

Comparing the Dolch and Fry High Frequency Word Lists

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Most elementary school teachers in the U.S. are familiar with the Dolch and Fry high frequency word lists. Much energy is put into teaching high frequency words to beginning and struggling readers. At some schools, a great deal of effort goes into determining which high frequency word list is best to use. Certainly, students need extensive practice reading and spelling high frequency words. However, which list of high frequency words used does not matter because the highest frequency words appear on both lists. It is our opinion that high frequency words should NOT be taught as a separate category of words to be memorized, but should be taught as part of phonics lessons (Farrell, Osenga, & Hunter, 2013).

The Dolch list has 220 words (Dolch 220 List). We refer to the 100 most frequent Dolch Words as the “Dolch 100 List”. Fry calls his list of 1000 high frequency words “Instant Words” (Fry 1000 Instant Word List). Subsets of words from the Fry 1000 Instant Word List are often referred to as the “Fry 100 List”, the “Fry 300 List”, or the “Fry 600 List”, and we use those terms in this article.

The Dolch and Fry lists are virtually synonymous with the terms “sight words” and “high frequency words”. Many schools use words from either the Dolch 220 List or the Fry 300 List as their source for high frequency words to teach. In almost every school, K–2 teachers assign these words for their students to study and learn because they are the most frequently occurring words in children’s texts.

We are writing about the Dolch and Fry lists because we think that teachers might be interested in the background behind the lists and how the two lists compare. We do not endorse teaching high frequency words or any other words by having students memorize them. The value of identifying high frequency words lies in providing teachers with a body of words to incorporate frequently in reading practice during beginning phonics lessons. In our article “A New Model for Teaching High Frequency Words” (Farrell et al., 2013), we provide a reason for our strong opinion that only a few words (approximately 10–15) should be taught before phonics instruction begins. The remaining high frequency words should be incorporated into phonics lessons, either as fully decodable words (Flash Words) or partially decodable words (Heart Words).

While doing research for the article “A New Model for Teaching High Frequency Words”, we examined the Dolch and Fry lists. Because we are word nerds at Readsters, we decided to conduct our own research to better understand the Dolch 220 List and the Fry Lists, with a focus on their similarities and differences. In this article, we share the information we uncovered with you.

Overview of What We Learned

Degrees

- Edward William Dolch earned a Ph.D. from the University of Illinois in 1925.
- Edward Fry earned a Ph.D. in Education from University of Southern California in 1960.

Pedagogy

Dolch and Fry were both advocates of the look-say, or whole language, approach to teaching reading. Both said that phonics could be taught, but advocated teaching all the words on their lists as “sight words” to be memorized as whole units.

Description of Dolch List

- The Dolch 220 List does not have nouns, unless a word such as *walk* can be used for different parts of speech.
- Dolch published a lesser-known list of 95 nouns that were common to the three sources he used to identify the Dolch 220 list.
- Dolch listed words on the Dolch 220 List and the 95 nouns alphabetically when they were published in 1936 (Dolch, 1936) and in all of his subsequent publications that we can find.
- The Dolch 220 List is readily available sorted by grade level or frequency, although we found no indication that Dolch himself categorized his words by grade level or by frequency.

Description of Fry List

- Fry first published a list of Instant Words in 1957. He revised the list in 1980 based on a more recent word frequency count.
- Fry compiled his word lists from the American Heritage list, which ranks the frequency of words taken from materials used in grades 3–9.
- Fry’s Instant Words include all parts of speech.
- Fry’s Instant Words are listed by frequency.

Selection of Words for Dolch and Fry Word Lists

Dolch and Fry based their word lists on secondary sources. Neither Dolch nor Fry surveyed children’s books to determine their word lists.

Comparisons of Dolch and Fry Word Lists

- The top 100 Dolch words (when ranked by frequency) and the Fry 100 list comprise a total of 130 unique words with 70 words appearing on both lists.

Background Information on Dolch and Fry

Who Was Dolch?

Edward William Dolch (b. 1889, d. 1961) was a prolific writer of academic texts and articles about reading. He also authored, often with his wife, a number of children’s books, some still in publication today.

