

**High Frequency Words, Sight Words or Dolch Words...**

**are necessary for students to know for reading and writing success!**

**Lists for Kindergarten through Grade 5**

**October 1, 2013**

### Complete Dolch Word List Divided by Level

Pre-primer	Primer	Grade One	Grade Two	Grade Three
a	all	after	always	about
and	am	again	around	better
away	are	an	because	bring
big	at	any	been	carry
blue	ate	ask	before	clean
can	be	as	best	cut
come	black	by	both	done
down	brown	could	buy	draw
find	but	every	call	drink
for	came	fly	cold	eight
funny	did	from	does	fall
go	do	give	don't	far
help	eat	going	fast	full
here	four	had	first	got
I	get	has	five	grow
in	good	her	found	hold
is	have	him	gave	hot
it	he	his	goes	hurt
jump	into	how	green	if
little	like	just	its	keep
look	must	know	made	kind
make	new	let	many	laugh
me	no	live	off	light
my	now	may	or	long
not	on	of	pull	much
one	our	old	read	myself
play	out	once	right	never
red	please	open	sing	only
run	pretty	over	sit	own
said	ran	put	sleep	pick
see	ride	round	tell	seven
the	saw	some	their	shall*
three	say	stop	these	show
to	she	take	those	six
two	so	thank	upon	small
up	soon	them	us	start
we	that	then	use	ten
where	there	think	very	today
yellow	they	walk	wash	together
you	this	were	which	try
	too	when		warm

\* 'shall' has dropped out of use

## 1<sup>st</sup> Grade High Frequency Words

1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
they	him	way	now
other	into	could	find
about	time	people	long
out	has	their	down
many	look	than	did
then	two	first	get
them	more	water	made
these	write	been	may
were	there	call	part
some	each	who	number
her	which	its	
would			
make			
word			



## 2<sup>nd</sup> Grade High Frequency Words

1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
over	say	set	try
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
know	before	large	off
place	line	must	play
year	right	big	spell
live	too	even	air
me	mean	such	away
back	old	because	animal
give	any	turn	house
most	same	here	point
very	tell	why	page
after	boy	ask	letter
thing	follow	went	mother
our	came	men	answer
just	want	read	found
name	show	need	study
good	also	land	still
sentence	around	different	learn
man	form	home	should
think	three	us	America
work	small	move	world

## Second Grade High Frequency Words

### 200 MOST FREQUENTLY USED READING SIGHT WORDS

the had up way sound take through another change  
 of by other could people take only much well off  
 and word about out many then them these so some her would make like him into time has look two more write go see no one  
 am but not what all were we when your can said use an each which she do how their if will or one  
 to in is you that it he was for on are as with his they I at be this have there  
 my than first water been call who oil now find long down day did get come made may part me number new  
 little work know place year live back give most very after thing our just name good man think say me number new  
 line right too mean old any same tell boy following came want show also around from three small set put end does  
 before large must big even such because turn why ask went men read need land different home us move try kind hand picture again  
 play spell air away animal house point page letter mother answer found study still learn should American world sentence here  
 change  
 well  
 large  
 must  
 big  
 even  
 such  
 because  
 turn  
 why  
 ask  
 went  
 men  
 read  
 need  
 land  
 different  
 home  
 us  
 move  
 try  
 kind  
 hand  
 picture  
 again

### Grade 3 High Frequency Words

high	saw	important	miss
every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	close	night	really
country	something	walk	almost
plant	seem	white	let
last	next	sea	above
school	hard	began	girl
father	open	grow	sometimes
keep	example	took	mountain
tree	begin	river	cut
never	life	four	young
start	always	carry	talk
city	those	state	soon
earth	both	once	list
eye	paper	book	song
light	together	hear	being
thought	got	stop	leave
head	group	without	family
under	often	second	it's
story	run	later	

