

# **Fluency ENGLISH Word Program**

**Kindergarten through Sixth Grade**

The First 

<b>1,000</b>
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 English Words

***"The Essential Title 1 Reading Resource"***

**ELEMENTARY SCHOOL GRADE LEVELS**

# Fluency ENGLISH Word Program

## *Teacher Recommended Guidelines*

<b>1,000 Words Requirements per Grade Level</b>			
<b>Grade Level</b>	<b>1000 Folder Color</b>	<b>Number of words per grade level for year</b>	<b>Time: Seconds to complete 100 word list</b>
PK	N/A	EOY – first 20 words	N/A
Kinder	N/A	100	130 seconds
1st	Blue	600	120 seconds
2nd	Purple	1000	110 seconds
3rd	Green	1000	100 seconds
4th	Yellow	1000	95 seconds
5th	Orange	1000	90 seconds
6th	Red	1000	85 seconds

<b>Color Code For Each 100 Word Sheet (Recognition Purposes)</b>									
<b>1<sup>st</sup> 100 Words</b>	<b>2<sup>nd</sup> 100 Words</b>	<b>3<sup>rd</sup> 100 Words</b>	<b>4<sup>th</sup> 100 Words</b>	<b>5<sup>th</sup> 100 Words</b>	<b>6<sup>th</sup> 100 Words</b>	<b>7<sup>th</sup> 100 Words</b>	<b>8<sup>th</sup> 100 Words</b>	<b>9<sup>th</sup> 100 Words</b>	<b>10<sup>th</sup> 100 Words</b>
Bright Pink	Light Yellow	Light Green	Light Blue	Light Pink	Gold	Dark Green	Dark Blue	White	Gray

### **1000 Words Fluency Folder Testing and Practice guidelines**

*(Allows the students to practice and master word fluency via basic word recognition)*

- It is recommended that classroom teachers use an Excel monitoring spreadsheet to track their (classroom) students' progress. When testing students individually during the week, use a hard copy/print of that spreadsheet so the teacher can readily mark student progress in pen/pencil, then update the computer Excel monitoring spreadsheet at later time for efficiency purposes. Use shorthand codes on the hard copy to make the process easier. For example, use a system such as this: On first 100 words (pink page) column 1 and 2 mastered = p1 or p2, may represent a student that has finished only the pink, column 1 and/or 2 only. Hence, the teacher knows where to begin with the child at the next session as well as hold the student accountable for previous words that the student has demonstrated mastery. When testing the student on a word list, please vary the direction of word recognition movement from not only top to bottom of a column to bottom to top, so the student does not memorize the order of the words by rote. It is noted that whatever is repetitively and consistently practiced with students is what will be learned and permanently ingrained. The structure of this program allows the classroom teacher to quickly run through the word lists with the majority of their students, and then focus on newly enrolled students which should be a manageable number of children each school year.
- Each student in the classroom should be tested on the words individually each week. This can be done during weekly assessment times while the other students are working independently. For primary grades, this can also be done during recess or at the start of each day as students

are busy working on the morning warm-up or an independent activity. By week's end, a teacher may easily access every child in the classroom, and set-up a routine with students where each student knows what day of the week they will be tested. Again, this type of process establishes a manageable routine for the classroom teacher.