Dr. Dolch earned his doctorate from the University of Illinois in 1925. He taught at several universities, with his longest tenure at the University of Illinois. After retiring from university positions, he worked with the National Education Association and the Educational Research Association.

Dr. Dolch was a proponent of the look-say method of teaching beginning reading. He believed that reading instruction should begin by teaching children to memorize words based on their shape. He often used the word “guess”



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when talking about how to teach beginning readers (Dolch, 1941). Dolch staunchly advocated teaching only sight words in the first grade and waiting until second grade to introduce phonics, if desired (Dolch, 1941). He explicitly stated that children should learn phonics by recognizing patterns in words they already know and relating those patterns to other words (Dolch, 1941). We found no indications in his writings that he advocated systematic, explicit phonics instruction. Below are some quotes from his book *Teaching Primary Reading* (1941) that illustrate his advocacy of the look-say, or whole language, method of early reading instruction.

- “To the beginner, ‘knowing the words’ means sight recognition. The child looks at the word form, and the word sound comes to his mind without his knowing either how or why” (p. 217).
- “If the child actually has a stock of fifty [sight] words he can read anything which is made up of these fifty words or in which the strange words can be guessed” (p. 228).
- “If the sound of ‘t’ is taught because the words ‘Tom, table, top’ are known, attention may also be drawn to the sound of ‘t’ at the end of words ‘cat, sit, hot.’ Most teachers are unwilling to do this in first grade, however, for fear of causing children to look at the end of words rather than at the beginning” (pp. 225 & 226).
- “. . . the first work with reading charts or with the first pre-primer [is] . . . the child is told or guesses what each line says and then remembers which line is which by position, general configuration, or other differences in appearance” (p. 2).
- “Work with phonics used to begin with phonetic families, but we now see that such work was an attempt to go too fast. We now start with sight words, and to help the child recognize or guess a word we ask him how it begins” (p. 228).

Who Was Fry?



Image from LA Times obituary published September 12, 2010

Edward Fry (b. 1925, d. 2010) wrote widely on how to teach reading. His books *The Reading Teacher’s Book of Lists* (Fry & Kress, 2006) and *The Vocabulary Teacher’s Book of Lists* (Fry, 2004) are staples in many elementary classrooms. He also developed the Fry Readability Graph, a widely used tool for assessing the readability of texts, novels, and other reading materials.

Dr. Fry was a professor at Rutgers University in New Jersey for more than twenty years. He also worked in Africa where he was a Fulbright Scholar in Uganda and Zimbabwe.

Dr. Fry espoused teaching children to read by having them learn the Fry 1000 Instant Words in their order of frequency. He presents the words in sets of five as a “reminder to only teach a few words at a time” (Fry, 2000, p. 43). He does say that teachers should teach phonics, but leaves specifics as to how and when vague (Fry, 1999). He focuses on the Fry 1000 Instant Word List, and he makes it clear that students need to memorize these words. Below are some quotes from his book *How To Teach Reading* (1999).

- “. . . use children’s literature books and predictable books for beginners” (p. 13).

- “Beginning readers need to master a basic sight vocabulary of common words . . . for now, we will define [beginning readers] as any child or adult whose reading ability ranges from none to upper third grade” (p. 44).
- “Beginning readers . . . need to master a high-frequency vocabulary such as the 600 Instant Words . . .” (p. 44).
- “An average student in an average school situation learns most of the first 100 words toward the end of the first year. The second hundred words are added during the second year. It is not until sometime in the third year that all 300 words are really mastered and used as part of the student’s own reading vocabulary” (p. 44).

Description of Dolch and Fry Word Lists

Dolch Word Lists

In 1936, Dolch published “A Basic Sight Word Vocabulary” in the *Elementary School Journal* (Dolch, 1936). In that article, he included a list of 220 words to help teachers select words for “drilling on sight words that will be of most value to . . . children in their reading” (Dolch, 1936, p. 436). Table 1, on page 8, shows the Dolch 220 List sorted alphabetically, as he published it.

