

# Reading High Frequency Words: **25 Words**

**Description** Children read 25 high frequency words.

- You Need**
- ▶ The list of 25 high frequency words
  - ▶ 25 High Frequency Words Assessment—Individual Record form
  - ▶ 25 High Frequency Words Assessment—Class Record form

**Why Use It** The assessments on pages 239–259 are designed to give you a range of assessment options depending on student ability. Each of the high frequency assessments includes a greater number of words that gradually increase in difficulty level. You may choose to begin with 25 words and move up through each one, or you can pick the list you think would be most appropriate for your students.

This assessment will give you information about children’s general knowledge of easy high frequency words as well as the particular words they know. The substitutions they make will also reveal something about their knowledge of letter/sound relationships and spelling patterns.

- How to Use It**
- ▶ Administer this assessment individually.
  - ▶ Ask the child to read down the columns of 25 high frequency words.
  - ▶ On the Individual Record form, mark the child’s correct responses as well as substitutions.
  - ▶ Record the results of the assessment on the child’s Individual Record.

- What to Notice**
- ▶ Words the child can read correctly
  - ▶ Words the child can read almost correctly
  - ▶ Letter/sound relationships the child controls

Read the words:

no

so

go

is

on

it

can

in

do

me

up

an

you

am

the

and

we

my

he

like

to

at

see

a

I

## 25 High Frequency Words Assessment—**Individual Record**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Directions: Use the high frequency word list. Slide a card under each word and ask the child to read it. Check (✓) accurate responses and note substitutions. Calculate number of known words. Evaluate substitutions to determine features to which children are attending.

Word	✓	Substitution
no		
is		
can		
me		
you		
and		
he		
at		
a		
so		
on		
in		
up		
am		
we		
like		
see		
I		
go		
it		
do		
an		
the		
my		
to		
<b>Total</b>		

## 25 High Frequency Words Assessment—Class Record

Names of Children

	Names of Children													
no														
is														
can														
me														
you														
and														
he														
at														
a														
so														
on														
in														
up														
am														
we														
like														
see														
I														
go														
it														
do														
an														
the														
my														
to														
<b>Total</b>														

# Reading High Frequency Words: **50 Words**

**Description** Children read lists of high frequency words.

- You Need**
- ▶ High Frequency Word List
  - ▶ 50 High Frequency Words Assessment—Individual Record
  - ▶ 50 High Frequency Words Assessment—Class Record

**Why Use It** The assessments on pages 239–259 are designed to give you a range of assessment options depending on student ability. Each of the high frequency assessments includes a greater number of words that gradually increase in difficulty level. You may choose to begin with 25 words and move up through each one, or you can pick the list you think would be most appropriate for your students.

This assessment will give you information about children’s knowledge of high frequency words as well as the particular words they know. If many children miss the same words, it will help you decide which high frequency words to include in lessons and to attend to in reading and writing.

- ▶ Administer this assessment individually to achieve an inventory of the high frequency words each child knows and the words that will be productive to focus on in teaching. You can administer the assessment in one sitting or have the student do a column of words at a time.
- ▶ Ask the child to read each word. Record the child’s correct responses with a check in the column, and record substitutions if the child misreads the word. If the child makes no response, say, “Try it.” If the child still does not respond, leave the box blank. (If a child has difficulty with one out of three words, stop the assessment.)

- What to Notice**
- ▶ Number of high frequency words read accurately
  - ▶ Specific known words
  - ▶ Words almost known

Read the words:

all	girl	not	she
are	got	now	sit
as	had	of	then
ball	has	or	they
be	her	out	this
boy	him	play	too
by	his	put	us
come	how	ran	was
day	if	read	went
did	jump	run	will
eat	look	sat	yes
for	man	saw	
get	mom	say	

50 High Frequency Words Assessment—**Individual Record**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Directions: Use the high frequency word list. Slide a card under each word and ask the child to read it. Check (✓) accurate responses and note substitutions. Calculate number of known words. Evaluate substitutions to determine features to which children are attending.