- A principal can easily monitor each classroom by requiring each classroom teacher's Excel monitoring spreadsheet be emailed every Friday afternoon for quick review. If a teacher or a principal would like a copy of the Excel monitoring spreadsheet after purchasing this product, please email the author at [bahelwig@gmail.com](mailto:bahelwig@gmail.com) and a copy will be promptly emailed for immediate teacher/school use. Please state in the email subject line "Request Excel Fluency Spreadsheet" so the email is not confused with spam.
- If a student does not master a list completely, the student must study the words and be retested. It is highly recommended to NOT move the student forward to a new list until a current list is mastered. Of course, this means not all students will be on the same list. After a word list is mastered, it is suggested that the teacher periodically go back to recheck (spot check) to be sure the student has retained the words. It is also suggested that the student should NOT be permitted to skip around on the page until the entire list is mastered sequentially by columns or rows. Again, the teacher should check up and down a column or back and forth on a row to ensure the child truly knows the words by sight recognition.
- The words should be reviewed frequently throughout the instructional day. It is suggested that the teacher post the words on the wall and review them as an opening exercise in the day and as a transition exercise in their daily lessons. Two feet by three feet sized posters are easily made of these ten hundred word lists using current scanning technology for placement in each classroom. Another method for students to practice the words on a list as the teacher lines up students to exit the classroom. This can be accomplished by calling on tables or students individually and provide them an oral learning opportunity. Another method is making a game out of practice with the children with a minimal reward for success of extra recess (3 to 5 minutes) for instance. It is recommend to orally read the 100 words whole group (except kindergarten classrooms – in kindergarten, it is suggested to do 10 words per week or every two weeks) to ensure the students hear the correct pronunciation of each word. It is suggested students read the words chorally with the teacher several times a day as a class as they begin the fluency word program for at least the first 300 to 400 words, beginning in 2<sup>nd</sup> grade. In 1<sup>st</sup> grade, it is recommended the first 200 words. In this manner, students have heard the words pronounced correctly and the teacher does not need to work with each student on the same task.
- These words represent the most common of the English words and they appear in over 60% of the words in print in any given reading passage or chapter in a book. It is essential students do NOT struggle in reading these basic words, so they can concentrate and process on words that are not as common. Otherwise, the student depletes their 'mental CPU capacity' while reading or trying to read the most basic words. Consequently, at the end of a sentence or paragraph, the student is unable to recall or comprehend the meaning of the reading they completed only seconds before.
- This fluency program is a whole language approach; however, it is highly, highly endorsed that a structured phonics program be implemented in each primary classroom as a parallel language development program. In this way, students' learning styles with either type of phonics or whole language methodology is addressed. A phonics program teaches children to decode by sounds so they are able to read any word; however, these basic words must be ingrained for success in reading, especially at rural and urban Title 1 schools.

- The fluency time provided in the table above are higher and not as stringent as compared with normally accepted reading fluency times that stress quicker fluency rates. The rates are easier to afford immediate student success. However, the fluency rates listed in the table above may be easily lowered after the first or second year of program implementation when the students have demonstrated success at the fluency rates provided in the table above. However, after mastering these word lists, the teacher should discover students' desired word per minute reading rates have improved dramatically over a short period of time since the student is more successful with independent reading from more successful practice.
- The above table lists colors for 100 word lists and colored folders per grade level. These colors are provided as an example only and may be altered to fit the teacher or school color preferences, of course. However, it is highly recommended to use a color coding system on at least the 100 word sheets as a minimum. It is easier for the classroom teacher to manage the program and easier for the student to recall their current word list they are studying. Furthermore, homework has two general requirements: 1.) Homework should be repetition on what was learned that day (i.e. the work should not be new material that night) and 2.) Homework helps provide discipline and student self-management. Hence, assigned homework for a student learning a whole-language word list is very easy for most students to study independently at home or with a parent or sibling. If the student hails from a home that speaks a different language other than English, the homework should still be relatively easy to complete with adequate class practice reviews during the instructional day.
- The 1,000 Word Fluency Program's first 800 words are the exact same words as the Non-Negotiable English Word Program also available for purchase. This is not an accident. The programs have different purposes but both should be implemented together. The fluency program is designed to improve a student's fundamental literacy flow and the Non-Negotiable Word Program is for improving basic writing ability; however, they have a symbiotic positive effect on heightened student learning since both programs address problematic areas for elementary students, especially for students attending rural and urban Title 1 schools. In summary, globally implemented programs at schools must be value added and the two global programs should not inflict any negative affect or compete with any other program on the campus. This is the case with both of these language programs. Finally, the reason that one program has 800 words and the other program has 1,000 words is so students, teachers and administrators can readily distinguish between the two programs.
- A reward system is recommended with this global program. Especially in primary grades after each student completes a 100 word sheet and a small gold star is placed on their paper or whatever the teacher finds doable to easily reward the child for their work.
- The primary reasons the fluency program is effective is for the following: 1.) In Title 1 elementary schools, many of the children in the primary grades are not well practiced independent readers as their higher socioeconomic peers; hence, they have not had sufficient repetition with the most basic English words to ingrain them to rote memory. The enclosed fluency program corrects this academic deficiency, and the economically disadvantaged children are able to build a more advanced vocabulary since these English basic words are mastered and higher concepts may be more readily taught. 2.) Standardized testing is often timed (i.e. in Texas, the reading STAAR Texas Education Agency test is a timed 4 hour examination) requiring a student to be tested in both fluency and comprehension. Hence, the student must be able to read fluently or they will not complete the examination in the allotted time! The fluency program affords student this ability, and the classroom teacher is then able to focus primarily on the comprehension reading requirement for testing.