We find it interesting that no nouns are on the Dolch 220 List. All 220 words are what Dolch first called “tool words” (Dolch, 1936) and later called “service words” (Dolch, 1941). The 220 service words on the Dolch 220 List include pronouns, adjectives, adverbs, prepositions, conjunctions, and verbs. The only nouns are words that can also be another part of speech (e.g. *play*, *walk*, and *well*). Dolch limited his list to “service words” because they occur in all books, regardless of the content, whereas nouns are specific to the content of a book. In Dolch’s own words, “Nouns cannot be of universal use because each noun is tied to special subject matter” (Dolch, 1936, p. 459).

Dolch also published a list of 95 nouns (the “Dolch Noun List”) in the same article with the Dolch 220 List. Table 2 on page 8 shows the Dolch Noun List. Most teachers are not familiar with the Dolch Noun List. Indeed Dolch was explicit that the nouns should not be taught as sight words when he named the list “95 Nouns Common to the Three Word Lists but Not Recommended for a Basic Sight Vocabulary”.

Dolch Word List by Grade

Table 3 on page 9 shows the Dolch 220 List by Grade. We did not find a primary source indicating that Dolch ever categorized his words into grade levels. Nonetheless, the Dolch Word List by Grade is available on many web sites. It is used as an early reading assessment in many schools. Teachers use the list as a guide for selecting words to teach at each grade level. We do not support this practice for reasons explained in this article.

Although we found no evidence that Dolch grouped the words on his list by grade, we do agree with the description of the reasoning for this grouping presented on one website. According to Lee (2011), Dolch sorted the 220 words based on the frequency of the words in books for each grade. For example, the word *if* is on the third grade list because Dolch did not find the word as frequently in many pre-primer through second grade books. However, the word *if* was in many third grade books.

On the other hand, *yellow* was found frequently in pre-primer books and therefore is on the pre-primer list.

Lee (2011) further states that Dolch compiled this graded list to help teachers anticipate which words children were most likely to encounter when reading books at the indicated grade levels. Dolch strongly advocated that teachers select sight words from books they use in the classroom. According to Lee, Dolch intended the Word List by Grade as a guide to help teachers identify words to teach from books they were using.

Looking at the Dolch Word List by Grade shows how far from phonics-based reading instruction a teacher must venture to teach words in this order. It makes no sense at all to teach the two-syllable words *little*, *yellow*, *away*, and *funny* to pre-primer children ages 4 and 5 and to wait until grade 3 to teach simple decodable words such as *if*, *got*, *cup*, *six*, and *ten*.

Dolch Word List by Frequency

Table 4 on page 10 shows the Dolch words ranked by frequency. We found no primary source indicating that Dr. Dolch ever ranked his words by frequency. Nonetheless, the Dolch words are ranked by frequency on many web sites and are used by many schools as a source for the order to introduce sight words. In this article, we use frequency rankings from two websites: www.k12reader.com and www.mrsperkins.com.

Fry Word List

In 1980, Fry published the New Instant Word List (Fry, 1980) with the 300 most frequently used words listed in order of frequency. The Fry 300 List is shown in Table 5 on page 11. The New Instant Word List was an update to a list he had published in 1957.

Fry's 1000 Instant Words are available widely on the web and in several of Fry's publications (Fry, 2000; Fry, 2004; Fry & Kress, 2006). The Fry Lists, unlike the Dolch 220 List, include all parts of speech.

Fry (1980) wrote that: (1) about half of all written material in English is composed of the first 100 Instant Words and their common variants (meaning words with inflectional suffixes such as *s*, *es*, *ing*, *ed*, *er*, *est*); (2) the first 10 Instant Words make up about 25% of the words in print; and (3) the 300 Instant Words make up about 66% of words in print.

Selection of Words for Dolch and Fry Word Lists

Dolch's Selection of Words

Dolch selected the words for his lists from three sources (Dolch, 1936), all of which focused on early reading material for children:

1. The vocabulary list from the Child Study Committee of the International Kindergarten Union (1928), which listed 2,596 words found to be known by children in spoken language before entering Grade 1.
2. The first 500 words on the Gates list (1926), which listed 1,500 words of use for teaching in Grades K–2.

3. A list compiled by Wheeler and Howell (1930) with 453 words found frequently in ten primers and 10 first readers published between 1922 and 1929.

