

## High-Frequency Word Chart for Levels C–E, Option 2

Check (✓) every time the student writes the word correctly without teacher support. There is no sequence within the level. Teach the words as they appear in the guided reading books.

| <b>Level C<br/>(3–4)</b> | <b>Student 1</b> | <b>Student 2</b> | <b>Student 3</b> | <b>Student 4</b> | <b>Student 5</b> | <b>Student 6</b> |
|--------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| are                      |                  |                  |                  |                  |                  |                  |
| come                     |                  |                  |                  |                  |                  |                  |
| did                      |                  |                  |                  |                  |                  |                  |
| for                      |                  |                  |                  |                  |                  |                  |
| get                      |                  |                  |                  |                  |                  |                  |
| have                     |                  |                  |                  |                  |                  |                  |
| here                     |                  |                  |                  |                  |                  |                  |
| him                      |                  |                  |                  |                  |                  |                  |
| of                       |                  |                  |                  |                  |                  |                  |
| play                     |                  |                  |                  |                  |                  |                  |
| said                     |                  |                  |                  |                  |                  |                  |
| she                      |                  |                  |                  |                  |                  |                  |
| will                     |                  |                  |                  |                  |                  |                  |
| you                      |                  |                  |                  |                  |                  |                  |
| Adds –s                  |                  |                  |                  |                  |                  |                  |
| <b>Level D (5–6)</b>     |                  |                  |                  |                  |                  |                  |
| all                      |                  |                  |                  |                  |                  |                  |
| down                     |                  |                  |                  |                  |                  |                  |
| saw                      |                  |                  |                  |                  |                  |                  |
| that                     |                  |                  |                  |                  |                  |                  |
| they                     |                  |                  |                  |                  |                  |                  |

## High-Frequency Word Chart for Levels C–E, Option 2 *(continued)*

| Level D<br>(5–6)     | Student 1 | Student 2 | Student 3 | Student 4 | Student 5 | Student 6 |
|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| this                 |           |           |           |           |           |           |
| was                  |           |           |           |           |           |           |
| went                 |           |           |           |           |           |           |
| what                 |           |           |           |           |           |           |
| when                 |           |           |           |           |           |           |
| where                |           |           |           |           |           |           |
| with                 |           |           |           |           |           |           |
| Adds <i>-ing</i>     |           |           |           |           |           |           |
| <b>Level E (7–8)</b> |           |           |           |           |           |           |
| day                  |           |           |           |           |           |           |
| get                  |           |           |           |           |           |           |
| give                 |           |           |           |           |           |           |
| her                  |           |           |           |           |           |           |
| new                  |           |           |           |           |           |           |
| out                  |           |           |           |           |           |           |
| over                 |           |           |           |           |           |           |
| she                  |           |           |           |           |           |           |
| then                 |           |           |           |           |           |           |
| want                 |           |           |           |           |           |           |
| were                 |           |           |           |           |           |           |
| your                 |           |           |           |           |           |           |
| Adds <i>-ed</i>      |           |           |           |           |           |           |