

HFW SCOPE & SEQUENCE

Notes: This scope and sequence takes the following high-frequency words lists and sorts them by phonics skill:

- Dolch Pre-K
- Dolch K
- Dolch 1st Grade,
- Dolch 2nd Grade
- Fry 1-100

Each word is listed somewhere on this scope and sequence in one of two categories: **Decodable** (meaning once students learn that phonics pattern, they should be able to decode the word) or **Heart Words** (there is a part of the word that is irregularly spelled and doesn't fall into the phonics pattern taught. When teaching students heart words, you will want to teach them that some sounds will still be decodable and the "heart part" is what they must memorize!

You may choose to change when you teach some of these HFW. For example, I chose to put the word, "because," in the vowel au/aw category because of the irregular sound /au/ makes but students are often exposed to this word earlier than when you may teach the /au/ sound. This scope and sequence is just a reference, and you should always use your best judgement to decide when to teach each of these high frequency words.

******A note about the final s sound. Words like has, as, is, and his will all have hearts over the s because it makes the /z/ sound. However, you can teach students that a final s *often* makes a /z/ sound and once students learn this pattern, you can remove the hearts from these words because they become decodable! This is an example of a temporary heart word.

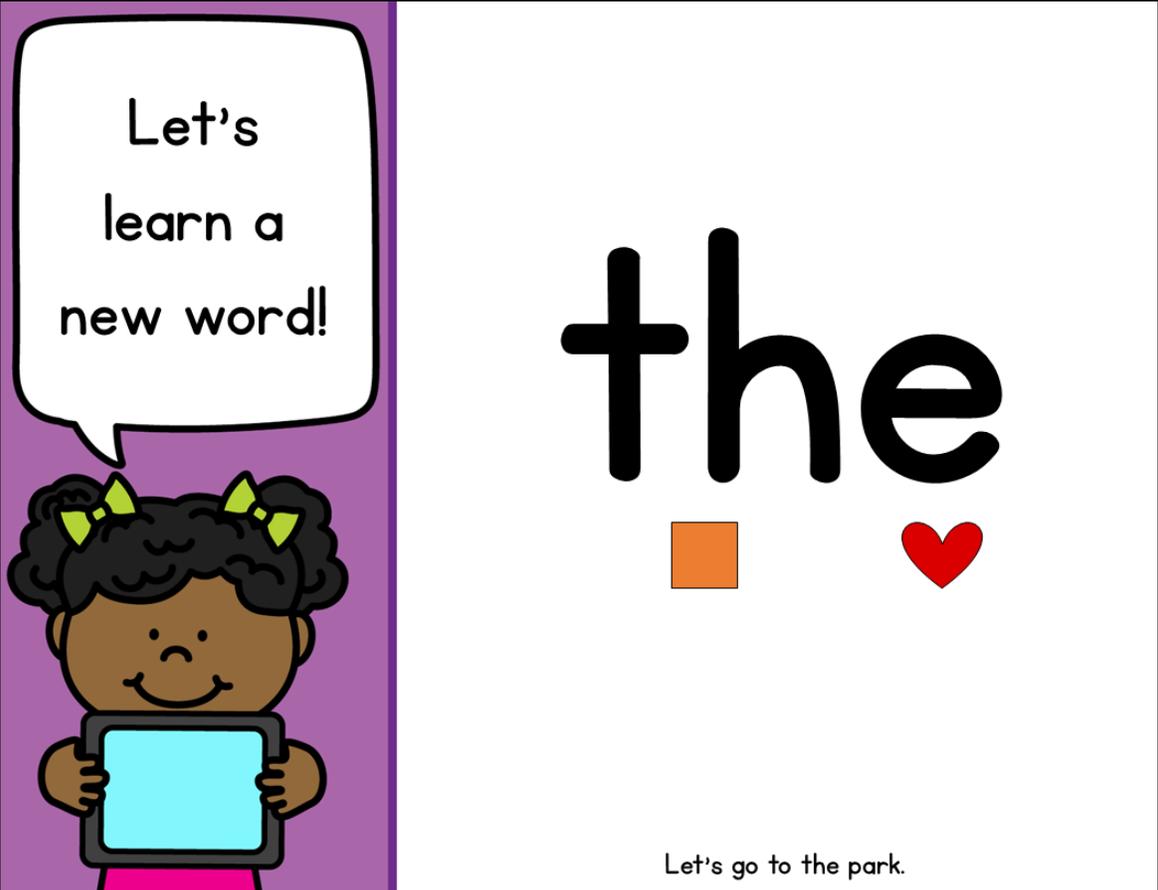
HEART WORD SLIDES:

For each *heart word* included in this unit, there is a teaching slide to go with it. This is helpful for you (and students) to see where the “heart part” is. Under each slide (in the speaker notes section), it will explain why the heart is there for teacher reference and there is also a sentence you may want to use with each word.

I also included some completely editable slides with the moveable symbols for you as well. This way you can use these for other heart words you want to introduce, or if you want to change the way I mapped a word.

