# Dolch word = sight words <br> and 

Assessment sheets
for Students

# Dolch words 

## Dolch Word Lists 1-9

## What are Sight Words?

Sight words are words that are used frequently in reading and writing. Because these words are used so often, it is important that readers are able to recognize them quickly without having to sound them out. It is estimated that these words make up between 50 $-70 \%$ of the words we encounter in text.

## Assessing Sight Words

Before beginning intervention, it is important to know which sight words the student(s) are able to identify. Student assessment forms as well as the Dolch Sight Word lists (220 Dolch Sight Words divided into 9 lists) are provided. First choose the appropriate assessment form. For students just learning words, you may wish to use only the assessment form and materials for lists 1-3. For older students, use the assessment materials for all 9 lists. Simply point to the word on the list and put a " + " in the square on the assessment form if the student was able to say the word. If the student hesitates for more than 3 seconds before providing the word, sounds out the word, or provides the incorrect word, put a "-" in the square. If the student identifies less than half the words on a given list, consider stopping the assessment. When the assessment is completed, count the number of correct words and record the date and the number of words on the progress summary form.

## Tracking Student Progress

Student progress can also be tracked on the graphs provided. First you will need to choose the correct graph for the student. For students just learning sight words, you will want to use the graph for lists 1-3 only. Record the date at the bottom of the graph. Provide your student with a crayon and have him/her color the column up to the number of the correct words.

## How Often to Test Sight Words

Periodically assess the student to ensure he/she is making progress. There is no rule as to how often to assess sight words. This determination will need to be made by you based on your knowledge of the student and how quickly he/she is learning words. Many schools assess sight words three times a year during first and second grade. For students who have intervention plans, assessment of sight words occur more frequently (twice a month).

## How Many Sight Words Should Students Know?

Students will differ in the number of sight words expected in each grade level.

## List One

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

look her there someoutasbehave goweamthenlittledowndocancouldwhendidwhatsoseenotwere
List Three
get them like one thismy would me will yesbig went are come ifnow long no came ask
very an over your its

## List Four

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

List Five
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

## List Six

again play who been may
stop off never seven eight
cold today fly myself round
tell much keep give work
first try new must start

List Seven
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

## List Eight

warm ate full those done
use fast say light pick
hurt
pull
cu $\dagger$
kind
both
sit
which fall
carry small
under read
why
own
found

## List Nine

wash show hot because far
live draw clean grow best
upon these sing together please
thank wish many shall laugh

Name

## Sight Word Assessment <br> Lists I-3

|  |  |  |
| :---: | :---: | :---: |
| \% |  |  |
| He |  |  |
| 10 |  |  |
| ${ }^{\text {mad }}$ |  |  |
| ${ }^{10}$ |  |  |
| - |  |  |
|  |  |  |
| you |  |  |
|  |  |  |
| of |  |  |
| n |  |  |
| $\cdots$ |  |  |
| md |  |  |
| nis |  |  |
| Heat |  |  |
| \$0 |  |  |
| tor |  |  |
| n |  |  |
| Her |  |  |
| br |  |  |
| ${ }^{\text {had }}$ |  |  |
| - |  |  |
| nm |  |  |
| wh |  |  |
| ${ }^{\text {¢ }}$ |  |  |
| ${ }^{\circ}$ |  |  |
| Total |  |  |


|  |  |  |
| :---: | :---: | :---: |
| $\stackrel{8}{8}$ |  |  |
| ${ }^{\text {bok }}$ |  |  |
| : |  |  |
| ${ }_{\text {ber }}$ |  |  |
| \#me |  |  |
| \%ens |  |  |
| our |  |  |
| $\cdots$ |  |  |
| ${ }^{\text {be }}$ |  |  |
| ${ }_{\text {hame }}^{\text {for }}$ |  |  |
| $9^{\circ}$ |  |  |
| *e |  |  |
| $\stackrel{ }{\circ}$ |  |  |
| tmon |  |  |
| lime |  |  |
| dom |  |  |
| $\pm$ |  |  |
| $\cdots$ |  |  |
| comb |  |  |
| Hen |  |  |
| ${ }^{\text {dd }}$ |  |  |
| max |  |  |
| $\cdots$ |  |  |
| \% |  |  |
| not |  |  |
| \% |  |  |
| Total |  |  |

List Three


Name

## Sight Word Assessment Lists 4-6




List Six


Name $\qquad$

## Sight Word Assessment Lists 7-9





Name $\qquad$

## Sight Word Progress Summary

| Date | Number of Words |
| :--- | :--- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Name $\qquad$
Words I Know
Lists I-3


Name $\qquad$

> Words I Know
> Lists 4-6


Name $\qquad$
Words I Know
Lists I-9