Of the 220 Dolch words, 193 appear on all three lists Dolch consulted. The other 27 Dolch words are in the first 510 words on the International Kindergarten Union list and in the first 500 words on the Gates list (Dolch, 1936).

All 95 nouns on the Dolch Noun List are on all three lists that Dolch used as sources for his Dolch 220 List (Dolch, 1936).

Fry's Selection of Words

The Fry Instant Word List is based on the words in *The American Heritage Word Frequency Book* (Carol, Davies, & Richmond, 1971). That book has a list of approximately 87,000 words. The American Heritage words were compiled from 1,045 texts representing reading requirements and recommendations in grades 3–9 in the United States. Approximately 10,000 text samples of 500 words each were used (a total of approximately five million words) to obtain the frequencies.

Words on the Fry 1000 Instant Word List have a slightly different ranking than words on the American Heritage list. That is because the American Heritage list includes all variants of words separately, for example, *words* is #30 and *word* is #81 on the American Heritage list. Fry lists only *word* on the Fry 300 List and omits *words*, which is a variant, from his list altogether. Examples of other words Fry considered variants are: *day–days*; *give–given–gave*; *go–going–goes*; *live–living*; *other–others*; *part–parts*; *sentence–sentences*; *thing–things*; *turn–turned*; *use–used–using*; *way–ways*; *year–years*. Fry almost always listed only the word with the highest frequency from sets of variant words.

Comparison of the Dolch and Fry Word Lists

To compare the Dolch and Fry Lists, we looked at the top 100 words from each list based on frequency rankings (using secondary sources for the Dolch frequency rankings). Comparative rankings are shown in Table 6 on page 12 and Table 7 on page 13. Table 6 lists the 130 total words on both top 100 lists alphabetically. Table 7 lists the 130 words by order of Dolch frequency ranking and then includes the frequency of Fry words that are not among the top 100 Dolch words.

Tables 6 and 7 show the following:

- The Dolch 100 List and the Fry 100 List have a combined total of 130 unique words.
- 70 of the 130 words are on both the Dolch 100 List and the Fry 100 List.
- All words on the Dolch 100 List appear on the Fry 1000 Instant Word List.
- Only 9 words on the Fry 100 List are not on the Dolch 220 List or the Dolch Noun List. The 9 words unique to the Fry 100 List are *each*, *more*, *number*, *other*, *part*, *people*, *than*, *way*, and *word*.

The differences in the word lists and the frequency rankings can be expected because of the different sources Dolch and Fry used. Dolch looked at words that children in grades K–2 would be reading and Fry looked at words that students in grades 3–9 would be reading. For example, the

word *said* is ranked #12 on the Dolch List and #40 on the Fry List. It is understandable that the word *said* would be more frequent in young children's books than in texts read in grades 3–9. Similarly, *little* is ranked #39 on the Dolch List and #106 on the Fry List. The word with the greatest discrepancy in frequency rankings is *pretty*, ranked #97 on the Dolch List and #935 on the Fry List. One can imagine the word *pretty* showing up in many children's books and in few texts in grades 3–9!

Conclusion

There is much more reading research available now than when Dolch and Fry were educators. We know that reading outcomes are stronger when beginning and struggling readers are taught to decode words using phonics (National Institute of Child Health and Human Development, 2000). That goes for ALL words, including high frequency words. *Had* is #20 on the Dolch 220 List and #28 on the Fry Instant Word List. *Lad* is not on either list. The only difference between teaching beginning readers to decode *had* and *lad* is that *had* should be included much more often in decodable materials that students read. Students should be able to read both words using phonics. Instructional focus should not just be on the word *had* because it is on the Dolch and Fry lists whereas *lad* is not. Indeed, if students know all the consonant sounds when they learn to read words with short a, many other words such as *lab*, *cat*, *ram*, *hat*, and *jam* should be included when *had* is taught.

We need to bury the idea that Dolch words, Fry words, or words from any other high frequency word list need to be taught through memorization. Rather, they should be included in phonics instruction so that, as early as possible, students use spelling patterns to read a greater variety of words than just those on the high frequency lists.