- Standard commercially purchased reading programs generally possess a fluency list associated with each level of reading. The list of words at each reading level might only be 10 to 15 words per level, but in a classroom of 20 or more children, it is difficult for even the most organized teacher to hold each student accountable to so many different word lists. The enclosed fluency word lists make this process much more manageable. The list of words is general, so ALL students are held accountable at ONE time with a set and easy standard to follow. All commercial reading level fluency lists are the same words in the 1,000 word program whereas the teacher of any level of teaching experience may hold their students accountable.
- Finally, it is the author's professional opinion that this fluency program should be implemented school-wide. The first year of implementation may be difficult, but the succeeding years of implementation are both effective and efficient both horizontally and vertically across grade levels. In the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades when the students have demonstrated reading scores above 75% or 80% on the previous year's standardized State assessment completed with a time requirement, those students may be exempted from the program since basic fluency is not a deficiency in their reading ability. This process will save time in testing students for fluency issues, so the number of students to work with at those grade levels should be significantly lowered.

# First Hundred English Words

Name \_\_\_\_\_

<b>a</b>
<b>about</b>
<b>after</b>
<b>again</b>
<b>all</b>
<b>an</b>
<b>and</b>
<b>any</b>
<b>are</b>
<b>as</b>
<b>at</b>
<b>be</b>
<b>been</b>
<b>before</b>
<b>boy</b>
<b>but</b>
<b>by</b>
<b>can</b>
<b>come</b>
<b>day</b>
<b>did</b>
<b>do</b>
<b>down</b>
<b>eat</b>
<b>for</b>

25

<b>from</b>
<b>get</b>
<b>give</b>
<b>go</b>
<b>good</b>
<b>had</b>
<b>has</b>
<b>have</b>
<b>he</b>
<b>her</b>
<b>here</b>
<b>him</b>
<b>his</b>
<b>how</b>
<b>I</b>
<b>if</b>
<b>in</b>
<b>is</b>
<b>it</b>
<b>just</b>
<b>know</b>
<b>like</b>
<b>little</b>
<b>long</b>
<b>make</b>

50

<b>man</b>
<b>many</b>
<b>me</b>
<b>much</b>
<b>my</b>
<b>new</b>
<b>no</b>
<b>not</b>
<b>of</b>
<b>old</b>
<b>on</b>
<b>one</b>
<b>or</b>
<b>other</b>
<b>our</b>
<b>out</b>
<b>put</b>
<b>said</b>
<b>see</b>
<b>she</b>
<b>so</b>
<b>some</b>
<b>take</b>
<b>that</b>
<b>the</b>

75

<b>their</b>
<b>them</b>
<b>then</b>
<b>there</b>
<b>they</b>
<b>this</b>
<b>three</b>
<b>to</b>
<b>two</b>
<b>up</b>
<b>us</b>
<b>very</b>
<b>was</b>
<b>we</b>
<b>were</b>
<b>what</b>
<b>when</b>
<b>which</b>
<b>who</b>
<b>will</b>
<b>with</b>
<b>work</b>
<b>would</b>
<b>you</b>
<b>your</b>