Each square represents a regular sound in the word (different colors are used to represent a different sound in the word). And hearts represent that the sound is irregular (either temporarily or permanently as explained on the previous slide).

To access slides, just click below:



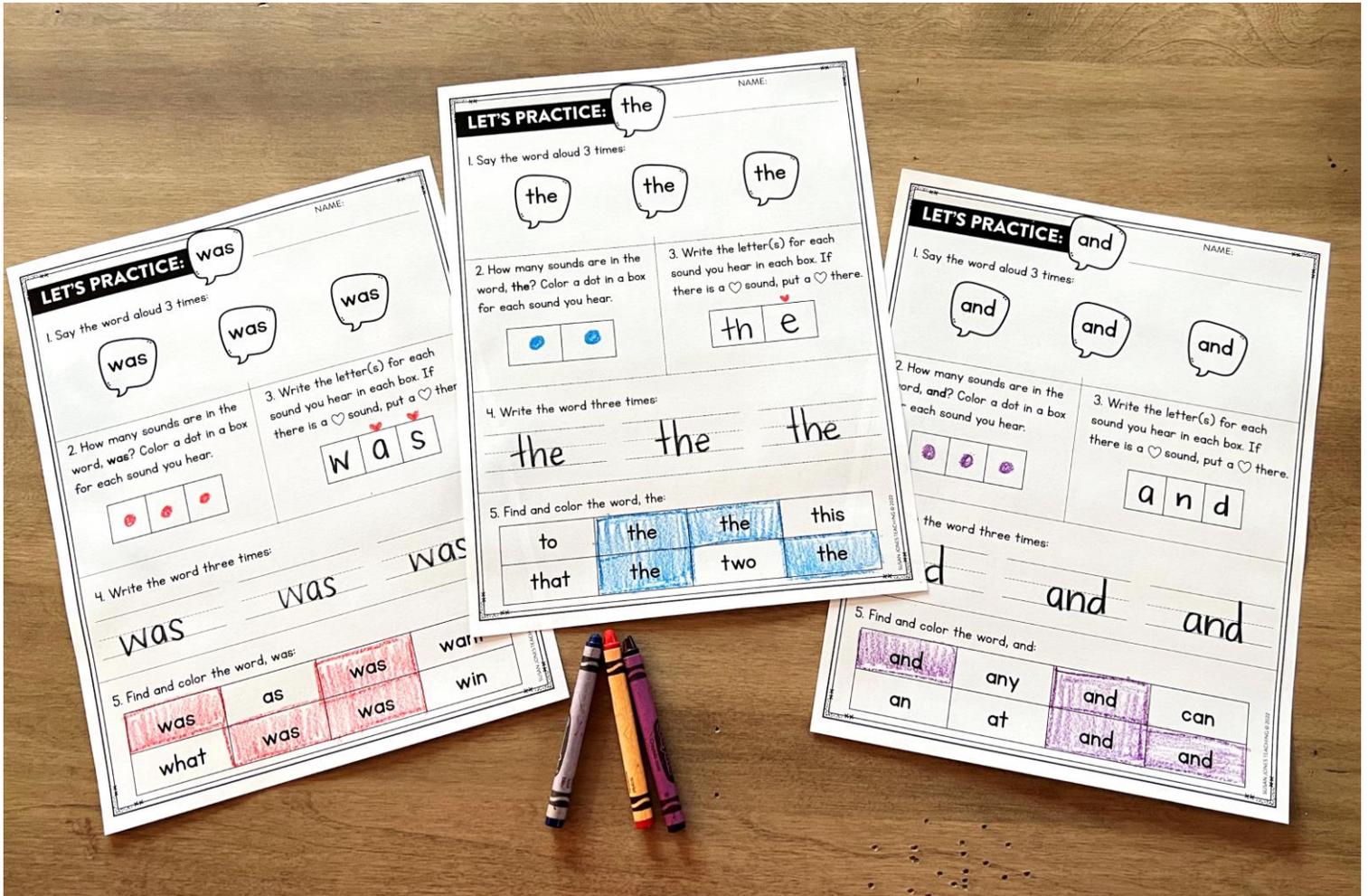
Let's
learn a
new word!

the

Let's go to the park.

PRACTICE PAGES:

For EVERY word in this unit, I included a simple practice page for students to practice this word. Each page is set up in the same way as follows:



1. Students will say the word aloud (after hearing the teacher share it) 3 times.
2. Students will draw a dot in each box to represent the sounds they hear in the word.
3. Students will write the graphemes (letters) to represent each sound in the boxes.
4. Students will write the word three times.
5. Students will use visual discrimination to identify the word from similar looking ones and color in the boxes.

