**NORTH KANSAS CITY SCHOOLS**

**Kindergarten HIGH-FREQUENCY WORD LIST**

**Students are expected to read these high-frequency words by the end of kindergarten grade with quarterly expectations below. In addition, students should be able to correctly write the words marked with an asterisk by the end of the year. Parents can practice reading and writing all words at home.**

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| **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| A\*  The\*  I\*  See\*  is  can  in\*  it\*  me\*  yes  my\*  no\*  like  red  blue  we\*  to  you  do  not\*  up\* | yellow  green  black  brown  white  orange  an\*  look  play  for  will  be\*  good  stop  today  day  am\*  go\*  by  let  us  at  all  and  run  one  two  three  four | here  get  want  from  if  did  with  jump  big  little  his  this  that  he  she  are  they  on\*  so\*  come  but  out  or  said  boy  girl  was | now  have  had  way  our  brother  sister  love  as  of  went  where  what |

**Development: The list of K & 1st grade high frequency words were developed by reviewing lists of Dolch words, Fry words and Fountas and Pinnell high frequency words. In addition, schools already using a high frequency word list were examined and feedback was also given from teachers across the district.**

**Rationale: A core of high-frequency words is a valuable resource as children build their reading and writing processing systems. Although many high frequency words carry little meaning, they affect the flow and coherence of text. These words appear often and can sometimes be used to help solve other words. Making recognition of high frequency words automatically, frees the attention to understand meaning as well as solve other unknown words. (Fountas & Pinnell, 2009 & Blevins, 2006). Students should be able to read 60 to 90 words per minute in grade 1, so building up high frequency words in grades K & 1 helps students to reach this goal more successfully (Allington, 2012).**

* **Allington, R. (2012). What Really Matters for Struggling Readers**
* **Blevins, W. (2006). Phonics from A to Z: A Practical Guide**
* **Pinnell, G.S. & Fountas, I. (2009). When Readers Struggle: Teaching That Works**

**High-Frequency Words: Guidelines for Teaching**

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| **Where would sight word practice fit in the balanced literacy model?** | **Where would sight word practice NOT fit into the balanced literacy model?** |
| * The word work time built into your guided reading block * Morning Work Practice/Games * Homework practice | * Readers’ Workshop block * Writers’ Workshop block * Other content areas |

\* The district expectation of these high frequency words is for students to know all these words by the end of the school year with quarterly expectations shown above. PLTs are welcome to outline which words are taught weekly throughout the quarter to best accommodate your students’ needs.