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A New, Phonics-Based Approach to Teaching High Frequency Words

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What Are High Frequency Words?

What Are High Frequency (HF) Words?

- Generally considered to be words on a list that are the words seen most often in text.
  - Dolch 220 Word List
  - Fry Lists (100, 300, 600, 1000 etc. most frequently used words)
  - 100 or 150 Most Frequently Used Words

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Fry Lists

- First published an Instant Word List in 1950s, with several updates since then.

- 1000 Instant Words, which are the ". . . most common words in the English language. The words are arranged in order of frequency of occurrence in reading materials and in children's writing." (Fry, 1999, p13).

- The 1000 Instant Words are commonly presented in lists as follows:
  - First 100 – make up about half of all written material (Fry, et al, 1993, p.23).
  - First 300
  - First 600 - make up about 65 percent of all written materials (Fry, et al, 1993, p.23).

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About the Dolch 220 Word List

- Originally compiled in the 1930s
- Dolch included only "service words" on the Dolch 220 list
  - Conjunctions (e.g., *and, as, because, or*)
  - Prepositions (e.g., *at, by, for, from*)
  - Pronouns (e.g., *he, you, me, them*)
  - Adverbs (e.g., *again, never, once, soon*)
  - Adjectives (e.g., *all, big, pretty, some*)
  - Verbs (e.g., *are, bring, come, eat, know*)
- Dolch called these service words because they "are used in all writing, no matter on what subject" (Dolch, 1941, p. 206).

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Why Dolch Excluded Nouns

- Dolch didn't think nouns are as important to learn by sight as "service words", and he didn't want teachers spending time teaching nouns as sight words instead of the "service words."
  - "Nouns cannot be of universal use because each noun is tied to special subject matter. Unfortunately, teachers have spent a great deal of energy in teaching nouns in primers as sight words, and then, as the later books take up new materials, new nouns must be used and not those that have been learned. Perhaps one reason that many children in the intermediate grades do not know by sight the words on this basic list is that the emphasis has been on nouns instead of on these 'service' words." (Dolch, 1941, pp. 206-207.)

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Dolch 220 Word List
Frequency of Words by Grade Level

Pre-Primer		Primer		1st Grade		2nd Grade		3rd 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	these	drink	pick
for	said	came	soon	fly	round	cold	those	eight	seven
funny	see	did	that	from	some	does	upon	fall	shall
go	the	do	there	give	stop	don't	us	far	show
help	three	eat	they	giving	take	fast	use	full	six
here	to	four	this	had	thank	first	very	got	small
I	two	get	too	has	them	five	wash	grow	start
in	up	good	under	her	then	found	which	hold	ten
is	we	have	want	him	think	gave	why	hot	today
it	where	he	was	his	walk	goes	wish	hurt	together
jump	yellow	into	well	how	were	green	work	if	try
little	you	like	went	just	when	its	would	keep	warm
		must	what	know		made	write	kind	
		new	white			many	your		
		no	who			off			
		now	will						
		on	with						
		our	yes						

Slide 2

Dolch's Intention for the Grade Level List

- The grade-level lists show the most frequent words from the Dolch 220 Word List at each reading level.
- The lists are intended to give the teacher a feel for the words children will encounter at each reading level, *not as a list of which words should be taught at each level*.
- Dolch says the teacher should build " . . . the basic sight word vocabulary from the books the children actually read. Each story will add some of these words and the teacher can make a list of them as she goes." (Dolch, 1941, p. 210).

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Comparison of Dolch and Fry Lists

Dolch

- First published in 1930s
- Meant for grades 1 – 3
- 220 words, excluding nouns, listed various ways
- 95 most frequent nouns listed separately; not considered important for teaching as sight words
- Compiled from 3 existing word lists
  1. 2,596 words from children's speaking vocabularies before entering first grade
  2. 500 most frequent words in primary grade texts
  3. 453 most frequent words found in 10 primers and 10 first readers.
- 193 words on all three lists; 27 words on two of the lists

Fry

- Most recent version published in 1990s
- Meant for grades 1 – 6
- 1,000 words listed in order of frequency
- Nouns included on list and considered equally important to teach as sight words
- Based on American Heritage five-million word count
  - Taken from texts and other reading materials used in grades 3 – 9.