## Third Grade High Frequency Word List

afraid	especially	lovable	they're
almost	everybody	money	think
also	everything	morning	thought
always	except	myself	threw
animals	exciting	never	through
another	even	night	told
anyone	finally	once	too
asked	friendly	outside	trouble
away	general	own	unhappiness
become	getting	person	united
believe	goes	prettier	until
better	hard	prettiest	upon
build	heard	probably	vacation
buy	high	problem	want
by	hidden	question	watch
care	hole	ready	wasn't
caught	hopeless	recycle	wear
clothes	I'm	responsibilities	weather
couldn't	important	shouldn't	we're
community	impossible	something	were
confusion	independent	sometimes	whether
country	it's	sudden	which
decided	its	sure	while
different	journal	terrible	whole
discover	knew	that's	winner
does	know	their	wouldn't
doesn't	laughed	there	years
done	left	these	your
enough	live	they	you're



## Fourth Grade Sight Words

room	cut	space	dog	hundred
sea	done	inside	shown	ten
against	group	ago	mean	fast
top	true	sad	English	felt
turned	half	early	rest	kept
learn	red	I'll	perhaps	notice
point	fish	learned	certain	can't
city	plants	brought	six	strong
play	living	close	feel	voice
toward	black	nothing	fire	probably
five	eat	though	ready	area
himself	short	idea	green	horse
usually	United States	before	yes	matter
money	run	lived	built	stand
seen	book	became	special	box
didn't	gave	add	ran	start
car	order	become	full	that's
morning	open	grow	town	class
I'm	ground	draw	complete	piece
body	cold	yet	oh	surface
upon	really	less	person	river
family	table	wind	hot	common
later	remember	behind	anything	stop
turn	tree	cannot	hold	am
move	course	letter	state	talk
face	front	among	list	whether
door	American	able	stood	fine

## Fourth Grade Sight Words List

Name: \_\_\_\_\_

action  
adjective  
alive  
amount  
area  
awhile  
belt  
blood  
cost  
central  
grade  
hasn't  
hospital  
include  
information  
known  
least  
locate  
material  
metal  
dictionary  
disease  
drag  
elect  
energy  
equation  
exactly  
experiment

chart  
describe  
club  
company  
condition  
control  
court  
deal  
develop  
direct  
molecule  
national  
actually  
Africa  
allow  
angle  
army  
base  
beside  
broke  
flow  
general  
group  
health  
however  
increase  
instrument  
labor

division  
effect  
eleven  
equal  
everybody  
experience  
factor  
favorite  
figure  
fraction  
cause  
century  
check  
colony  
compare  
consider  
copy  
create  
death  
design  
measure  
method  
movement  
natural  
addition  
agree  
although  
anyway

factory  
fear  
bet  
business  
cell  
certain  
chord  
column  
complete  
consonant  
correct  
crop  
level  
lovely  
melody  
million  
music  
nearly  
address  
aim  
American  
appear  
exercise  
fact  
fan  
feeling  
form  
government  
hadn't  
history  
ice

length  
loud  
decimal  
detail  
difference  
distance  
drawing  
electric  
engine  
especially  
example  
express  
awful  
being  
bill  
capital  
center  
charge  
climate  
common  
compound  
contain  
itself  
lay  
library  
major  
member  
modern  
nation  
nest  
necessary

art  
battle  
famous  
feed  
force  
given  
grown  
heat  
human  
indicate  
interesting  
law  
cost  
current  
demand  
determine  
difficult  
divide  
education  
element  
entire  
Europe  
opposite  
pattern  
phrase  
poem  
power  
process  
property  
radio  
replace

industry  
science  
section  
surface  
sentence  
sheet  
similar  
sold  
southern  
squirrel  
stone  
subject  
receive  
report  
rise  
scientist  
seat  
separate  
short  
simple  
solution  
space  
probably  
product  
public  
record  
represent  
save  
score  
segment  
serve

noun  
suffix  
surface  
noon  
temperature  
they're  
touch  
twice  
used  
view  
weight  
whom  
state  
straight  
substance  
suggest  
syllable  
term  
thus  
triangle  
type  
value  
sincerely  
solve  
spell  
statement  
student  
sudden  
supply  
system  
test

rhythm  
written  
sense  
symbol  
numeral  
oxygen  
per  
plane  
police  
president  
produce  
provide  
voice  
we're  
within  
you're  
northern  
object  
paragraph  
period  
planet  
position  
tube  
underline  
various  
vowel  
western  
worker  
note  
observe  
particular