100

# Second Hundred English Words

Name \_\_\_\_\_

<b>also</b>
<b>am</b>
<b>another</b>
<b>away</b>
<b>back</b>
<b>ball</b>
<b>because</b>
<b>best</b>
<b>better</b>
<b>big</b>
<b>black</b>
<b>book</b>
<b>box</b>
<b>both</b>
<b>bring</b>
<b>call</b>
<b>came</b>
<b>color</b>
<b>could</b>
<b>dear</b>
<b>each</b>
<b>ear</b>
<b>end</b>
<b>far</b>
<b>find</b>

25

<b>first</b>
<b>five</b>
<b>found</b>
<b>four</b>
<b>friend</b>
<b>girl</b>
<b>got</b>
<b>hand</b>
<b>high</b>
<b>home</b>
<b>house</b>
<b>into</b>
<b>kind</b>
<b>last</b>
<b>leave</b>
<b>love</b>
<b>left</b>
<b>live</b>
<b>look</b>
<b>made</b>
<b>men</b>
<b>may</b>
<b>more</b>
<b>morning</b>
<b>most</b>

50

<b>mother</b>
<b>miss</b>
<b>near</b>
<b>name</b>
<b>never</b>
<b>next</b>
<b>night</b>
<b>only</b>
<b>open</b>
<b>over</b>
<b>own</b>
<b>people</b>
<b>play</b>
<b>please</b>
<b>present</b>
<b>pretty</b>
<b>ran</b>
<b>red</b>
<b>read</b>
<b>right</b>
<b>run</b>
<b>saw</b>
<b>say</b>
<b>school</b>
<b>seem</b>

75

<b>shall</b>
<b>should</b>
<b>soon</b>
<b>stand</b>
<b>such</b>
<b>sure</b>
<b>tell</b>
<b>than</b>
<b>these</b>
<b>thing</b>
<b>think</b>
<b>too</b>
<b>tree</b>
<b>under</b>
<b>until</b>
<b>upon</b>
<b>use</b>
<b>want</b>
<b>way</b>
<b>where</b>
<b>while</b>
<b>white</b>
<b>wish</b>
<b>why</b>
<b>year</b>

100

# Third Hundred English Words

Name \_\_\_\_\_

<b>along</b>
<b>always</b>
<b>anything</b>
<b>around</b>
<b>ask</b>
<b>ate</b>
<b>bed</b>
<b>brown</b>
<b>buy</b>
<b>car</b>
<b>carry</b>
<b>clean</b>
<b>clothes</b>
<b>close</b>
<b>coat</b>
<b>cold</b>
<b>cut</b>
<b>didn't</b>
<b>does</b>
<b>dog</b>
<b>don't</b>
<b>door</b>
<b>dress</b>
<b>early</b>
<b>eight</b>

25

50

<b>every</b>
<b>eyes</b>
<b>face</b>
<b>fast</b>
<b>fat</b>
<b>fine</b>
<b>fire</b>
<b>fly</b>
<b>food</b>
<b>full</b>
<b>funny</b>
<b>grow</b>
<b>gave</b>
<b>goes</b>
<b>green</b>
<b>happy</b>
<b>hard</b>
<b>hat</b>
<b>head</b>
<b>hear</b>
<b>help</b>
<b>hold</b>
<b>hope</b>
<b>hot</b>
<b>jump</b>

75

<b>keep</b>
<b>letter</b>
<b>longer</b>
<b>loud</b>
<b>might</b>
<b>money</b>
<b>myself</b>
<b>now</b>
<b>o'clock</b>
<b>off</b>
<b>once</b>
<b>pair</b>
<b>part</b>
<b>ride</b>
<b>round</b>
<b>same</b>
<b>sat</b>
<b>second</b>
<b>set</b>
<b>seven</b>
<b>show</b>
<b>sing</b>
<b>sister</b>
<b>sit</b>
<b>six</b>

100

<b>sleep</b>
<b>small</b>
<b>start</b>
<b>stop</b>
<b>ten</b>
<b>thank</b>
<b>third</b>
<b>those</b>
<b>through</b>
<b>today</b>
<b>tomorrow</b>
<b>took</b>
<b>town</b>
<b>try</b>
<b>turn</b>
<b>walk</b>
<b>warm</b>
<b>wash</b>
<b>water</b>
<b>woman</b>
<b>write</b>
<b>yellow</b>
<b>yes</b>
<b>yesterday</b>
<b>yell</b>