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Which List To Use?

- All high frequency word lists can be useful for identifying words to include in early reading materials, such as:
  - Stories
  - Word lists
  - Spelling tests
  - Writing exercises.
- The lists all have approximately the same words and differ only because of (1) the source for finding the words and frequencies and (2) the number of words on the list.

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Who Are Dolch and Fry?

Edward W. Dolch, Ph.D., (1889 – 1961)
- Professor at the University of Illinois from 1919 to 1940
- Published prolifically in his areas of research:
  - Reading and word meaning
  - Psychology and the teaching of reading
  - Teaching of primary reading and better spelling
- Wrote a number of children's books.

Edward Fry, Ph.D., (1925 - 2010)
- Director of the Reading Center and Professor of Education at Rutgers University for more than 20 years.
- Author of a number of practical guides for reading teachers.
- Developed a variety of curriculum materials including typing courses for children, filmstrips, card reader programs on phonics and basic vocabulary, reading improvement drill books, and many others.

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A Precise Definition of High Frequency Words

Definitions: "Sight Words" and "High Frequency Words"

- **High frequency** words are those used with the most frequency in text being read. The first 25 - 50 words in frequency are virtually the same no matter what text is being considered. The primary reason frequencies vary by list is the types of text used to select words and frequencies.

- **Sight words** are those that a student knows by sight without having to sound them out. Beginning readers have few sight words and mature readers have thousands of sight words.

- Variations:
  - Often these terms are used interchangeably because of the belief that all high frequency words need to be taught as sight words, using flash cards, games, and frequent exposure.
  - Some phonics programs label high frequency words that are irregularly spelled as "sight words" because they can't be decoded phonetically.

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A New Way To Think about High Frequency Words

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Importance of High Frequency Words

- According to Fry (Fry, 2000, p. 4):

Ranking of Words	Percent of Words in Reading Materials (approximately)
25 most frequent	33%
100 most frequent	50%
300 most frequent	65%

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How To Teach High Frequency Words?

- No one would disagree that students need to be able to read high frequency words instantaneously.

- The disagreement occurs in how to teach the words.
  - By sight?
  - Phonetically?
  - A combination?

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<u>Traditional</u> Way To Teach High Frequency Words

- Teachers have a list of high frequency words students are expected to read easily.
  - The list may be organized by frequency, topic (colors, numbers), or other ways.
  - Some high-frequency words may be related to stories students are reading.

- Students are expected to memorize these words, and the words are often sent home for students to study with their parents.

- The student keeps studying the words until he learns to recognize them.

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Problems with Traditional Way To Teach HF Words

- Students are given words to learn outside any scope and sequence for teaching phonics.

- These words are studied and sent home and tested over and over again.

- Difficulties learning high frequency words are not considered in light of the student's issues learning to decode.

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New Way To Teach High Frequency Words

- Organize high frequency words by phonics pattern and fit them into phonics instruction.

- Organize irregularly spelled high frequency words so that words with similar spelling patterns are taught together.

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What To Teach Pre-Readers in Pre-K and K

Teaching High Frequency Words before Phonics Instruction

- Students can and need to learn a few high-frequency words before formal reading instruction begins.
  - Some children will learn to recognize words on their own as they are read to, without any prompting.
  - Other children will need to have explicit instruction and practice to learn the words.

Teach 10–15 HF Words after Students Know Letter Names

- Words in red are a good place to start.

Add **I** because it is easy.

Source: Phonics from A to Z, page 97

1.	**the**	11.	**he**
2.	**of**	12.	**for**
3.	**and**	13.	**was**
4.	**a**	14.	on
5.	**to**	15.	**are**
6.	in	16.	but
7.	**is**	17.	**what**
8.	**you**	18.	all
9.	that	19.	**were**
10.	it	20.	when

Pair Words That Will Not Be Easily Confused

Introduce words so that similar words are not easily confused (for example, letters are different and meanings are not similar).

Not Confusing	Potentially Confusing if taught back-to-back
1. **I**	
2. **the**	
3. **a**	**is, was**
4. **of**	**of, to**
5. **was**	**a, and**
6. **to**	**for, of**
7. **and**	
8. **is**	
9. **you**	
10. **for**	

Teaching the First High Frequency Words

- Point to words whenever they are in stories read to the class.
- Introduce one word at a time and insure mastery before moving to the next word.
- Practice words already learned while learning a new word.
- Use flash cards.
- Teach students to spell the words, but don't make it mandatory.