**shown  
plural  
possible  
problem  
program  
pupil  
region  
result  
scale  
season**

**tone  
service  
silent  
soil  
sort  
spent  
steel  
study  
suddenly  
surely**

**person  
that's  
total  
twelve  
unit  
verb  
wasn't  
wheat  
wouldn't**

## Fifth Grade Sight Words

the	had	some	only	instead
of	not	has	way	either
and	but	these	find	finally
a	all	her	use	summer
to	what	would	may	under
in	we	its	long	stand
is	were	other	water	moon
you	can	two	little	mind
that	when	into	very	animals
it	an	more	after	outside
he	there	like	just	power
for	do	him	words	problem
was	your	see	called	longer
on	if	time	where	winter
as	which	could	most	deep
are	up	no	know	game
with	their	make	fine	heavy
his	will	than	dark	carefully
they	said	first	round	follow
at	each	been	past	beautiful
be	about	who	ball	everyone
I	how	now	girl	leave
this	out	people	road	ice
from	them	my	blue	everything
have	then	made	held	system
or	she	over	already	bring
by	many	did	warm	dry
one	so	down	gone	watch
shell	walked	friend	caught	government
ship	main	language	bird	street

within	stay	job	wood	baby
floor	someone	music	color	grass
fact	center	buy	war	plane
them	field	mark	fly	couldn't
sat	boat	window	seem	reason
selves	itself	heat	yourself	difference
begin	wide	grew	thus	maybe
lay	tiny	listen	sent	history
third	question	ask	square	mouth
size	least	single	moment	middle
quite	hour	clear	teacher	step
wild	happened	lost	happy	child
carry	foot	energy	bright	strange
easy	care	week	present	wish
distance	low	explain	plan	soil
although	else	spring	speed	human
possible	gold	travel	rather	trip
heart	rock	wrote	length	milk
real	build	farm	machine	woman
simple	tall	circle	information	choose
snow	glass	bed	except	eye
rain	fall	whose	figure	north
suddenly	alone	correct	you're	seven
leaves	bottom	measure	free	famous
weather	check	straight	fell	late
miss	reading	base	suppose	pay
sky	poor	hair	natural	sleep
pattern	map	mountain	ocean	iron
trouble	fun	won't	beside	reach
store	catch	case	modern	lot
oil	business	speak		

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## **Fifth Grade Sight Words**

antique  
equivalent  
qualify  
quantity  
quite  
request  
its  
night  
break  
equal  
pour  
expect  
expedition  
experiment  
explode  
extreme  
exterior  
automobile

fir  
toe  
capitol  
weather  
enquire  
equator  
quail  
quality  
quarrel  
beach  
uniform  
unity  
united  
university  
bicycle  
poor  
expression  
experience

quotient  
unique  
it's  
knight  
brake  
fur  
tow  
capital  
whether  
beech  
extent  
extinguish  
automatic  
autobiography  
unicorn  
unify  
unite  
universe



<b>autograph</b>	<b>expense</b>	<b>unicycle</b>
<b>automotive</b>	<b>exit</b>	<b>biceps</b>
<b>bifocal</b>	<b>diagnose</b>	<b>extracurricular</b>
<b>binoculars</b>	<b>dialogue</b>	<b>extraterrestrial</b>
<b>microscope</b>	<b>recall</b>	<b>precaution</b>
<b>microfilm</b>	<b>retract</b>	<b>prejudice</b>
<b>decay</b>	<b>biplane</b>	<b>diameter</b>
<b>decide</b>	<b>microphone</b>	<b>reflect</b>
<b>extraordinary</b>	<b>microbe</b>	<b>repay</b>
<b>extrasensory</b>	<b>debate</b>	<b>diagonal</b>
<b>preamble</b>	<b>deceive</b>	<b>loose</b>
<b>prefix</b>	<b>deform</b>	<b>pause</b>
<b>piece</b>	<b>allowed</b>	<b>route</b>
<b>principle</b>	<b>bawl</b>	<b>border</b>
<b>quiet</b>	<b>paws</b>	<b>scent</b>
<b>pane</b>	<b>peace</b>	<b>aloud</b>
<b>slay</b>	<b>stake</b>	<b>ball</b>
<b>weighed</b>	<b>principal</b>	<b>pore</b>
<b>mourning</b>	<b>quite</b>	<b>angle</b>
<b>root</b>	<b>pain</b>	<b>classify</b>
<b>boarder</b>	<b>sleigh</b>	<b>cube</b>
<b>cent</b>	<b>wade</b>	<b>decimal</b>