# Fourth Hundred English Words

Name \_\_\_\_\_

<b>addition</b>
<b>age</b>
<b>ago</b>
<b>anyone</b>
<b>arm</b>
<b>art</b>
<b>attention</b>
<b>bad</b>
<b>behind</b>
<b>bill</b>
<b>blood</b>
<b>catch</b>
<b>cell</b>
<b>child</b>
<b>club</b>
<b>compare</b>
<b>cost</b>
<b>cover</b>
<b>create</b>
<b>current</b>
<b>date</b>
<b>deal</b>
<b>depend</b>
<b>detail</b>
<b>difficult</b>

25

<b>disease</b>
<b>drive</b>
<b>drop</b>
<b>effort</b>
<b>energy</b>
<b>fall</b>
<b>father</b>
<b>film</b>
<b>firm</b>
<b>forget</b>
<b>game</b>
<b>history</b>
<b>hit</b>
<b>horse</b>
<b>hotel</b>
<b>information</b>
<b>issue</b>
<b>item</b>
<b>join</b>
<b>late</b>
<b>let</b>
<b>library</b>
<b>lose</b>
<b>major</b>
<b>maybe</b>

50

<b>mile</b>
<b>model</b>
<b>month</b>
<b>normal</b>
<b>okay</b>
<b>page</b>
<b>pattern</b>
<b>pay</b>
<b>person</b>
<b>plant</b>
<b>prepare</b>
<b>profit</b>
<b>project</b>
<b>pull</b>
<b>quick</b>
<b>reach</b>
<b>record</b>
<b>remember</b>
<b>remove</b>
<b>report</b>
<b>result</b>
<b>rise</b>
<b>risk</b>
<b>sale</b>
<b>sea</b>

75

<b>send</b>
<b>share</b>
<b>shop</b>
<b>short</b>
<b>son</b>
<b>sort</b>
<b>speak</b>
<b>stay</b>
<b>step</b>
<b>street</b>
<b>suffer</b>
<b>summer</b>
<b>task</b>
<b>tax</b>
<b>term</b>
<b>title</b>
<b>top</b>
<b>understand</b>
<b>view</b>
<b>visit</b>
<b>wall</b>
<b>week</b>
<b>wide</b>
<b>wife</b>
<b>word</b>

100

# Fifth Hundred English Words

Name \_\_\_\_\_

<b>able</b>
<b>add</b>
<b>afternoon</b>
<b>air</b>
<b>already</b>
<b>animal</b>
<b>baby</b>
<b>beautiful</b>
<b>became</b>
<b>begin</b>
<b>below</b>
<b>boat</b>
<b>body</b>
<b>boot</b>
<b>broke</b>
<b>build</b>
<b>cannot</b>
<b>care</b>
<b>careful</b>
<b>center</b>
<b>change</b>
<b>check</b>
<b>circle</b>
<b>class</b>
<b>clear</b>

25

50

<b>cloth</b>
<b>couldn't</b>
<b>dark</b>
<b>die</b>
<b>dinner</b>
<b>doing</b>
<b>draw</b>
<b>dream</b>
<b>dry</b>
<b>earth</b>
<b>easy</b>
<b>edge</b>
<b>else</b>
<b>everyone</b>
<b>everything</b>
<b>fair</b>
<b>familiar</b>
<b>fell</b>
<b>fight</b>
<b>fill</b>
<b>follow</b>
<b>free</b>
<b>front</b>
<b>half</b>
<b>happen</b>

75

<b>heard</b>
<b>heart</b>
<b>heavy</b>
<b>herself</b>
<b>hour</b>
<b>hurt</b>
<b>I'd</b>
<b>idea</b>
<b>inside</b>
<b>instead</b>
<b>job</b>
<b>kids</b>
<b>kill</b>
<b>lady</b>
<b>land</b>
<b>learn</b>
<b>length</b>
<b>line</b>
<b>list</b>
<b>listen</b>
<b>lost</b>
<b>lots</b>
<b>mixture</b>
<b>mountain</b>
<b>move</b>

