear student-first reading of all three printed targets and record accurate ready recognition versus after support. Then observe actual reading/rereading of the three displayed sentences, checking words, smooth phrasing and appropriate expression. Do not score circles or identical-print lines as proof of automatic reading. No timed test or unsupported independent decoding demand.