# Read Then Write

Students read high-frequency words aloud, then spell them from memory.

**1.RF.3.h** "Read and spell grade-appropriate high-frequency words."

NAME _____ DATE _____

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

## 1 READ AND CIRCLE

| | | | |
|---|---|---|---|
| a | me | we | he |
| b | there | three | where |
| c | home | some | come |

## 2 HEAR AND WRITE

**ANSWER KEY**

# Read Then Write

**GRADE 1 · 1.RF.3.h**

## HOW TO RUN THIS PAGE

Have each student read the printed choices aloud before you ask the row question or pronounce any of the words. Allow think time and note reading accuracy, ready recall, and any support separately. For the second part, make sure all printed words are covered before dictating, and pause after each word.

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 every word in a row aloud to me before I ask its question. Then listen and circle one word."

| ROW | SAY | STUDENTS CIRCLE |
|---|---|---|
| a | Which word means you and I together? Circle it. | **we** |
| b | Which word means in that place? Circle it. | **there** |
| c | Which word means to move toward me? Circle it. | **come** |

## PART 2 · HEAR AND WRITE

**SAY** "Cover all the printed words above with a blank sheet of paper, and keep them covered. Write these words in the boxes I point to, one at a time: we, there, come."

- Box 1: **we**
- Box 2: **there**
- Box 3: **come**

## WHAT TO ACCEPT

Circle answers are we, there, come, in positions 2, 1, 3. Accept those exact spellings in the boxes; record oral reading accuracy and any support separately from the circles.