100

<b>nice</b>
<b>ocean</b>
<b>pain</b>
<b>park</b>
<b>pass</b>
<b>past</b>
<b>picture</b>
<b>plan</b>
<b>real</b>
<b>reason</b>
<b>rest</b>
<b>save</b>
<b>ship</b>
<b>sent</b>
<b>sick</b>
<b>solution</b>
<b>talk</b>
<b>teach</b>
<b>that's</b>
<b>throw</b>
<b>wasn't</b>
<b>watch</b>
<b>width</b>
<b>window</b>
<b>yourself</b>

# Sixth Hundred English Words

Name \_\_\_\_\_

<b>above</b>
<b>act</b>
<b>action</b>
<b>against</b>
<b>almost</b>
<b>although</b>
<b>among</b>
<b>area</b>
<b>become</b>
<b>began</b>
<b>being</b>
<b>between</b>
<b>business</b>
<b>children</b>
<b>church</b>
<b>city</b>
<b>company</b>
<b>country</b>
<b>develop</b>
<b>different</b>
<b>done</b>
<b>during</b>
<b>either</b>
<b>enough</b>
<b>even</b>

25

50

<b>ever</b>
<b>example</b>
<b>fact</b>
<b>family</b>
<b>feet</b>
<b>felt</b>
<b>few</b>
<b>form</b>
<b>general</b>
<b>great</b>
<b>ground</b>
<b>group</b>
<b>himself</b>
<b>honest</b>
<b>however</b>
<b>human</b>
<b>important</b>
<b>interest</b>
<b>its</b>
<b>it's</b>
<b>itself</b>
<b>knew</b>
<b>large</b>
<b>later</b>
<b>law</b>

75

<b>least</b>
<b>less</b>
<b>life</b>
<b>light</b>
<b>local</b>
<b>matter</b>
<b>means</b>
<b>member</b>
<b>mind</b>
<b>must</b>
<b>need</b>
<b>nothing</b>
<b>number</b>
<b>often</b>
<b>orange</b>
<b>order</b>
<b>per</b>
<b>perhaps</b>
<b>place</b>
<b>point</b>
<b>possible</b>
<b>power</b>
<b>president</b>
<b>problem</b>
<b>program</b>

100

<b>public</b>
<b>rather</b>
<b>room</b>
<b>several</b>
<b>shown</b>
<b>side</b>
<b>since</b>
<b>something</b>
<b>state</b>
<b>still</b>
<b>system</b>
<b>thought</b>
<b>time</b>
<b>told</b>
<b>toward</b>
<b>truck</b>
<b>well</b>
<b>went</b>
<b>whether</b>
<b>whole</b>
<b>within</b>
<b>without</b>
<b>world</b>
<b>yet</b>
<b>young</b>

# Seventh Hundred English Words

Name \_\_\_\_\_

<b>across</b>
<b>affect</b>
<b>allow</b>
<b>apply</b>
<b>argue</b>
<b>attitude</b>
<b>award</b>
<b>bank</b>
<b>behavior</b>
<b>board</b>
<b>brother</b>
<b>case</b>
<b>chance</b>
<b>chapter</b>
<b>choose</b>
<b>claim</b>
<b>common</b>
<b>computer</b>
<b>contain</b>
<b>couple</b>
<b>dead</b>
<b>decide</b>
<b>describe</b>
<b>difference</b>
<b>discover</b>

25

50

<b>doctor</b>
<b>due</b>
<b>effect</b>
<b>enter</b>
<b>event</b>
<b>expect</b>
<b>explain</b>
<b>fail</b>
<b>feel</b>
<b>figure</b>
<b>final</b>
<b>floor</b>
<b>forward</b>
<b>garden</b>
<b>health</b>
<b>improve</b>
<b>increase</b>
<b>involve</b>
<b>leg</b>
<b>level</b>
<b>loss</b>
<b>lot</b>
<b>main</b>
<b>material</b>
<b>meet</b>