Table 1
Dolch 220 List - Alphabetical

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

Table 2
Dolch Noun List - Alphabetical

apple	box	Christmas	eye	garden	house	name	robin	stick	water
baby	boy	coat	farm	girl	kitty	nest	Santa Claus	street	way
back	bread	corn	farmer	good-bye	leg	night	school	sun	wind
ball	brother	cow	father	grass	letter	paper	seed	table	window
bear	cake	day	feet	ground	man	party	sheep	thing	wood
bed	car	dog	fire	hand	men	picture	shoe	time	
bell	cat	doll	fish	head	milk	pig	sister	top	
bird	chair	door	floor	hill	money	rabbit	snow	toy	
birthday	chicken	duck	flower	home	morning	rain	song	tree	
boat	children	egg	game	horse	mother	ring	squirrel	watch	

Table 3
Dolch 220 List by Grade

Pre-Primer		Primer		1 st Grade		2 nd Grade		3 rd Grade	
a	look	all	out	after	let	always	or	about	laugh
and	make	am	please	again	live	around	pull	better	light
away	me	are	pretty	an	may	because	read	bring	long
big	my	at	ran	any	of	been	right	carry	much
blue	not	ate	ride	as	old	before	sing	clean	myself
can	one	be	saw	ask	once	best	sit	cut	never
come	play	black	say	by	open	both	sleep	done	only
down	red	brown	she	could	over	buy	tell	draw	own
find	run	but	so	every	put	call	their	drink	pick
for	said	came	soon	fly	round	cold	these	eight	seven
funny	see	did	that	from	some	does	those	fall	shall
go	the	do	there	give	stop	don't	upon	far	show
help	three	eat	they	going	take	fast	us	full	six
here	to	four	this	had	thank	first	use	got	small
I	two	get	too	has	them	five	very	grow	start
in	up	good	under	her	then	found	wash	hold	ten
is	we	have	want	him	think	gave	which	hot	today
it	where	he	was	his	walk	goes	why	hurt	together
jump	yellow	into	well	how	were	green	wish	if	try
little	you	like	went	just	when	its	work	keep	warm
		must	what	know		made	would	kind	
		new	white			many	write		
		no	who			off	your		
		now	will						
		on	with						
		our	yes						

Table 4
Dolch 220 List by Frequency

1	the	38	then	75	its	112	let	149	must	185	pick
2	to	39	little	76	ride	113	help	150	start	186	hurt
3	and	40	down	77	into	114	make	151	black	187	pull
4	he	41	do	78	just	115	going	152	white	188	cut
5	a	42	can	79	blue	116	sleep	153	ten	189	kind
6	I	43	could	80	red	117	brown	154	does	190	both
7	you	44	when	81	from	118	yellow	155	bring	191	sit
8	it	45	did	82	good	119	five	156	goes	192	which
9	of	46	what	83	any	121	six	157	write	193	fall
10	in	47	so	84	about	120	walk	158	always	194	carry
11	was	48	see	85	around	122	two	159	drink	195	small
12	said	49	not	86	want	123	or	160	once	196	under
13	his	50	were	87	don't	124	before	161	soon	197	read
14	that	51	get	88	how	125	eat	162	made	198	why
15	she	52	them	89	know	126	again	163	run	199	own
16	for	53	like	90	right	127	play	164	gave	200	found
17	on	54	one	91	put	128	who	165	open	201	wash
18	they	55	this	92	too	129	been	166	has	202	show
19	but	56	my	93	got	130	may	167	find	203	hot
20	had	57	would	94	take	131	stop	168	only	204	because
21	at	58	me	95	where	132	off	169	us	205	far
22	him	59	will	96	every	133	never	170	three	206	live
23	with	60	yes	97	pretty	134	seven	171	our	207	draw
24	up	61	big	98	jump	135	eight	172	better	208	clean
25	all	62	went	99	green	136	cold	173	hold	209	grow
26	look	63	are	100	four	137	today	174	buy	210	best
27	is	64	come	101	away	138	fly	175	funny	211	upon
28	her	65	if	102	old	139	myself	176	warm	212	these
29	there	66	now	103	by	140	round	177	ate	213	sing
30	some	67	long	104	their	141	tell	178	full	214	together
31	out	68	no	105	here	142	much	179	those	215	please
32	as	69	came	106	saw	143	keep	180	done	216	thank
33	be	70	ask	107	call	144	give	181	use	217	wish
34	have	71	very	108	after	145	work	182	fast	218	many
35	go	72	an	109	well	146	first	183	say	219	shall
36	we	73	over	110	think	147	try	184	light	220	laugh
37	am	74	your	111	ran	148	new				