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Categorizing High Frequency Words:
♥ Heart & ⚡ Flash Words

Categorize High Frequency Words

- ⚡ Flash Words
  - Words that are decodable according to phonics patterns the students have been taught.
    - cvc: *can, get, did*
    - digraphs: *back, them, much*
    - blends: *and, help, just*
    - r-controlled vowels: *her, first*
    - silent e: *came, like*

- ♥ Heart Words
  - Words with <u>some</u> parts that do not follow phonics patterns and have to be "learned by heart".
    - *s<u>ai</u>d, p<u>e</u>ople, d<u>oe</u>s, ag<u>ai</u>n, w<u>e</u>re, wh<u>e</u>re*

Flash Words Are Spelled According to Phonics Patterns

- Short vowel patterns
- Digraphs
- Blends
- ing, ang, ong, ung, ink, ank, onk, unk + all
- R-vontrolled vowels
- Open syllables (one vowel at the end of the word)
- VCe
- 2-syllable with above patterns

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150 HF Words – Decodable or Not

- Decodable words are at these levels:
  - Short vowel
  - Digraphs
  - Blends
  - Ng, nk + all
  - R-controlled vowel
  - Open syllable
  - VCe
  - 2 syllables

Let's Group the ⚡ Flash Words into Phonics Patterns

Short vowels; digraphs or blends; can have double letters at end of word

- an
- at
- but
- can
- did
- get

Find 12 more words:
- Short vowels
- No digraphs
- No blends
- Can have double letters at the end

Short vowels & digraphs

- back
- much
- such

Find 8 more words
- Short vowels
- Digraphs
- No blends
- No words with ng

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Short vowels & blends

- and (reinforce what was "memorized" in PreK or K)

- help

Find 4 more words
- Short vowels
- Blends
- No words with nk

ing, ang, ong, ung, ink, ank, onk, unk + all

- long   • all

- things

- think

R-controlled vowels

- first

- for

Find 3 more words
- One syllable
- R-controlled vowels

Open syllable – one vowel letter at the end of the word

- be   • no

- go   • she

- he   • so

- I   • we

- me

How might you group these for instruction?

VCe (silent e)

- came

- here

- like

Find 3 more words
- One syllable
- Vce
- Digraphs
- Blends

Two-syllable

- after

- number

- over

Grouping ♥ Heart Words

- Some words don't fit patterns:
  - again, also, are
  - because, been
  - does
  - four
  - only, our
  - people, put
  - said
  - these, their, two
  - very
  - what, was, were, where
  - your
- To group heart words for instruction, find similar spelling patterns, and add other non-HF words if there are any.

DECODABLE HIGH FREQUENCY WORDS
D = Decodable at the short vowel, vce, open syllable, and r-controlled vowel level with one or two syllables.

D after 49	D go 121	D long 46	D part 72
D all 18	D had 89	D made 111	D place 74
D an 24	D he 11	D make 42	D same 132
D and 3	D help 141	D man 128	D she 99
D at 80	D her 34	D me 127	D so 102
D back 58	D here 137	D much 59	D such 138
D be 81	D him 37	D must 89	D take 136
D but 16	D I 84	D no 41	D than 43
D came 94	D if 29	D not 90	D that 9
D can 23	D in 6	D number 150	D then 97
D did 113	D it 10	D off 147	D then 96
D first 44	D its 106	D on 14	D these 103
D for 12	D just 52	D or 66	D things 140
D get 56	D like 36	D over 112	D think 135
		D this 82	D time 39
		D up 95	D use 118
		D we 21	D well 75
		D went 148	D when 20
		D which 28	D will 91
		D with 77	

NON-DECODABLE HIGH FREQUENCY WORDS
N = Word has a schwa or a vowel pattern not listed in decodable definition

