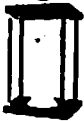


Student: _____ Teacher: _____

Date: _____ Grade: _____

High-Frequency Word Intervention



This intervention is designed to build fluency in reading high frequency words and monitor progress using reading passages. Requires approximately 5 minutes each day.

Materials Needed: high-frequency word list, 2 copies of the reading probe (i.e., reading passage controlled to reflect only instructional level words) timer, and pencil.

Teacher Coach Card (complete these steps every day):

_____ **Take out the high-frequency word list.**

_____ **Read all the words aloud to the student.**

_____ **Now have the student read the words aloud with you.**

_____ **Have the student read the words independently while you provide help (i.e., immediately correct mistakes, prompt correct answers, and give the student the word after a 3-second hesitation).**

_____ **Mark the words that you have to help the student to read correctly.**

_____ **Take out the reading passage.**

_____ **Set the timer for 1 minute.**

_____ **Have the student read aloud independently for 1 minute, while you follow along on a separate copy of the same passage.**

_____ **Mark errors (see below) as the student reads. When the timer rings, draw a vertical line after the last word read (|).**

_____ **Count number of words read correctly. Write this number at the top of the page.**

What is a missed word? skipped words, mispronounced words, and words told to the student after the 3-second hesitation.

Sample Chart for Monitoring Student Progress

CHART FOR _____ IN _____
Student's Name Subject (Math, Reading, or Writing)

MONDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

TUESDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

WEDNESDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

THURSDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

FRIDAY

My best score is: _____
My score on the timed test is: _____
Did I beat my score? _____

LITERACY CONNECTIONS

PROMOTING LITERACY AND A LOVE OF READING



Dolch's List of Basic Sight Words

This list of 220 words, prepared by E.W. Dolch, generally make up from 50 to 75 percent of the reading material encountered by students. These words are generally known as **DolchWords**, **high-frequency words**, or "**sight words**".

This list was prepared in 1936, so you may want to consult the newer set of "Instant Words" determined by Fry, Kress, and Fountoukidis in The Reading Teacher's Book of Lists.

Dolch Words

Listed in order
of decreasing frequency

Listed alphabetically

the
to
and
he
a
I
you
it

a
about
after
again
all
always
am
an

Dolch's List of Basic Sight Words

Sight words
 Dolch's List

about
 above
 after
 against
 all
 along
 around
 at
 away
 because
 been
 before
 best
 better
 big
 black
 blue
 both
 bring
 brown
 but
 buy
 by
 call
 came
 can
 carry
 clean
 cold
 come
 could
 cut
 did
 do
 down
 draw
 drink
 eat
 eight
 every
 fall
 far
 fast
 find
 first
 five
 fly
 for
 found
 four
 from
 full
 funny
 gave
 get

it
 of
 in
 was
 said
 his
 that
 she
 for
 on
 they
 but
 had
 at
 him
 with
 up
 all
 look
 is
 her
 there
 some
 out
 as
 be
 have
 go
 we
 am
 then
 little
 down
 do
 can
 could
 when
 did
 what
 so
 see
 not
 were
 get
 them
 like
 one
 this
 my
 would
 me
 will
 yes
 big
 went
 are
 come
 if
 now
 long

all
 and
 any
 are
 around
 as
 ask
 at
 ate
 away
 be
 because
 been
 before
 best
 better
 with
 big
 black
 blue
 both
 bring
 brown
 but
 buy
 by
 call
 came
 can
 carry
 clean
 cold
 come
 could
 cut
 did
 do
 does
 don't
 done
 down
 draw
 drink
 eat
 eight
 every
 fall
 far
 fast
 find
 first
 five
 fly
 for
 found
 four
 from
 full
 funny
 gave
 get

no
came
ask
very
an
over
yours
its
ride
into
just
blue
red
from
good
any
about
around
want
don't
how
know
right
put
too
got
take
where
every
pretty
jump
green
four
away
old
by
their
here
saw
call
after
well
think
ran
let
help
make
going
sleep
brown
yellow
five
six
walk
two
or
before
eat
again
play

give
go
goes
going
good
got
green
grow
had
has
have
he
help
her
here
him
his
hold
hot
how
hurt
I
if
in
into
is
it
its
jump
just
keep
kind
know
laugh
let
light
like
little
live
long
look
made
make
many
may
me
much
must
my
myself
never
new
no
not
now
of
off
old
on
once

who
been
may
stop
off
never
seven
eight
cold
today
fly
myself
round
tell
much
keep
give
work
first
try
new
must
start
black
white
ten
does
bring
goes
write
always
drink
once
soon
made
run
gave
open
has
find
only
us
three
our
better
hold
buy
funny
warm
ate
full
those
done
use
fast
say
light
pick
hurt
null

one
only
open
or
our
out
over
own
pick
play
please
pretty
pull
put
ran
read
red
ride
right
round
run
said
saw
say
see
seven
shall
she
sing
sit
six
sleep
slow
small
so
some
soon
start
stop
take
tell
ten
thank
that
the
their
them
then
there
these
they
think
this
those
three
to
today
together
too
try

cut	two
kind	under
both	up
sit	upon
which	us
fall	use
carry	very
small	walk
under	want
read	warm
why	was
own	wash
found	we
wash	well
slow	went
hot	were
because	what
far	when
live	where
draw	which
clean	white
grow	who
best	why
upon	will
these	wish
sing	with
together	work
please	would
thank	write
wish	yellow
many	yes
shall	you
laugh	yours

See our pages on high frequency words:

[High-Frequency Sight Words: The Fry List, Instant Words, Dolch Words, and Word Wall Words](#)

[Practice with Abstract Sight Words](#)

[More on Practice with Sight Words](#)

[Betsy B. Lee on Teaching Dolch Words](#)

See our other pages on word study and phonics:

[Working and Playing with Words](#)

[Word Families](#)

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