

K - 2 High Frequency Word Assessments Spring 2012

Kindergarten

Children read 25 high frequency words. Administer the assessment individually. Ask the child to read down the list of 25 high frequency words. On the Individual Record form, record the child's correct responses as well as substitutions. Record the results of the assessment on the Class Record. Optional: have each child write the 25 words and record on Individual Record form (can be administered as a whole class assessment).

Grade 1

Administer the assessment individually. Children read five lists of 20 words each (100 words total). If a student has successfully read all of the words on a list previously, go to the next list; otherwise, re-assess words that were missed previously. Record the results of the assessment on the Individual Record and on the Class Record form. Enter the total number correct (out of 100) in Infinite Campus. See instructions below for entering scores into Infinite Campus.

Grade 2

Administer the assessment individually. Children read 5 lists of words for a total of 250 words. If a student has successfully read all of the words on a list previously, go to the next list; otherwise, re-assess words that were missed previously. Record the results of the assessment on the Individual Record and the Class Record form. Enter the total number correct (out of 250) in Infinite Campus. See instructions below for entering scores into Infinite Campus.

To Enter Teacher-Scored Assessments into Infinite Campus:

1. Log into Infinite Campus at <https://ic.portlandschools.org/campus/portland.jsp> using your regular PPS login.
2. On the Index tab, under Instruction (click on the + sign), click on Grading by Task.
3. Make sure you are in the Language Arts Reading section in the drop-down menu at the top of the screen. When you click on the drop-down menu for Please Select A Task, you'll see at the top the teacher-scored test that is associated with your grade level. Click on the one that you want (i.e. Gr1_HFwords_Spr or Gr2_HFwords_Spr).
4. Enter the score for each student in your class in the Raw Score box. For Grade 1, enter the number correct out of 100, and for Grade 2, enter the number correct out of 250. Click on Save.

Reading Words

Description

Children read twenty-five high frequency words.

You Need

- Two copies per child of the list of twenty-five high frequency words (included at the end of this section).
- Reading 25 High Frequency Words—Class Record form (included at the end of this section). One sheet will accommodate fifteen children; duplicate as many forms as you need.
- High Frequency Words Assessment—Individual Record form (included at the end of this section):

Why Use It

This assessment will give you information about children's general knowledge of 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 list of twenty-five high frequency words.
- On another copy of the list, record the child's correct responses as well as substitutions.
- Record the results of the assessment on the child's Individual Record and on the Class 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:

a

so

like

he

and

up

no

is

do

at

the

me

in

am

we

see

it

go

an

to

my

I

can

on

you

High Frequency Words Assessment—Individual Record

Name: _____

Age: _____

Grade K 1

Date: _____

Word Reading

Word Writing

a		
he		
no		
at		
in		
see		
an		
I		
so		
and		
is		
the		
am		
it		
to		
can		
like		
up		
do		
me		
we		
go		
my		
on		
you		
Total		

Reading High Frequency Words

Description

Children read lists of high frequency words.

You Need

- High Frequency Word Lists 1, 2, 3, 4, and 5 (included at the end of this section).
- Reading High Frequency Words—Class Record form (included at the end of this section).

Why Use It

This assessment will give you information about children's knowledge of high frequency words as well as the particular words they know. Looking across the class profile will help you decide which high frequency words to include in word games such as Lotto, Follow the Path, and Concentration. Of course, word knowledge will vary, and some children will be working with words that are familiar. In general, however, you will always want children to work with many words they "nearly know" and some words that are new.

How to Use It

- Administer this assessment individually to achieve an inventory of the high frequency words each child knows and the words that will be productive to use in lessons and application activities.
- Over several days, administer the five provided word lists in order. (List 1 will be very easy for many first graders. If not, you may want to administer it quickly for documentation.)
- Ask the child to read down each list. 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.