Table 5
Fry 300 List by Frequency

1	the	51	will	101	over	151	set	201	high	251	important
2	of	52	up	102	new	152	put	202	every	252	until
3	and	53	other	103	sound	153	end	203	near	253	children
4	a	54	about	104	take	154	does	204	add	254	side
5	to	55	out	105	only	155	another	205	food	255	feet
6	in	56	many	106	little	156	well	206	between	256	car
7	is	57	then	107	work	157	large	207	own	257	miles
8	you	58	them	108	know	158	must	208	below	258	night
9	that	59	these	109	place	159	big	209	country	259	walk
10	it	60	so	110	years	160	even	210	plants	260	white
11	he	61	some	111	live	161	such	211	last	261	sea
12	was	62	her	112	me	162	because	212	school	262	began
13	for	63	would	113	back	163	turned	213	father	263	grow
14	on	64	make	114	give	164	here	214	keep	264	took
15	are	65	like	115	most	165	why	215	tree	265	river
16	as	66	him	116	very	166	ask	216	never	266	four
17	with	67	into	117	after	167	went	217	start	267	carry
18	his	68	time	118	thing	168	men	218	city	268	state
19	they	69	has	119	our	169	read	219	earth	269	once
20	I	70	look	121	name	170	need	220	eye	270	book
21	at	71	two	120	just	171	land	221	light	271	hear
22	be	72	more	122	good	172	different	222	thought	272	stop
23	this	73	write	123	sentence	173	home	223	head	273	without
24	have	74	go	124	man	174	us	224	under	274	second
25	from	75	see	125	think	175	move	225	story	275	later
26	or	76	number	126	say	176	try	226	saw	276	miss
27	one	77	no	127	great	177	kind	227	left	277	idea
28	had	78	way	128	where	178	hand	228	don't	278	enough
29	by	79	could	129	help	179	picture	229	few	279	eat
30	word	80	people	130	through	180	again	230	while	280	face
31	but	81	my	131	much	181	change	231	along	281	watch
32	not	82	than	132	before	182	off	232	might	282	far
33	what	83	first	133	line	183	play	233	close	283	Indians
34	all	84	water	134	right	184	spell	234	something	284	really
35	were	85	been	135	too	185	air	235	seemed	285	almost
36	we	86	call	136	means	186	away	236	next	286	let
37	when	87	who	137	old	187	animals	237	hard	287	above
38	your	88	am	138	any	188	house	238	open	288	girl
39	can	89	its	139	same	189	point	239	example	289	sometimes
40	said	90	now	140	tell	190	page	240	beginning	290	mountains
41	there	91	find	141	boy	191	letter	241	life	291	cut
42	use	92	long	142	following	192	mother	242	always	292	young
43	an	93	down	143	came	193	answer	243	those	293	talk
44	each	94	day	144	want	194	found	244	both	294	soon
45	which	95	did	145	show	195	study	245	paper	295	list
46	she	96	get	146	also	196	still	246	together	296	song
47	do	97	come	147	around	197	learn	247	got	297	being
48	how	98	made	148	farm	198	should	248	group	298	leave
49	their	99	may	149	three	199	American	249	often	299	family
50	if	100	part	150	small	200	world	250	run	300	it's

Table 6
Frequency Rankings of 130 Words Compared
Top 100 Dolch Words and Top 100 Fry Words Combined
Frequency Rankings from Dolch 220 List and Fry 1000 List
Listed Alphabetically