N a 4	N day 131	N little 47	N put 142
N about 93	N different 144	N look 134	N right 133
N again 146	N do 30	N many 100	N said 28
N also 81	N does 71	N may 119	N see 38
N another 63	N down 114	N more 33	N some 101
N any 130	N each 92	N most 54	N the 1
N are 15	N even 73	N my 110	N their 27
N around 62	N find 117	N new 123	N these 22
N as 78	N from 83	N now 108	N they 79
N away 145	N good 122	N of 2	N three 87
N because 70	N has 32	N old 149	N through 57
N been 45	N have 85	N one 69	N to 5
N before 60	N his 78	N only 115	N too 129
N by 67	N how 94	N other 105	N two 35
N called 51	N into 31	N our 125	N used 126
N come 85	N is 7	N out 98	N very 48
N could 40	N know 55	N people 109	N was 13
			N water 120
			N way 116
			N were 19
			N what 17
			N where 53
			N who 107
			N why 139
			N word 88
			N words 50
			N work 86
			N would 104
			N write 124
			N years 143
			N you 8
			N your 25

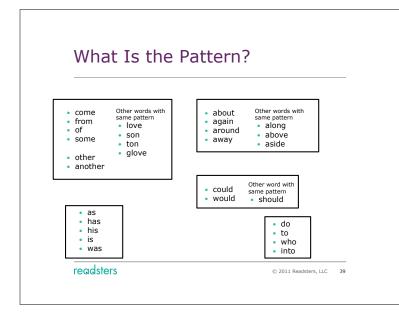## Group Heart Words with Similar Spelling for Instruction

- Work with one or more partners to find one set of at least 3 words that you would group for instruction.
- Example:
  - by, my, why (all have long i spelled y)

What Is the Pattern?

- come
- from
- of
- some

- other
- another

Other words with same pattern
- love
- son
- ton
- glove

- about
- again
- around
- away

Other words with same pattern
- along
- above
- aside

- could
- would

Other word with same pattern
- should

- as
- has
- his
- is
- was

- do
- to
- who
- into

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Eliminating Confusion of Pairs of Similar Words

Some words are predictably confusing

Explain the confusion.
Give an idea for correcting it.

- where
- were

  Which word has h?
  - *Where loves h*

- when
- then

- of
- for

- then
- they

- she
- the

- the
- a

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Correct Pronunciation of "A" and "The"

"A" and "The" Are Articles

- Articles are always attached to another word in a phrase or sentence and they don't carry specific meaning.
  - the happy clam
  - I live in the house on the corner.
  - Keisha wants a horse for her birthday.
  - Billy caught a fish.
- Articles are so common that they have the schwa sound when they are before another word in normal conversation.
  - Thə house.
  - ə fish
- In isolation, the words are properly pronounced with the long vowel sound because they are "open" syllables.
  - thē
  - ā

Should I Worry about My Students Mispronouncing the Words When They Read?

- When students are first learning to read or when they struggle, they often read word-by-word, in which case they may read "a" or "the" with long vowel sounds.

- Do not correct this. They will read "a" and "the" with the schwa sound when they learn to read with a more conversational tone.

You Can Turn This Into A Ditty

- You can say /ā/ or you can say /uh/, but we always spell it with the letter 'a'.

- You can /thee/ or you can say /thuh/, but we always spell it t-h-e.

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Teaching Reading and Spelling of Heart Words

Learning Heart Words Depends on a Basic Understanding of Letter-Sound Relationships

Understanding letter-sound relationships is a foundation for remembering how to read and spell high frequency words.

Teaching Heart Words: Focus on the Difficult Part

said

How many sounds are in the word?

Which letters are spelled exactly as we expect?

Which letters do we have to "learn by heart?"

Teaching Heart Words: 1-syllable words

1. Introduce the Word
2. Match Sounds & Letters
3. Identify Heart Letters
4. Read and Spell the Word Aloud
5. Desk-Write the Word (from memory)
6. Questions Students about the Word (from memory)
7. Backward and Forward Spelling (from memory)
8. Students Spell Word on Erasable Surface
9. Create Practice Card

FAQ: How Many HF Words Can Be Taught Using the "New Method"?

Phonics Scope & Sequence*	Heart Words	Flash Words	Total HF Words	Running Total
Pre-Phonics	10	--	**10**	**10**
VC & CVC	14	33	**47**	**57**
Digraphs	12	12	**24**	**81**
Blends	12	12	**24**	**105**
ng, nk	10	9	**19**	**124**
all	4	4	**8**	**132**
TOTAL	**62**	**70**	**132**	**--**

* Based on Readsters' *Phonics Plug-In* Scope & Sequence.

