High Frequency Word List

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Words 1-25 | Words 26-50 | Words 51-75 | Words 76-100 | Words 101-125 | Words 126-150 | Words 151-175 | Words 176-200 |
| a | big | an | am  | about | after | again | air |
| all | come | back | as | been | also | another | always |
| and | do | be | away | call | any | ask | animal |
| are | down | came | by | could | around | because | answer |
| at | get | day | cat | find | before | change | ask |
| but | go | did | dad | first | boy | different | end |
| can | he | dog | going | if | every | does | found |
| for | like | eat | good | its | follow | even | learn |
| have | little | from | has | know | give | hand | letter |
| I | no | got | help | many | great | kind | mean |
| in | not | had | home | may | live | land | mother |
| is | one | her | house | more | man | large | off |
| it | out | here | how | new | much | men | page |
| me | see | his | long | only | name | move | picture |
| my | she | into | made | other | old | must | please |
| of | so | just | or | part | our | need | point |
| on | some | look | over | people | right | off | round |
| said | that | make | red | take | same | picture | should |
| the | then | mom | saw | than | say | read | still |
| they | this | now | them | these | show | such | think |
| to | too | put | time | way | small | together | through |
| up | was | there | tree | were | tell | try | under |
| we | went | very | two | who | thing | turn | which |
| with | what | when | water | work | three | well | world |
| you | will | your | where | would | want | why | year |

This word list is an adaptation of the 100 Most Frequent Words in Books for Beginning Readers by Bodrova and Semenov and Fry’s Instant Words. There is no one definitive order of instruction of sight words. This list provides only a general guide. We recommend that you use the high frequency words found in the leveled books a student is reading to guide your instruction of sight words. You may find this list helpful in communicating sight word knowledge from one year to the next.

# High Frequency Word Test: Guidelines for Administering and Scoring

Materials Needed:

* Task Card: #2-Word Test (Observation Survey Task Cards)
* Word Test Lists
* Word Test Recording Sheet
* Plain 3” x 5” index card

Administering:

* K-1 children start on list A-2 and 2nd grade children start on list 5-6. Continue through the levels

until child misses 5 or more on one list. (If a second grader misses 5 or more on the 5-6 list, go back

a list.)

* Give child a “3X5” index card to cover up the other words on the list as he reads down the list.
* Do not give help for any word.

Recording:

If the child says:

* word correctly…..put a (✓) beside the word.
* nothing……….…put a (⚫) beside the word.
* “I don’t know”.…write DK beside the word
* incorrect word…. write the incorrect response next to the word

 If the child:

* spells the word, indicate by writing capital letters separated by dashes (C-A-N)
* sounds out a word, indicate by writing lower case letters with dashes between the
individual or chunks of sounds made (c-a-n). Mark vowel sounds to indicate short and long sounds.
* makes multiple attempts for one word, indicate by putting / marks between responses. (he/him/help)
* self corrects, indicate by placing a check after the previously stated word. help /✓

Comments: Write down anything child says.

Scoring:

* Count the words that were said correctly on each list used and record above the total # of words.
* Record in upper right corner box the highest list in which child was able to read more than 5 words correctly. (This will be the list before you stopped.)
* If child does not read more than 5 words on the A-2 list, record “nil” in the upper right corner box.

Things to Notice:

 ✪ Is child a risk taker?

 ✪ Does child know some letter-sound relationships?

 ✪ Does child recognize any words by sight?

 ✪ Can child say sounds in sequence?

 ✪ What part of the word does child notice?

 ✪ Did child link any word to a known word?