Word	✓	Substitution
all		
are		
as		
ball		
be		
boy		
by		
come		
day		
did		
eat		
for		
get		
girl		
got		
had		
has		
her		
him		
his		
how		
if		
jump		
look		
man		
<b>Subtotal</b>		

Word	✓	Substitution
mom		
not		
now		
of		
or		
out		
play		
put		
ran		
read		
run		
sat		
saw		
say		
she		
sit		
then		
they		
this		
too		
us		
was		
went		
will		
yes		
<b>Subtotal</b>		

Total number of known words: \_\_\_\_\_

## 50 High Frequency Words Assessment—**Class Record**

Name	Total number of known words
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
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Notes	



# Reading High Frequency Words: **100 Words**

**Description** Children read a list of high frequency words.

- You Need**
- ▶ 100 High Frequency Words, Lists 1, 2, 3, 4, and 5
  - ▶ 100 High Frequency Words Assessment—Individual Record form
  - ▶ 100 High Frequency Words Assessment—Class Record form

**Why Use It** The assessments on pages 239–259 are designed to give you a range of assessment options depending on student ability. Each of the high frequency assessments includes a greater number of words that gradually increase in difficulty level. You may choose to begin with 25 words and move up through each one, or you can pick the list you think would be most appropriate for your students.

This assessment will tell you the extent of the children’s knowledge of high frequency words as well as the particular words they know. Their substitutions will tell you what word parts they notice.

*Children need to be able to read a large number of high frequency words. However, don’t build your phonics and word-solving program around memorizing words; using patterns and parts (for example, using phonograms, letter clusters, and affixes) are more powerful strategies.*

- How to Use It**
- ▶ Administer this test individually.
  - ▶ Begin with the 45 easier high frequency words included on Lists 1, 2, and 3. Work with one list at a time. If you think they are very easy, use the 55 additional high frequency words on Lists 4 and 5. If these words are still too easy for your children, move to the next assessment.
  - ▶ Ask the child to read the list of words you’ve selected.
  - ▶ Children should be able to read the list quickly. Don’t spend too much time on any word; tell the child to skip it and go on. If children are missing or refusing to attempt a large number of words, suggest they look down the list to see if there are any they know or stop the assessment.
  - ▶ Record the child’s correct responses as well as substitutions on the Individual Record form.

- What to Notice**
- ▶ Number of high frequency words read accurately
  - ▶ Speed of word recognition
  - ▶ Partially correct attempts or parts of words known
  - ▶ Degree of difficulty of known words

100 High Frequency Words, **page 1**

Read the words:

<b>List 1</b>	<b>List 2</b>	<b>List 3</b>
than	have	over
about	there	ride
back	any	don't
after	into	said
I'm	just	that
been	little	one
big	make	with
came	before	five
away	two	their
your	four	what
who	mother	but
when	where	here
them	very	going
because	could	our
from	were	three

100 High Frequency Words, **page 2**

Read the words:

<b>List 4</b>		<b>List 5</b>	
want	take	books	sleep
able	dad	good	love
bad	hide	help	much
give	almost	city	stay
today	dog	write	name
week	anything	top	new
something	home	room	paper
bus	down	under	rain
year	become	fast	door
can't	end	hill	fun
tell	behind	know	sky
across	fish	use	both
world	why	let	time
cat	car	place	

# 100 High Frequency Words Assessment—**Individual Record**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Directions: Use the most appropriate high frequency word list. Ask the child to read each word. Check (✓) accurate responses and note substitutions. Calculate number of known words. Evaluate substitutions to determine features to which children are attending.