HFW SCOPE & SEQUENCE

Pre-teach these first 10 words: the, a, I, to, and, was, for, you, is, of

SKILL:	DECODABLE HFW:	♥ HEART WORDS: ♥
short a	<u>can</u> , <u>am</u> , <u>at</u> , <u>ran</u> , <u>an</u> , <u>had</u>	<u>as</u> , <u>has</u>
short e	<u>red</u> , <u>get</u> , <u>yes</u> , <u>let</u>	<u>said</u>
short i	<u>big</u> , <u>it</u> , <u>in</u> , <u>did</u> , <u>him</u> , <u>its</u> , <u>sit</u> , <u>if</u>	<u>his</u>
short o	<u>not</u> , <u>on</u>	
short u	<u>run</u> , <u>up</u> , <u>but</u> , <u>upon</u> , <u>us</u>	<u>put</u>
long vowel with single letters (open syllable)	<u>go</u> , <u>me</u> , <u>we</u> , <u>be</u> , <u>he</u> , <u>no</u> , <u>she</u> , <u>so</u> , <u>don't</u>	<u>do</u> , <u>into</u> , <u>does</u> , <u>goes</u> , <u>two</u>
digraph sh	<u>wish</u>	<u>wash</u>
digraph ch		
digraph th	<u>that</u> , <u>this</u> , <u>with</u> , <u>them</u> , <u>then</u> , <u>than</u>	<u>both</u>
digraph wh	<u>when</u> , <u>which</u>	<u>what</u> , <u>who</u>
ending sound ck		
double final consonant	<u>well</u> , <u>will</u> , <u>off</u> , <u>tell</u> , <u>all</u>	
initial blends	<u>black</u> , <u>stop</u>	<u>from</u>
final blends	<u>help</u> , <u>jump</u> , <u>must</u> , <u>went</u> , <u>ask</u> , <u>just</u> , <u>best</u> , <u>fast</u>	<u>want</u>
ending sounds ng, nk	<u>going</u> , <u>think</u> , <u>thank</u> , <u>sing</u> , <u>long</u>	

SKILL:	DECODABLE HFW:	♡ HEART WORDS:♡
vce (a_e/i_e)	<u>make</u> , <u>ate</u> , <u>came</u> , <u>like</u> , <u>ride</u> , <u>white</u> , <u>take</u> , <u>five</u> , <u>gave</u> , <u>made</u> , <u>time</u>	<u>have</u> , <u>give</u> , <u>live</u> , <u>write</u>
vce (o_e/u_e)		<u>come</u> , <u>one</u> , <u>once</u> , <u>some</u> , <u>those</u> , <u>use</u>
vce (e_e)	<u>here</u>	<u>were</u> , <u>where</u> , <u>there</u> , <u>these</u>
vowel team (ai/ay)	<u>play</u> , <u>say</u> , <u>may</u> , <u>way</u> , <u>day</u>	<u>away</u> , <u>they</u> , <u>again</u>
vowel team (ee/ea)	<u>see</u> , <u>three</u> , <u>eat</u> , <u>green</u> , <u>read</u> , <u>sleep</u> , <u>each</u>	<u>please</u> , <u>been</u> , <u>people</u>
vowel team (oa/ow)	<u>down</u> , <u>yellow</u> , <u>now</u>	<u>know</u>
vowel team (ie/igh)	<u>right</u>	
vowel team (ue/ew)	<u>blue</u> , <u>new</u>	
y (as long e and long i)	<u>funny</u> , <u>my</u> , <u>by</u> , <u>every</u> , <u>fly</u> , <u>why</u>	<u>pretty</u> , <u>any</u> , <u>buy</u> , <u>very</u> , <u>many</u>
closed syllable exceptions	<u>find</u> , <u>old</u> , <u>cold</u>	
l-controlled vowels	<u>all</u> , <u>always</u> , <u>call</u> , <u>called</u>	<u>walk</u>
r-controlled (ar)	<u>part</u>	<u>are</u>
r-controlled (or)	<u>for</u> , <u>before</u> , <u>or</u> , <u>more</u>	<u>four</u> , <u>work</u> , <u>your</u>
r-controlled (ir, er, ur)	<u>under</u> , <u>after</u> , <u>her</u> , <u>over</u> , <u>first</u> , <u>number</u>	<u>their</u> , <u>word</u> , <u>water</u>
c+le syllables	<u>little</u>	
sounds of /oo/	<u>look</u> , <u>good</u> , <u>soon</u> , <u>to</u>	<u>could</u> , <u>would</u> , <u>pull</u>
vowel digraph (aw/au)	<u>saw</u>	<u>because</u>
diphthong (ow/ou)	<u>brown</u> , <u>now</u> , <u>our</u> , <u>out</u> , <u>how</u> , <u>round</u> , <u>around</u> , <u>found</u> , <u>about</u>	

LET'S PRACTICE:

the

NAME: _____

1. Say the word aloud 3 times:



2. How many sounds are in the word, **the**? Color a dot in a box for each sound you hear.

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3. Write the letter(s) for each sound you hear in each box. If there is a ♥ sound, put a ♥ there.

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4. Write the word three times:

_____	_____	_____
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_____	_____	_____

5. Find and color the word, the:

to	the	the	this
that	the	two	the