High Frequency Word Lists

<u>Word List 1</u>	<u>Word List 2</u>	<u>Word List 3</u>	<u>Word List 4</u>	<u>Word List 5</u>
a	the	one	are	after
he	all	out	into	with
no	how	him	that	there
at	see	as	said	they
in	like	or	away	because
see	be	get	little	going
an	if	look	very	where
I	she	her	us	this
so	my	back	been	could
and	big	had	our	before
is	don't	come	but	two
it	put	by	your	went
to	you	came	from	mother
can	as	his	put	just
up	not	make	man	too
do	for	of	what	when
me	am	did	here	were
we	has	was	saw	over
go	day	now	play	then
on	I'm	have	who	will

Reading and Writing High Frequency Words—Individual Record, page 1

Name: _____ Age: _____ Date: _____ Grade 2

Recording form for ___ Word Reading ___ Word Writing

List 1

Child's Attempt
Check if correct or
write substitution

a	
after	
all	
am	
an	
and	
are	
as	
at	
away	
back	
be	
because	
been	
before	
big	
but	
by	
came	
can	
come	
could	
day	
did	
do	
don't	
for	
from	
get	
go	
going	
had	
has	
have	
he	

List 2

Child's Attempt
Check if correct or
write substitution

her	
here	
him	
his	
how	
I	
I'm	
if	
in	
into	
is	
it	
just	
like	
little	
look	
make	
man	
me	
mother	
my	
no	
not	
now	
of	
on	
one	
or	
our	
out	
over	
play	
put	
said	
saw	

List 3

Child's Attempt
Check if correct or
write substitution

see	
she	
so	
than	
that	
the	
their	
them	
then	
there	
they	
this	
to	
too	
two	
up	
us	
very	
was	
we	
went	
were	
what	
when	
where	
who	
will	
with	
you	
your	

Reading and Writing High Frequency Words—Individual Record, page 2

Name: _____ Age: _____ Date: _____ Grade 2

Recording form for ___ Word Reading ___ Word Writing

List 4

Child's Attempt
Check if correct or
write substitution

able	
above	
across	
again	
almost	
always	
any	
anything	
ask	
bad	
ball	
become	
begin	
behind	
between	
books	
both	
boy	
brother	
bus	
can't	
car	
carry	
cat	
catch	

Child's Attempt
Check if correct or
write substitution

change	
children	
city	
close	
dad	
dark	
deep	
does	
dog	
door	
down	
during	
each	
eat	
end	
enough	
even	
every	
fast	
father	
feel	
find	
first	
fish	
five	

Child's Attempt
Check if correct or
write substitution

food	
four	
friend	
fun	
funny	
game	
gave	
give	
goes	
gone	
good	
got	
grade	
great	
grew	
grow	
happy	
help	
hid	
hide	
hill	
home	
house	
inside	
jump	

Reading High Frequency Words

Description

Children read a list of high frequency words.

You Need

- High Frequency Word Lists 1, 2, 3, 4, and 5 (included at the end of this section).
- Reading and Writing High Frequency Words—Individual Record form (included at the end of this section).

Why Use It

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 word patterns and parts (for example, phonograms, letter clusters, and affixes) is a more powerful strategy.

How to Use It

- Administer this assessment individually.
- Begin with the 100 easy high frequency words included on lists 1, 2, and 3. Work with one list at a time. Chances are, most second graders will know these words. If you think they are very easy, use the 150 additional high frequency words on lists 4 and 5. If these words are still too easy for your children, choose additional words from the list of 500 high frequency words in the Materials and Routines section of this binder.
- 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; skip it and go on. If children are missing or refusing to attempt a large number of words, 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.

High Frequency Words

List 1

a	because	do
after	been	don't
all	before	for
am	big	from
an	but	get
and	by	go
are	came	going
as	can	had
at	come	has
away	could	have
back	day	he
be	did	

High Frequency Words

List 2

her me
 here mother
 him my
 his no
 how not
 I now
 I'm of
 if on
 in one
 into or
 is our
 it out
 just over
 like play
 little put
 look said
 make saw
 man

List 3

see up
 she us
 so very
 than was
 that we
 the went
 their were
 them what
 then when
 there where
 they who
 this will
 to with
 too you
 two your

