



ELL Targeted Support High-Frequency Words Tell students that high-frequency words are words they see, hear, or say most often. Write this week's high-frequency words on the board. Read aloud the words. Use them in sentences.

Choose another high-frequency word students learned earlier and write it on the board. Say each letter separately as you spell the word, for example, *s-a-i-d*. Have students repeat after you. Then read the whole word and have students listen and repeat. Practice with three other words. **BEGINNING**

Write another high-frequency word on the board. Ask volunteers to name the letters to spell the word. Ask: **What is this word? Let's say a sentence that uses this word.** Continue with other high-frequency words to develop understanding of these words that are used most often in classroom materials. **INTERMEDIATE**

Provide a list of high-frequency words from a decodable reader to student pairs. Have students take turns reading the pages of the book to find the words. As they find each word, have them check it off their list. **ADVANCED**

Provide a list of high-frequency words to students. Have them find the words in written classroom materials. As they find each word, have them read it and then check it off their list. **ADVANCED HIGH**

ELPS 4.C.i Develop basic sight vocabulary used routinely in written classroom materials.

HIGH-FREQUENCY WORDS



Tell students that high-frequency words are words they will hear and see over and over in texts. Write each high-frequency word on the board: *eat, play, so, some, their*. Have students read and spell each word as you point to it.

Then direct students to write the words in their notebooks and write sentences using these words. Have student partners switch notebooks and read each other's sentences.