	Phonics				Heart Words
Unit	New Concept	Focus Letter Sounds		High Frequency Words	
		Vowel	Consonants	Flash (32)	Heart (31)
1	1-syllable words	short a	m s t	am at	the to and a I you of was for is
2	–	short o	r p n	an on not ran	do see are
3		–	g c f	got	one said
4	Nonsense words	short i	k d h l	in if can it sit did hot him had	his as has
5	2 spellings for /k/: c & k	–	z y j	–	he be we me
6		short u	v b w	big but run cut up us	go so no
7		short e	qu x	red ten let get yes six	all her were
8	Double letters spell one sound	–	–	will well tell off	my by or

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Fixing Confusion with Pairs of Similar High Frequency Words

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Fixing HF Word Confusions

1. Create a practice page.
   - 10 words on a line
   - 5 confusing words on each line.
2. Teach the scaffold(s).
3. Practice using the scaffold(s).
4. Practice without the scaffold(s).

Two Categories of Scaffolds

Scaffolds for Both Words in the Pair

was – saw

Student underlines first letter while saying the sound, then reads the word.

w̲as – s̲aw

A Scaffold for One Word in the Pair

were – where

student underlines 'wh' in 'where' and says 'where loves h', then reads the words.

Student just reads the word 'were'.

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The 100 Most Frequent Words

source: Phonics from A to Z, page 97
(number after word is its rank)

Alphabetical

a 4	does 71	long 46	there 22
about 93	each 92	make 42	they 79
after 49	even 73	many 100	this 82
all 18	first 44	more 33	three 67
also 61	for 12	most 54	through 57
an 24	from 83	much 59	time 39
and 3	get 56	must 69	to 5
another 63	had 89	no 41	two 35
are 15	has 32	not 90	up 95
around 62	have 85	of 2	very 48
as 76	he 11	on 14	was 13
at 80	her 34	one 88	we 21
back 58	him 37	or 86	well 75
be 81	his 78	out 96	were 19
because 70	how 94	part 72	what 17
been 45	I 84	place 74	when 20
before 60	if 29	said 28	where 53
but 16	in 6	see 38	which 26
by 87	into 31	she 99	will 91
called 51	is 7	than 43	with 77
came 64	it 10	that 9	word 68
can 23	just 52	the 1	words 50
come 65	know 55	their 27	work 66
could 40	like 36	them 97	you 8
do 30	little 47	then 98	your 25

By Frequency

the 1	which 26	called 51	as 76
of 2	their 27	just 52	with 77
and 3	said 28	where 53	his 78
a 4	if 29	most 54	they 79
to 5	do 30	know 55	at 80
in 6	into 31	get 56	be 81
is 7	has 32	through 57	this 82
you 8	more 33	back 58	from 83
that 9	her 34	much 59	I 84
it 10	two 35	before 60	have 85
he 11	like 36	also 61	or 86
for 12	him 37	around 62	by 87
was 13	see 38	another 63	one 88
on 14	time 39	came 64	had 89
are 15	could 40	come 65	not 90
but 16	no 41	work 66	will 91
what 17	make 42	three 67	each 92
all 18	than 43	word 68	about 93
were 19	first 44	must 69	how 94
when 20	been 45	because 70	up 95
we 21	long 46	does 71	out 96
there 22	little 47	part 72	them 97
can 23	very 48	even 73	then 98
an 24	after 49	place 74	she 99
your 25	words 50	well 75	many 100

