**Instructional Targets**

**Reading Standards for Foundational Skills**
- **Phonics and Word Recognition:** Read common sight words (e.g., high-frequency items from Dolch/Fry list and commonly occurring words in the environment).

Which of your state standards are aligned to these instructional targets?

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**Classroom Activities/Lesson Plan**

**High-Frequency Word Wall**

High-frequency words are the words that appear most often in printed materials. Many high-frequency words are abstract and cannot be easily represented with pictures or decoded with early letter-sound associations. High-frequency words are identified from the Dolch/Fry word lists, identified as lists 1 through 4. (See the ULS Instructional Tools: Dolch/Fry Word Lists for composite lists.)

Introduce high-frequency words from the stories and articles in this unit.
- List 1: from, new, of, their, very, with
- List 2: down, end, map, town, tree, where
- List 3: cut, goes, large, place, river, start

Encourage students to do the following as words are introduced:
- Say the word, spell the word, say the word.
- Find the word in the story.
- Discuss word parts of each word.
- Put the word on the word wall.
- Identify and recognize letters at the beginning of the words.

Continue with word wall activities each day. Additional ideas for word study instruction are provided in the ULS Instructional Guides: Word Study. Practice use of word wall words in guided reading and writing activities. This lesson may be individualized for student abilities. Identify the words that students will learn for this month (6, 12 or 18 words). Use List 1 for 6 words, or Lists 1 and 2 for 12 words and Lists 1, 2 and 3 for 18 words.

Additional ideas for word study instruction are provided in the ULS Instructional Guides: Word Study.

*Pre- and post-assessments are available through Monthly Checkpoints.*

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**Differentiated Tasks**

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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<tbody>
<tr>
<td>• Students will independently read high-frequency words.</td>
<td>• Students will select or point to a named high-frequency word from a set of three words.</td>
<td>• Students will select a named high-frequency word from a single option choice.</td>
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**Resources and Materials**

- Word wall cards for each story
- List 1: from, new, of, their, very, with
- List 2: down, end, map, town, tree, where
- List 3: cut, goes, large, place, river, start

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