List 1	✓or write substitution
than	
about	
back	
after	
I'm	
been	
big	
came	
away	
your	
who	
when	
them	
because	
from	
<b>Subtotal</b>	

List 2	✓or write substitution
have	
there	
any	
into	
just	
little	
make	
before	
two	
four	
mother	
where	
very	
could	
were	
<b>Subtotal</b>	

List 3	✓or write substitution
over	
ride	
don't	
said	
that	
one	
with	
five	
their	
what	
but	
here	
going	
our	
three	
<b>Subtotal</b>	

**Total number of known words:** \_\_\_\_\_

100 High Frequency Words Assessment—**Individual Record** *continued*

List 4	✓or write substitution
want	
able	
bad	
give	
today	
week	
something	
bus	
year	
can't	
tell	
across	
world	
cat	
take	
dad	
hide	
almost	
dog	
anything	
home	
down	
become	
end	
behind	
fish	
why	
car	
<b>Subtotal</b>	

List 5	✓or write substitution
books	
good	
help	
city	
write	
top	
room	
under	
fast	
hill	
know	
use	
let	
place	
sleep	
love	
much	
stay	
name	
new	
paper	
rain	
door	
fun	
sky	
both	
time	
<b>Subtotal</b>	

**Total number of known words:** \_\_\_\_\_

## 100 High Frequency Words Assessment—**Class Record**

Name	Total number of known words
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
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24.	
25.	
26.	
27.	
28.	

Notes

# Reading High Frequency Words: **200 Words**

**Description** Children read a list of high frequency words.

- You Need**
- ▶ 200 High Frequency Words, Lists 1, 2, 3, 4, and 5
  - ▶ 200 High Frequency Words Assessment—Individual Record form
  - ▶ 200 High Frequency Words Assessment—Class Record form

**Why Use It** The assessments on pages 239–259 are designed to give you a range of assessment options depending on student ability. Each of the high frequency assessments includes a greater number of words that gradually increase in difficulty level. You may choose to begin with 25 words and move up through each one, or you can pick the list you think would be most appropriate for your students.

This assessment will tell you the extent of the children’s knowledge of high frequency words as well as the particular words they know. Their substitutions will tell you what word parts they notice.

*Children need to be able to read a large number of high frequency words. However, don’t build your phonics and word-solving program around memorizing words; using patterns and parts (for example, using phonograms, letter clusters, and affixes) are more powerful strategies.*

- How to Use It**
- ▶ Administer this test individually.
  - ▶ Begin with the 80 easier high frequency words included on Lists 1, 2, and 3. Work with one list at a time. If you think they are very easy, use the 120 additional high frequency words on Lists 4 and 5.
  - ▶ Ask the child to read the list of words you’ve selected.
  - ▶ Children should be able to read the list quickly. Don’t spend too much time on any word; tell the child to skip it and go on. If children are missing or refusing to attempt a large number of words, suggest they look down the list to see if there are any they know or stop the assessment.
  - ▶ Record the child’s correct responses as well as substitutions on the Individual Record form.

- What to Notice**
- ▶ Number of high frequency words read accurately
  - ▶ Speed of word recognition
  - ▶ Partially correct attempts or parts of words known
  - ▶ Degree of difficulty of known words

200 High Frequency Words, **page 1**

Read the words:

<b>List 1</b>	<b>List 2</b>	<b>List 3</b>
sea	happy	house
wrote	catch	start
again	third	grew
carry	night	way
wait	goes	friend
each	last	story
feel	school	street
always	walk	above
first	ten	find
ask	change	between
food	outside	every
work	part	should
brother	live	father
through	party	watch
funny	game	children
gave	try	hid
things	pick	enough
close	right	dark
even	teach	great
grow	until	inside
gone	second	light
same	deep	seen
knew	view	during
begin	grade	worn
winter	snow	wrong
must	does	you're
stop	together	



200 High Frequency Words, **page 2**

Read the words:

