Word Spotters

Read a small high-frequency word sample, then identify and match words.

1.2.B.vi "identifying and reading at least 100 high-frequency words from a research-based list;"

NAME _____ DATE _____

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

1 CIRCLE IT

a	**the**	**they**	**there**
b	**said**	**saw**	**say**
c	**where**	**were**	**went**

2 MATCH WORDS

you	•	•	**was**
was	•	•	**here**
here	•	•	**you**

ANSWER KEY # Word Spotters

HOW TO RUN THIS PAGE

Use this sample alongside the school's identified research-based high-frequency list; confirm its words appear there and record the list name. Read directions only before each child reads the printed words. Record independent accuracy/support before sentence prompts or feedback. This page does not assess all 100 words.

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

PART 1 · CIRCLE IT

SAY "Read every printed word to me before I help. Then listen to my sentence and circle its matching word."

ROW	SAY	STUDENTS CIRCLE
a	First read this row. Listen: Put it over there. Which printed word is in my sentence?	**there**
b	First read this row. Listen: Dad said yes. Which printed word is in my sentence?	**said**
c	First read this row. Listen: We were at school. Which printed word is in my sentence?	**were**

PART 2 · MATCH WORDS

SAY "Read each printed word on both sides before I help, then match identical words."

- **you** matches **you**
- **was** matches **was**
- **here** matches **here**

WHAT TO ACCEPT

Circle there, said, were; match you/you, was/was, here/here. Hear and record word reading before oral prompts, with prompted attempts noted separately. Track this small sample toward the chosen list's 100-word goal; circles/lines alone are not reading evidence.