<b>dividend</b>	<b>Atlantic</b>	<b>segment</b>
<b>equally</b>	<b>average</b>	<b>thermometer</b>
<b>fraction</b>	<b>cone</b>	<b>Africa</b>
<b>measurement</b>	<b>cylinder</b>	<b>arctic</b>
<b>perimeter</b>	<b>diameter</b>	<b>assembly</b>
<b>remainder</b>	<b>division</b>	<b>canoes</b>
<b>solution</b>	<b>factors</b>	<b>charter</b>
<b>vertical</b>	<b>horizontal</b>	<b>colonies</b>
<b>amendment</b>	<b>percentage</b>	<b>conservation</b>
<b>Asia</b>	<b>radius</b>	<b>democracy</b>
<b>district</b>	<b>citizen</b>	<b>federal</b>
<b>earthquake</b>	<b>congress</b>	<b>geography</b>
<b>economy</b>	<b>constitution</b>	<b>import</b>
<b>elevation</b>	<b>depression</b>	<b>judicial</b>
<b>erode</b>	<b>drought</b>	<b>latitude</b>
<b>explorer</b>	<b>eastern</b>	<b>longitude</b>
<b>fault</b>	<b>elevate</b>	<b>neighbor</b>
<b>freedom</b>	<b>equator</b>	<b>occupation</b>
<b>governor</b>	<b>executive</b>	<b>petition</b>
<b>industry</b>	<b>export</b>	<b>prospector</b>
<b>southern</b>	<b>northern</b>	<b>constellation</b>
<b>vegetation</b>	<b>Pacific</b>	<b>convection</b>

<b>voyage</b>	<b>prairie</b>	<b>direction</b>
<b>adaptation</b>	<b>public</b>	<b>electricity</b>
<b>atmosphere</b>	<b>taxes</b>	<b>extinct</b>
<b>chemical</b>	<b>veto</b>	<b>insulator</b>
<b>conduction</b>	<b>western</b>	<b>lunar</b>
<b>consumers</b>	<b>amphibians</b>	<b>population</b>
<b>legislature</b>	<b>behavior</b>	<b>radiation</b>
<b>national</b>	<b>community</b>	<b>similar</b>
<b>structure</b>	<b>invertebrates</b>	<b>strength</b>
<b>vertebrates</b>	<b>material</b>	<b>vitamins</b>
<b>weather</b>	<b>producers</b>	<b>audience</b>
<b>emergency</b>	<b>sequence</b>	<b>composition</b>
<b>nutrients</b>	<b>solar</b>	<b>error</b>
<b>physical</b>	<b>substance</b>	<b>introductory</b>
<b>tissue</b>	<b>volcano</b>	<b>punctuation</b>
<b>earthquake</b>	<b>accident</b>	<b>revision</b>
<b>enable</b>	<b>emotional</b>	<b>ache</b>
<b>identify</b>	<b>nutrition</b>	<b>already</b>
<b>catch</b>	<b>quotation</b>	<b>practice</b>
<b>close</b>	<b>singular</b>	<b>several</b>
<b>early</b>	<b>across</b>	<b>sugar</b>
<b>February</b>	<b>awhile</b>	<b>surprise</b>