High Frequency Words

List 4

able	bus	eat	give
above	can't	end	goes
across	car	enough	gone
again	carry	even	good
almost	cat	every	got
always	catch	fast	grade
any	change	father	great
anything	children	feel	grew
ask	city	find	grow
bad	close	first	happy
ball	dad	fish	help
become	dark	five	hid
begin	deep	food	hide
behind	does	four	hill
between	dog	friend	home
books	door	fun	house
both	down	funny	inside
boy	during	game	jump
brother	each	gave	

High Frequency Words

List 5

just	rain	stay	view
knew	ran	stop	wait
know	right	story	walk
last	room	street	wall
let	run	take	want
light	same	teach	watch
live	sat	tell	way
love	say	ten	week
much	school	things	why
must	sea	third	winter
name	second	through	work
new	seen	time	world
night	should	today	worn
outside	sit	together	write
paper	sky	top	wrong
part	sleep	try	wrote
party	snow	under	year
pick	something	until	you're
place	start	use	

Reading and Writing High Frequency Words—Individual Record, page 1

Name: _____ Age: _____ Date: _____ Grade 2

Recording form for ___ Word Reading ___ Word Writing

List 1

Child's Attempt
Check if correct or
write substitution

a	
after	
all	
am	
an	
and	
are	
as	
at	
away	
back	
be	
because	
been	
before	
big	
but	
by	
came	
can	
come	
could	
day	
did	
do	
don't	
for	
from	
get	
go	
going	
had	
has	
have	
he	

List 2

Child's Attempt
Check if correct or
write substitution

her	
here	
him	
his	
how	
I	
I'm	
if	
in	
into	
is	
it	
just	
like	
little	
look	
make	
man	
me	
mother	
my	
no	
not	
now	
of	
on	
one	
or	
our	
out	
over	
play	
put	
said	
saw	

List 3

Child's Attempt
Check if correct or
write substitution

see	
she	
so	
than	
that	
the	
their	
them	
then	
there	
they	
this	
to	
too	
two	
up	
us	
very	
was	
we	
went	
were	
what	
when	
where	
who	
will	
with	
you	
your	

Reading and Writing High Frequency Words—Individual Record, page 2

Name: _____ Age: _____ Date: _____ Grade 2

Recording form for ___ Word Reading ___ Word Writing

List 4

Child's Attempt
Check if correct or
write substitution

able	
above	
across	
again	
almost	
always	
any	
anything	
ask	
bad	
ball	
become	
begin	
behind	
between	
books	
both	
boy	
brother	
bus	
can't	
car	
carry	
cat	
catch	

Child's Attempt
Check if correct or
write substitution

change	
children	
city	
close	
dad	
dark	
deep	
does	
dog	
door	
down	
during	
each	
eat	
end	
enough	
even	
every	
fast	
father	
feel	
find	
first	
fish	
five	

Child's Attempt
Check if correct or
write substitution

food	
four	
friend	
fun	
funny	
game	
gave	
give	
goes	
gone	
good	
got	
grade	
great	
grew	
grow	
happy	
help	
hid	
hide	
hill	
home	
house	
inside	
jump	

Reading and Writing High Frequency Words—Individual Record, page 3

Name: _____ Age: _____ Date: _____ Grade 2

Recording form for ___ Word Reading ___ Word Writing

List 5

Child's Attempt
Check if correct or
write substitution

just	
knew	
know	
last	
let	
light	
live	
love	
much	
must	
name	
new	
night	
outside	
paper	
part	
party	
pick	
place	
rain	
ran	
right	
room	
run	
same	

Child's Attempt
Check if correct or
write substitution

sat	
say	
school	
sea	
second	
seen	
should	
sit	
sky	
sleep	
snow	
something	
start	
stay	
stop	
story	
street	
take	
teach	
tell	
ten	
things	
third	
through	
time	

Child's Attempt
Check if correct or
write substitution

today	
together	
top	
try	
under	
until	
use	
view	
wait	
walk	
wall	
want	
watch	
way	
week	
why	
winter	
work	
world	
worn	
write	
wrong	
wrote	
year	
you're	