The 150 Most Frequent Words - Alphabetical
source: Phonics from A to Z, page 97

a 4	come 65	his 78	my 110	she 99	used 126
about 93	could 40	how 94	new 123	so 102	very 48
after 49	day 131	I 84	no 41	some 101	was 13
again 146	did 113	if 29	not 90	such 136	water 120
all 18	different 144	in 6	now 108	take 138	way 116
also 61	do 30	into 31	number 150	than 43	we 21
an 24	does 71	is 7	of 2	that 9	well 75
and 3	down 114	it 10	off 147	the 1	went 148
another 63	each 92	its 106	old 149	their 27	were 19
any 130	even 73	just 52	on 14	them 97	what 17
are 15	find 117	know 55	one 88	then 98	when 20
around 62	first 44	like 36	only 115	there 22	where 53
as 76	for 12	little 47	or 86	these 103	which 26
at 80	from 83	long 46	other 105	they 79	who 107
away 145	get 56	look 134	our 125	things 140	why 139
back 58	go 121	made 111	out 96	think 135	will 91
be 81	good 122	make 42	over 112	this 82	with 77
because 70	had 89	man 128	part 72	three 67	word 68
been 45	has 32	many 100	people 109	through 57	words 50
before 60	have 85	may 119	place 74	time 39	work 66
but 16	he 11	me 127	put 142	to 5	would 104
by 87	help 141	more 33	right 133	too 129	write 124
called 51	her 34	most 54	said 28	two 35	years 143
came 64	here 137	much 59	same 132	up 95	you 8
can 23	him 37	must 69	see 38	use 118	your 25

Fry 300 Instant Words

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

Common suffixes: -s, -ing, -ed, -er, -ly, -est

Source: Fry, E. B., Kress, J. E., Fountoukidis, D. L. (1993). *The Reading Teacher's Book of Lists*. Paramus, NJ: Prentice Hall.

Dolch 220 Word List
Sorted by Frequency

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

Dolch 220 Word List
Sorted Alphabetically

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

Dolch 95 Nouns Word List
Sorted Alphabetically

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

Dolch 220 Word List
Frequency of Words by Grade Level

Pre-Primer		Primer		1st Grade		2nd Grade		3rd 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						

STEPS FOR INTRODUCING HEART WORDS
(Select steps your students need.)

I. **Introduce the Word**
1. Teacher writes the heart word on the board and reads it.
2. Students read the word.
3. Teacher and students stretch sounds.
4. Teacher asks how many sounds in the word; students answer by holding up fingers.

II. **Match Sounds and Letters**
1. Teacher draws a line on the board for each sound. _____ _____ _____
2. Teachers points to the line for any sounds that are spelled as expected, asks student how to spell the sound, and writes the spelling on the line.

III. **Identify Heart Letters**
1. Teacher writes the heart letters on the line and draws a heart over them.
2. Teacher says, "The heart letters are (name letters)."
3. Teacher asks students what the heart letters are and students answer chorally.

IV. **Read and Spell the Word Aloud**
1. Teacher asks students to read the word aloud.
2. Teacher asks students to spell the word aloud chorally.

V. **Desk-Write the Word (from memory)**
1. Teacher asks students to take a picture of the word in their minds, and then erases the word from the board.
2. Teacher leads students in finger-writing the word on their desks without showing the word.
3. Students use finger to write the word on desktop, saying the letter names. (Be sure the students look at the desktop as they finger-write.

VI. **Question Students about the Word (from memory)**
1. What is the [first / second / last] letter?
2. What letter is [before / after] (name a letter)?
3. What are the heart letters?

VII. **Backward and Forward Spelling (from memory)**
1. Teacher asks one student to orally spell the word backward.
2. Teacher asks the same student to spell the word forward.
3. Teacher asks all students to spell the word forward.

VIII. **Students Spell the Word on an Erasable Surface**
1. Teacher asks students to spell the word.
2. Students write the word, underlining the heart letters and drawing a heart above them.
3. Teacher checks students' spelling.

IX. **Create Practice Card**
1. Students write the word on an index card or they get a preprinted card. They underline the heart letters and draw a heart above the letters.

Student Tracking Chart

Record date, practice page number, the number of rows attempted, and the number of rows read correctly. When each goal is met, record the date and celebrate!

Student Name:_____ Target Words: _____

	Step 1 Fixing Word Confusion with Scaffold					Step 2 Fixing Word Confusion without Scaffold			

Date Goal 1 Met: _____

Date Goal 2 Met: _____

	Date	Practice Page #	# Rows Attempted	# Rows Correct		Date	Practice Page #	# Rows Attempted	# Rows Correct
1					1				
2					2				
3					3				
4					4				
5					5				
6					6				
7					7				
8					8				
9					9				
10					10				
11					11				
12					12				
13					13				
14					14				
15					15				
16					16				
17					17				
18					18				
19					19				
20					20				
21					21				
22					22				
23					23				
24					24				
25					25				
26					26				
27					27				

Small Group Tracking Chart

Record date, practice page number, the number of rows attempted, and the number of rows read correctly. When each goal is met, record the date and celebrate!