75

<b>minute</b>
<b>music</b>
<b>news</b>
<b>note</b>
<b>occur</b>
<b>oil</b>
<b>party</b>
<b>percent</b>
<b>piece</b>
<b>police</b>
<b>pound</b>
<b>practice</b>
<b>price</b>
<b>produce</b>
<b>purpose</b>
<b>quiet</b>
<b>raise</b>
<b>really</b>
<b>receive</b>
<b>recent</b>
<b>reduce</b>
<b>remain</b>
<b>replace</b>
<b>return</b>
<b>seat</b>

100

<b>sell</b>
<b>sign</b>
<b>simple</b>
<b>size</b>
<b>someone</b>
<b>sound</b>
<b>space</b>
<b>spend</b>
<b>stone</b>
<b>strong</b>
<b>success</b>
<b>surface</b>
<b>table</b>
<b>team</b>
<b>test</b>
<b>together</b>
<b>train</b>
<b>treat</b>
<b>true</b>
<b>unless</b>
<b>useful</b>
<b>various</b>
<b>village</b>
<b>voice</b>
<b>wait</b>

# Eighth Hundred English Words

Name \_\_\_\_\_

<b>achieve</b>
<b>agree</b>
<b>answer</b>
<b>appear</b>
<b>appropriate</b>
<b>arrive</b>
<b>avoid</b>
<b>aware</b>
<b>bear</b>
<b>believe</b>
<b>break</b>
<b>building</b>
<b>cause</b>
<b>century</b>
<b>character</b>
<b>choice</b>
<b>community</b>
<b>concern</b>
<b>continue</b>
<b>court</b>
<b>daughter</b>
<b>death</b>
<b>demand</b>
<b>design</b>
<b>direction</b>

25

50

<b>division</b>
<b>education</b>
<b>enjoy</b>
<b>evening</b>
<b>factor</b>
<b>field</b>
<b>finish</b>
<b>foot</b>
<b>force</b>
<b>future</b>
<b>glass</b>
<b>goal</b>
<b>hair</b>
<b>hospital</b>
<b>husband</b>
<b>identify</b>
<b>introduce</b>
<b>king</b>
<b>language</b>
<b>lead</b>
<b>lie</b>
<b>low</b>
<b>machine</b>
<b>market</b>
<b>memory</b>

75

<b>moment</b>
<b>nature</b>
<b>necessary</b>
<b>offer</b>
<b>office</b>
<b>paper</b>
<b>parent</b>
<b>period</b>
<b>pick</b>
<b>poor</b>
<b>press</b>
<b>prevent</b>
<b>private</b>
<b>prove</b>
<b>question</b>
<b>ready</b>
<b>reflect</b>
<b>refuse</b>
<b>respect</b>
<b>road</b>
<b>royal</b>
<b>rule</b>
<b>science</b>
<b>sense</b>
<b>serious</b>

100

<b>serve</b>
<b>single</b>
<b>skill</b>
<b>smile</b>
<b>social</b>
<b>sorry</b>
<b>special</b>
<b>specific</b>
<b>story</b>
<b>student</b>
<b>study</b>
<b>suppose</b>
<b>teacher</b>
<b>theory</b>
<b>though</b>
<b>total</b>
<b>type</b>
<b>usually</b>
<b>value</b>
<b>war</b>
<b>wear</b>
<b>whose</b>
<b>win</b>
<b>wonder</b>
<b>wrong</b>

# Ninth Hundred English Words

Name \_\_\_\_\_

<b>actual</b>
<b>amount</b>
<b>attack</b>
<b>attempt</b>
<b>available</b>
<b>beyond</b>
<b>blue</b>
<b>borrow</b>
<b>brought</b>
<b>busy</b>
<b>certain</b>
<b>charge</b>
<b>complete</b>
<b>connect</b>
<b>control</b>
<b>correct</b>
<b>daily</b>
<b>dance</b>
<b>decision</b>
<b>decrease</b>
<b>deep</b>
<b>deserve</b>
<b>desk</b>
<b>disappoint</b>
<b>doubt</b>

