**NORTH KANSAS CITY SCHOOLS**

**2nd GRADE HIGH-FREQUENCY WORD LIST**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| able | air | against | above |
| almost | also\* | beautiful | country\* |
| America | always\* | between | drink |
| anything | animal | build | every |
| become\* | another | carry | important |
| behind | answer | catch | might\* |
| both | begin\* | draw\* | often |
| children | better\* | easy | open |
| city\* | change | enough | own |
| different | cold | everyone | river |
| don't | different | everything | special |
| down | done\* | family\* | those |
| earth | following  | favorite | thought |
| eight \* | found\* | feel | took |
| going\* | goes | fight | until |
| learn\* | much\* | finally | warm |
| letters | once | gone | watch |
| myself | point | grew | while |
| page\* | pull | group | wrote\* |
| paper\* | show | grow | young |
| picture | small | happy |  |
| school\* | sound | hold |  |
| second | spell | hour |  |
| sentence | still | idea |  |
| seven\* | study | inside |  |
| sleep | through | knew\* |  |
| together | turn | large |  |
| try\* | upon | maybe |  |
| want | world\* | never |  |
|  |  | next\* |  |

**Development: The list of 2nd grade high frequency words were developed by reviewing lists of Dolch words, Fry words and Fountas and Pinnell high frequency words.**

**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).**
* **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**

|  |  |
| --- | --- |
| **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.