	Student #1			
Name:				
Target Words: _____				
Goal 1 - Date Met: _____				
Goal 2 - Date Met: _____				
	Date	**Practice Page #**	**# Rows Attempted**	**# Rows Correct**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				

	Student #2			
Name:				
Target Words: _____				
Goal 1 - Date Met: _____				
Goal 2 - Date Met: _____				
	Date	**Practice Page #**	**# Rows Attempted**	**# Rows Correct**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				

	Student #3			
Name:				
Target Words: _____				
Goal 1 - Date Met: _____				
Goal 2 - Date Met: _____				
	Date	**Practice Page #**	**# Rows Attempted**	**# Rows Correct**
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				

where: Say "where loves h", while underlining letters **wh**, read **where**.
were No scaffold.

Model	where were
★	where were
★★	where were were where were where

1   than   were   six   where   in   where   man   were   stop   where

2   if   where   were   this   were   pet   where   well   were   him

3   were   yes   where   it   where   mom   were   got   get   where

4   hot   where   were   up   can   where   must   were   at   were

5   were   help   rock   where   were   where   and   where   cat   us

6   such   much   where   were   not   were   just   were   where   step

7   it   were   us   were   where   at   where   in   where   got

8   were   yes   where   mom   were   where   such   were   must   than

9   where   step   were   well   where   six   where   hot   were   help

10   this   where   can   were   man   where   rock   were   up   were

where: Say "where loves h", while underlining letters **wh**, read **where**.
were No scaffold.

<u>wh</u>ere   were

1   were   in   where where man   where than   were   six   stop

2   where   were   him   this   where   pet   were   well   were   if

3   yes   where   it   where   were   mom   were   got   where   get

4   where   can   were   up   must   where hot   were   at   were

5   help   were   us   where   and   where were   where rock   cat

6   where   not   step   were   just   were   such   were   where much

7   were   where   got   were   where   at   it   in   us   where

8   yes   were   than   were   such   where mom   were   where must

9   step   where   help   well   were   six   where hot   were   where

10 where   man   can   were   rock   where this   were   were   up

II. DIRECTIONS FOR TEACHING SCAFFOLDS

The Scaffolds

Pairs with Scaffold for One Word

Came / Come: The student says the sound /ā/ while drawing a scoop from the letter 'a' to the letter 'e', then reads the word **came**. No scaffold for **come**.
Practice Pages 7–11

For / Of: The student says the sound /f/ while underlining the letter 'f', then reads the word **for**.   No scaffold for **of**. Practice Pages 12–16

Here / Her: The student says "here loves e" while underlining the final letter 'e', then reads the word **here**.   No scaffold for **her**. Practice Pages 17–21

They / The: The student says "they has y" while underlining the letter 'y', then reads the word **they**.   No scaffold for **the**. Practice Pages 22–26

Thought / Though: The student says the sound /t/ while underlining the final letter 't', then reads the word **thought**.   No scaffold for **though**. Practice Pages 27–31

Through / Though: The student says "r goes through" while underlining the letter 'r', then reads the word **through**.   No scaffold for **through**. Practice Pages 32–36

Where / Were: The student says "where loves h" while underlining the letter 'h', then reads the word **where**.   No scaffold for **were**.   Practice Pages 37–41

Who / How: The student says "who starts with w" while underlining the letter 'w', then reads the word **who**. No scaffold for **how**.   Practice Pages 42–46

Pairs with Scaffolds for Both Words

How / Now: The student says the sound /h/ while underlining the letter 'h', then reads the word **how**.
The student says the sound /n/ while underlining the letter 'n', then reads the word **now**.   Practice Pages 47–51

Saw / Was: The student says the sound /s/ while underlining the letter 's', then reads **saw**.
The student says the sound /w/ while underlining the letter 'w', then reads **was**.
Practice Pages 52–56