25

50

<b>entire</b>
<b>equal</b>
<b>evidence</b>
<b>except</b>
<b>excited</b>
<b>experience</b>
<b>false</b>
<b>farm</b>
<b>fear</b>
<b>feed</b>
<b>female</b>
<b>frustrate</b>
<b>further</b>
<b>gone</b>
<b>government</b>
<b>guard</b>
<b>guess</b>
<b>gun</b>
<b>hall</b>
<b>held</b>
<b>hundred</b>
<b>hunger</b>
<b>impossible</b>
<b>inform</b>
<b>island</b>

75

<b>lack</b>
<b>lay</b>
<b>led</b>
<b>male</b>
<b>meaning</b>
<b>middle</b>
<b>mine</b>
<b>minor</b>
<b>mister</b>
<b>modern</b>
<b>neither</b>
<b>nervous</b>
<b>north</b>
<b>organize</b>
<b>outside</b>
<b>paid</b>
<b>peace</b>
<b>pleasure</b>
<b>plenty</b>
<b>position</b>
<b>probably</b>
<b>property</b>
<b>proud</b>
<b>provide</b>
<b>punish</b>

100

<b>river</b>
<b>sale</b>
<b>season</b>
<b>seen</b>
<b>shake</b>
<b>shy</b>
<b>sky</b>
<b>soil</b>
<b>sometimes</b>
<b>south</b>
<b>spring</b>
<b>square</b>
<b>stir</b>
<b>stood</b>
<b>stream</b>
<b>strike</b>
<b>sudden</b>
<b>support</b>
<b>themselves</b>
<b>trade</b>
<b>truth</b>
<b>west</b>
<b>wing</b>
<b>worry</b>
<b>worse</b>

# Tenth Hundred English Words

Name \_\_\_\_\_

<b>ahead</b>
<b>ancient</b>
<b>battle</b>
<b>beside</b>
<b>born</b>
<b>bridge</b>
<b>camp</b>
<b>chair</b>
<b>cool</b>
<b>count</b>
<b>cross</b>
<b>curse</b>
<b>danger</b>
<b>desire</b>
<b>distance</b>
<b>disturb</b>
<b>dollar</b>
<b>drink</b>
<b>dust</b>
<b>duty</b>
<b>earn</b>
<b>empty</b>
<b>encourage</b>
<b>enemy</b>
<b>escape</b>

25

50

<b>evil</b>
<b>excellent</b>
<b>explore</b>
<b>favor</b>
<b>file</b>
<b>fit</b>
<b>fix</b>
<b>flat</b>
<b>flow</b>
<b>forest</b>
<b>freeze</b>
<b>gas</b>
<b>heat</b>
<b>hill</b>
<b>honor</b>
<b>judge</b>
<b>key</b>
<b>leader</b>
<b>limit</b>
<b>mark</b>
<b>mass</b>
<b>master</b>
<b>melt</b>
<b>message</b>
<b>mouth</b>

75

<b>narrow</b>
<b>neighbor</b>
<b>nobody</b>
<b>none</b>
<b>obvious</b>
<b>opposite</b>
<b>perfect</b>
<b>plane</b>
<b>poem</b>
<b>pray</b>
<b>print</b>
<b>rain</b>
<b>recognize</b>
<b>remind</b>
<b>rich</b>
<b>scene</b>
<b>search</b>
<b>secret</b>
<b>shape</b>
<b>sharp</b>
<b>shelter</b>
<b>shoe</b>
<b>sight</b>
<b>signal</b>
<b>slip</b>

100

<b>soft</b>
<b>solid</b>
<b>somewhere</b>
<b>spoke</b>
<b>sport</b>
<b>stain</b>
<b>stair</b>
<b>straight</b>
<b>strange</b>
<b>surprise</b>
<b>surround</b>
<b>sweet</b>
<b>taste</b>
<b>thick</b>
<b>thin</b>
<b>touch</b>
<b>valley</b>
<b>vote</b>
<b>warn</b>
<b>wave</b>
<b>weather</b>
<b>weight</b>
<b>welcome</b>
<b>wind</b>
<b>worth</b>