**hospital**  
**library**  
**characters**  
**description**  
**exclamation**  
**paraphrase**  
**surrounded**

**chocolate**  
**doctor**  
**favorite**  
**guard**  
**instead**  
**match**  
**tired**

**terrible**  
**tomorrow**  
**whole**  
**raise**  
**sketch**  
**summer**  
**tonight**

## 5th Grade Sight Words

supply	fun	opposite	difficult
corner	loud	wrong	match
electric	consider	chart	win
insects	suggested	prepared	doesn't
crops	thin	pretty	steel
tone	position	solution	total
hit	entered	fresh	deal
sand	fruit	shop	determine
doctor	tied	suffix	evening
provide	rich	especially	not
thus	dollars	factories	rope
won't	send	settled	cotton
cook	sight	yellow	apple
bones	chief	isn't	details
tail	Japanese	southern	entire
board	stream	shoes	France
modern	plants	actually	repeated
compound	rhythm	nose	column
mine	eight	afraid	western
wasn't	science	dead	church
fit	major	sugar	corn
addition	observe	adjective	substances
belong	tube	fig	smell
safe	necessary	office	tools
soldiers	weight	huge	conditions
guess	meat	gun	cows
silent	lifted	similar	track
trade	process	death	arrived
rather	army	score	located
compare	hat	forward	sir
crowd	property	truck	seat
poem	particular	fair	division
enjoy	swim	printed	effect
elements	terms	wouldn't	underline
indicate	current	ahead	view
except	park	stretched	
expect	sell	experience	
flat	shoulder	rose	
seven	industry	allow	
interesting	wash	fear	
sense	block	workers	
string	spread	Washington	
blow	cattle	Greek	
famous	wife	women	
value	sharp	bought	
wing	company	led	
movement	radio	march	
pole	we'll	northern	
exciting	action	create	
branched	capital	British	
thick	sister	chance	
blood	oxygen	born	
lie	plural	level	
spot	various	triangle	
bell	agreed	molecules	

## Tips for Teaching High-Frequency Words

### The Importance of Teaching High-Frequency Words

Although there are more than 600,000 words in the English language, only a small number of these appear frequently in the materials we read. In fact, studies have shown that there are only 13 different words that make up 25 percent of the words we read, and there are 100 words that make up 50 percent of the words we read. These words are called high-frequency words.

There are several reasons why students should be explicitly taught high-frequency words. One is that many of these words, such as *the*, *is*, *to* and *are*, do not follow commonly taught phonics rules and cannot be sounded out. The only way a child can read these words is to recognize them by sight. A second reason is that knowing the most commonly used words by sight will make a student a faster and more fluent reader. Students who need to pause and attempt to figure out most of the words they read tends to overload their memory. As a result, their understanding of what is read suffers. A third reason for teaching high-frequency words is that while many of these words alone don't carry much meaning, they do affect the meaning of a sentence and help make it understandable.

The high-frequency lesson plans are designed to introduce 1 – 4 high-frequency words per lesson. In addition to practicing the words in isolation, students also practice reading the words in the context of an accompanying book. Each book contains high-frequency words focused on in the lesson, as well as high-frequency words learned in previous lessons.

### Tips for Teaching High-Frequency Words

- ❑ Introduce the high-frequency words in a meaningful way. For example, write on a piece of paper a simple sentence using a high-frequency word such as *saw*: *I saw a boat*. Underline the word and discuss its features—the sound it starts with, the number of letters in the word, etc. Next, have the student spell it as you point to each letter, for example, *saw*: *s, a, w*. Then have the student write it in the air with her or his finger or on the palm of her or his hand before writing the word on paper.
- ❑ Some words are commonly confused: *of/for/from*; *was/saw*; *on/no*; *there/then/them/their*; and *when/where/what/with*. As you introduce and teach each word that might be confused, take time to point out differences between the words. For example, say: *The word “saw” starts with /s/. What does the word “was” start with? Come up and show me the word “was.”*
- ❑ Encourage the student to create a personal dictionary in which to add new high-frequency words.
- ❑ Reading-tutors.com provides two sets of flashcards that correspond to the high-frequency word assessments. These flashcards can be utilized in a variety of ways, including: to provide an initial assessment of student high-frequency words students are currently learning in the lessons and to provide a cumulative review of all high-frequency words learned. Spend a few minutes with the student each day practicing the words. Show the cards, one at a time, and have the student read the words as quickly as possible. If the student hesitates on a word, say the word and have him/her repeat it while looking at the card.
- ❑ Although practicing high-frequency words in isolation is beneficial, it is just as important to allow students to practice reading these words in context. Write short phrases or sentences that contain high-frequency words for students to read aloud. If the student hesitates on a word, say the word and have him/her repeat it while looking at the card. Then have the student repeat the entire phrase or sentence aloud.