That / What: The student says the sound /th/ (voiced) while underlining the letters 'th', then reads the word **that**.
The student says the sound /w/ while underlining the letters 'wh', then reads the word **what**.   Practice Pages 57–61

Then / When: The student says the sound /th/ (voiced) while underlining the letters 'th', then reads the word **then**.
The students says the sound /w/ while underlining the letters 'wh', then reads the word **when**.   Practice Pages 62–66

There / Where: The student says the sound /th/ (voiced) while underlining the letters 'th', then reads the word **there**.
The student says the sound /w/ while underlining the letters 'wh', then reads the word **where**.   Practice Pages 67–71

If you need pratice sheets for other words, contact Readsters at info@readsters.com.

saw: Say the sound /s/ while underlining the letter **s**, read **saw**.
was: Say the sound /w/ while underlining the letter **w**, read **was**.

Model	saw			was		
★	saw			was		
★★	saw	was	was	saw	was	saw

1	in	was	mom	saw	than	saw	if	was	get	saw
2	and	saw	was	can	was	not	saw	us	was	man
3	was	pet	saw	at	saw	well	was	help	rock	saw
4	step	saw	was	must	this	saw	up	was	him	was
5	was	cat	stop	saw	was	saw	it	saw	got	hot
6	much	just	saw	was	yes	was	such	was	saw	six
7	at	was	hot	was	saw	him	saw	than	saw	help
8	was	pet	saw	well	was	saw	much	was	up	in
9	saw	six	was	us	saw	mom	saw	step	was	cat
10	can	saw	this	was	if	saw	stop	was	must	was

saw: Say the sound /s/ while underlining the letter **s**, read **saw**.
was: Say the sound /w/ while underlining the letter **w**, read **was**.

<u>s</u>aw   <u>w</u>as

1	was	than	saw	saw	if	saw	in	was	mom	get

2	saw	was	man	can	saw	not	was	us	was	and

3	pet	saw	at	saw	was	well	was	help	saw	rock

4	saw	this	was	must	up	saw	step	was	him	was

5	cat	was	hot	saw	it	saw	was	saw	stop	got

6	saw	yes	six	was	such	was	much	was	saw	just

7	was	saw	help	was	saw	him	at	than	hot	saw

8	pet	was	in	was	much	saw	well	was	saw	up

9	six	saw	cat	us	was	mom	saw	step	was	saw

10	saw	if	this	was	stop	saw	can	was	was	must

The 150 Most Frequent Words
source: Phonics from A to Z, page 97
(number after the word is its rank)

DECODABLE HIGH FREQUENCY WORDS
Decodable at the short vowel, vce, open syllable, and r-controlled vowel level with one or two syllables.

after 49	go 121	long 46	part 72	this 82
all 18	had 89	made 111	place 74	time 39
an 24	he 11	make 42	same 132	up 95
and 3	help 141	man 128	she 99	use 118
at 80	her 34	me 127	so 102	we 21
back 58	here 137	much 59	such 136	well 75
be 81	him 37	must 69	take 138	went 148
but 16	I 84	no 41	than 43	when 20
came 64	if 29	not 90	that 9	which 26
can 23	in 6	number 150	them 97	will 91
did 113	it 10	off 147	then 98	with 77
first 44	its 106	on 14	these 103	
for 12	just 52	or 86	things 140	
get 56	like 36	over 112	think 135	

NON- DECODABLE HIGH FREQUENCY WORDS
Word has a schwa or a vowel pattern not listed in decodable definition

a 4	day 131	little 47	put 142	water 120
about 93	different 144	look 134	right 133	way 116
again 146	do 30	many 100	said 28	were 19
also 61	does 71	may 119	see 38	what 17
another 63	down 114	more 33	some 101	where 53
any 130	each 92	most 54	the 1	who 107
are 15	even 73	my 110	their 27	why 139
around 62	find 117	new 123	there 22	word 68
as 76	from 83	now 108	they 79	words 50
away 145	good 122	of 2	three 67	work 66
because 70	has 32	old 149	through 57	would 104
been 45	have 85	one 88	to 5	write 124
before 60	his 78	only 115	too 129	years 143
by 87	how 94	other 105	two 35	you 8
called 51	into 31	our 125	used 126	your 25
come 65	is 7	out 96	very 48	
could 40	know 55	people 109	was 13	