**List 4**

several  
never  
getting  
earth  
group  
baby  
everything  
high  
wouldn't  
probably  
through  
against  
hour  
fight  
once  
best  
ready  
free  
show  
build  
draw  
state  
kind  
circle  
large  
doing  
family  
clothes  
hand  
different

river  
might  
air  
I'd  
suddenly  
easy  
finally  
everyone  
hold  
special  
animal  
lost  
beautiful  
need  
job  
sick  
maybe  
land  
next  
old  
window  
better  
written  
favorite  
care  
myself  
since  
picture  
class  
idea

**List 5**

follow  
pretty  
couldn't  
happen  
themselves  
direction  
nothing  
life  
someone  
without  
instead  
either  
lunch  
important  
less  
own  
think  
round  
scared  
person  
short  
add  
wanted  
young  
question  
yourself  
answer  
money  
simple  
more  
being  
also  
slowly  
bring  
hear  
often  
page  
store  
while  
however  
kids  
check  
listen  
few  
stuff  
problem  
such  
cleans  
teacher  
dream  
sister  
plan  
they're  
possible  
thought  
really  
understand  
near  
rest  
soon

# 200 High Frequency Words Assessment—**Individual Record, page 1**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Directions: Use the most appropriate high frequency word list. Ask the child to read each word. Check (✓) accurate responses and note substitutions. Calculate number of known words. Evaluate substitutions to determine features to which children are attending.

List 1	✓ or write substitution
sea	
wrote	
again	
carry	
wait	
each	
feel	
always	
first	
ask	
food	
work	
brother	
through	
funny	
gave	
things	
close	
even	
grow	
gone	
same	
knew	
begin	
winter	
must	
stop	
<b>Subtotal</b>	

List 2	✓ or write substitution
happy	
catch	
third	
night	
goes	
last	
school	
walk	
ten	
change	
outside	
part	
live	
party	
game	
try	
pick	
right	
teach	
until	
second	
deep	
view	
grade	
snow	
does	
together	
<b>Subtotal</b>	

List 3	✓ or write substitution
house	
start	
grew	
way	
friend	
story	
street	
above	
find	
between	
every	
should	
father	
watch	
children	
hid	
enough	
dark	
great	
inside	
light	
seen	
during	
worn	
wrong	
you're	
<b>Subtotal</b>	

**Total number of known words:** \_\_\_\_\_

200 High Frequency Words Assessment—**Individual Record, page 2**

List 4	✓ or write substitution
several	
never	
getting	
earth	
group	
baby	
everything	
high	
wouldn't	
probably	
through	
against	
hour	
fight	
once	
best	
ready	
free	
show	
build	
draw	
state	
kind	
circle	
large	
doing	
family	
clothes	
hand	
different	
<b>Subtotal</b>	

List 4	✓ or write substitution
river	
might	
air	
I'd	
suddenly	
easy	
finally	
everyone	
hold	
special	
animal	
lost	
beautiful	
need	
job	
sick	
maybe	
land	
next	
old	
window	
better	
written	
favorite	
care	
myself	
since	
picture	
class	
idea	
<b>Subtotal</b>	

**Total number of known words:** \_\_\_\_\_

## 200 High Frequency Words Assessment—**Individual Record, page 3**

List 5	✓ or write substitution
follow	
pretty	
couldn't	
happen	
themselves	
direction	
nothing	
life	
someone	
without	
instead	
either	
lunch	
important	
less	
own	
think	
round	
scared	
person	
short	
add	
wanted	
young	
question	
yourself	
answer	
money	
simple	
more	
<b>Subtotal</b>	

List 5	✓ or write substitution
being	
also	
slowly	
bring	
hear	
often	
page	
store	
while	
however	
kids	
check	
listen	
few	
stuff	
problem	
such	
cleans	
teacher	
dream	
sister	
plan	
they're	
possible	
thought	
really	
understand	
near	
rest	
soon	
<b>Subtotal</b>	

**Total number of known words:** \_\_\_\_\_

200 High Frequency Words Assessment—**Class Record**

Name	Total number of known words
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
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23.	
24.	
25.	
26.	
27.	
28.	

Notes