



# Dolch Sight Word Assessment Lists 1-3

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## What are High Frequency Sight Word?

High frequency sight words are words that make up between 50-70% of the words we encounter in text. In order for children to read fluently, they must be able to recognize these words and read them quickly and automatically. Many of the sight words cannot be “sounded out”. They simply must be memorized. Learning and practicing these words is important in helping children learn to read.

## Testing High Frequency Sight Words

It is important to know how many and which sight words your child knows. The best way to assess sight words is to show your child a word and if he/she can quickly read the word, then your child has that word in his/her sight word vocabulary. Use this assessment along with the assessment tracking form to determine the number and words your child knows. Place a + in the box if your child correctly identifies the word. If your child does not say the word within 3 seconds or sounds the word out, put a minus in the box. Count the number of correct words and chart it on the graph. Periodically retest your child’s sight words and graph his/her progress. Have your child color the chart from the bottom of the line to his/her number. Children love charting their progress on the graph!

## Teaching Sight Words

Choose several of the words that your child did not know on the assessment. The number of words you choose will depend on how quickly your child is able to learn the words. It is always best to begin with fewer words such as introducing no more than five words at a time. If your child quickly learns those words, you can add then add words at a faster pace. Use the multi-sensory activities within the Make, Take & Teach Kit Multi-Sensory Kit for Teaching High Frequency Sight Words to introduce the words or the ideas from the “Teaching High Frequency Sight Words” Handout on the Handouts link of [www.maketaketeach.com](http://www.maketaketeach.com).

**List One**

the to and he a  
I you it of in  
was said his that she  
for on they but had  
at him with up all

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**List Two**

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

**List Three**

get      them      like      one      this

my      would      me      will      yes

big      went      are      come      if

now      long      no      came      ask

very      an      over      your      its

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