## **Tips for Teaching** High-Frequency Words *(continued)*

- ❑ Challenge a student to use a word in a sentence. Increase the challenge by having her or him create a sentence that uses two, three, or more high-frequency words.
- ❑ There are different games that the student can play with the word cards while practicing the words:
  1. Line up several word cards on a desk or tabletop. Say one of the words then have the student point to the word and remove it from the row. Repeat the activity with another word. Praise correct responses.
  2. Laying the words on a desk or tabletop, provide some clues to a word and have the student find the word, for example: *This word starts with /v/ and rhymes with merry (very).*
  3. Use a flashlight to highlight one of the words in a group of high-frequency words spread out on a desk or tabletop. Have the student read the word. Then give the student the flashlight and have her or him highlight a word for you to read.
  4. Make high-frequency words using letter cards. Have the student close her or his eyes while you remove one of the letters. Have the student open her or his eyes and tell you the letter that is missing.
  5. Place several high-frequency word cards on a desk or tabletop. Challenge the student to use as many words as she or he can use in one sentence. Have the student take the cards as the words are used in a sentence.
  6. Write on a piece of paper a sentence using several high-frequency words. Read the sentence with the student as you point to each word. Then have the student cover her or his eyes while you cover one of the words. Have the student read the sentence and tell you what word is missing. Add the word and have the student read the sentence again to check. Alternatively, write the words on cards and have the student hold up the card that shows the missing word in the sentence.
  7. Place several flash cards face down in a stack. Have the student draw the cards and read them as fast as she or he can. You can time the student and encourage her or him to read them as fast as possible. You might want to help the student make a graph to record the child's time over a period of several days.
  8. Place the cards face down in a stack. Have the student draw a card, read the word, then roll a dice. If correct, the student can move along a game board. Reading-tutors.com provides game boards and numbered game cards for practice.
  9. Make two sets of the flash cards and spread them face down on a table. Have the student turn over two cards, read the words, and tell whether the words are the same. If the words are the same, the student can keep the words.
  10. Place a flash card on the table. Give the student some letter cards and have her or him make the word using the letter cards.
  11. Give the student a set of flash cards. Have the student arrange the words in alphabetical order then read the words.
  12. Using a set of flash cards, have the student put the words into groups, for example, according to the first letter, the last letter, the number of letters in the words, etc. Once the student has made the groups, have her or him read the words in each grouping.

Closed book exams are generally for lazy professors. Open book exams require a professor to craft a test that requires understanding about the fundamental concepts in question. This is difficult, it requires much more thought than singling out a few facts that they feel are important.

The results showed that open book exams yielded the highest grades with closed book exams resulting in the poorest exam grades, cheat sheet exams sat in the middle. They found that anxiety levels were lowest in open book exams. However, the retention rate across the three styles of examination were the same. There was no difference in retention rates!

However, I think anxiety levels is an important factor to account for. Student's in University take so many exams, would this be a less daunting experience throughout their education if they were allowed material in exams?

So open-book exams yields the best grades in exams, students have lower anxiety compared to closed book and cheat sheet exams but the retention rate is not improved. I think that open book exams are beneficial, they allow students to apply knowledge and gain understanding instead of putting so much focus on regurgitating facts that they do not understand.

In fact, open book tests are not easy tests. Open book tests teach you how to find information when you need it. The questions are designed to teach you how to use your brain. And contrary to popular belief, you do not get off the hook when it comes to studying for an open book exam. You just need to study a little differently.