Dolch Rank	Word	Fry Rank	Dolch Rank	Word	Fry Rank	Dolch Rank	Word	Fry Rank	Dolch Rank	Word	Fry Rank
5	a	4	100	four	266	58	me	-	29	there	41
84	about	54	81	from	25	-	more	72	212	these	59
25	all	34	51	get	96	56	my	81	18	they	19
37	am	88	35	go	74	68	no	77	55	this	23
72	an	43	82	good	122	49	not	32	noun list	time	68
3	and	3	93	got	247	66	now	90	2	to	5
83	any	138	99	green	442	-	number	76	92	too	135
63	are	15	20	had	28	9	of	2	122	two	71
85	around	147	166	has	69	17	on	14	24	up	52
32	as	16	34	have	24	54	one	27	181	use	42
70	ask	166	4	he	11	123	or	26	71	very	116
21	at	21	28	her	62	-	other	53	86	want	144
33	be	22	22	him	66	31	out	55	11	was	12
129	been	85	13	his	18	73	over	101	noun list	water	84
61	big	159	88	how	48	-	part	100	-	way	78
79	blue	537	6	I	20	-	people	80	36	we	36
19	but	31	65	if	50	97	pretty	935	62	went	167
103	by	29	10	in	6	91	put	152	50	were	35
107	call	86	77	into	67	80	red	327	46	what	33
69	came	143	27	is	7	76	ride	615	44	when	37
42	can	39	8	it	10	90	right	134	95	where	128
64	come	97	75	its	89	12	said	40	192	which	45
43	could	79	98	jump	613	48	see	75	128	who	87
noun list	day	94	78	just	120	15	she	46	59	will	51
45	did	95	89	know	108	47	so	60	23	with	17
41	do	47	53	like	65	30	some	61	-	word	30
87	don't	228	39	little	106	94	take	104	57	would	63
40	down	93	67	long	92	-	than	82	157	write	73
-	each	44	26	look	70	14	that	9	60	yes	471
96	every	202	162	made	98	1	the	1	7	you	8
167	find	91	114	make	64	104	their	49	74	your	38
146	first	83	218	many	56	52	them	58			
16	for	13	130	may	99	38	then	57			

Table 7
Frequency Rankings of 130 Words Compared
Top 100 Dolch Words and Top 100 Fry Words Combined
Listed by Dolch Frequency, then Fry Frequency

Dolch Rank	Word	Fry Rank	Dolch Rank	Word	Fry Rank	Dolch Rank	Word	Fry Rank	Dolch Rank	Word	Fry Rank
1	the	1	34	have	24	67	long	92	100	four	266
2	to	5	35	go	74	68	no	77	123	or	26
3	and	3	36	we	36	69	came	143	103	by	29
4	he	11	37	am	88	70	ask	166	-	word	30
5	a	4	38	then	57	71	very	116	181	use	42
6	I	20	39	little	106	72	an	43	-	each	44
7	you	8	40	down	93	73	over	101	192	which	45
8	it	10	41	do	47	74	your	38	104	their	49
9	of	2	42	can	39	75	its	89	-	other	53
10	in	6	43	could	79	76	ride	615	218	many	56
11	was	12	44	when	37	77	into	67	212	these	59
12	said	40	45	did	95	78	just	120	114	make	64
13	his	18	46	what	33	79	blue	537	noun list	time	68
14	that	9	47	so	60	80	red	327	166	has	69
15	she	46	48	see	75	81	from	25	122	two	71
16	for	13	49	not	32	82	good	122	-	more	72
17	on	14	50	were	35	83	any	138	157	write	73
18	they	19	51	get	96	84	about	54	-	number	76
19	but	31	52	them	58	85	around	147	-	way	78
20	had	28	53	like	65	86	want	144	-	people	80
21	at	21	54	one	27	87	don't	228	-	than	82
22	him	66	55	this	23	88	how	48	146	first	83
23	with	17	56	my	81	89	know	108	noun list	water	84
24	up	52	57	would	63	90	right	134	129	been	85
25	all	34	58	me	112	91	put	152	107	call	86
26	look	70	59	will	51	92	too	135	128	who	87
27	is	7	60	yes	471	93	got	247	167	find	91
28	her	62	61	big	159	94	take	104	noun list	day	94
29	there	41	62	went	167	95	where	128	162	made	98
30	some	61	63	are	15	96	every	202	130	may	99
31	out	55	64	come	97	97	pretty	935	-	part	100
32	as	16	65	if	50	98	jump	613			
33	be	22	66	now	90	99	green	442			

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