**ORTHOGRAPHIC MAPPING CARDS**
**TOP 10 HIGH FREQUENCY WORDS**

- the
- you
- to
- it
- and
- in
- a
- said
-!
- for

*To be used in conjunction with Eyewords Multisensory Sight Word Cards.*
*Designed for double-sided printing.*
A NEW MODEL FOR TEACHING HIGH FREQUENCY WORDS

High frequency words are words that appear most often in print. They are the first words we want to anchor into a student’s memory because they appear so frequently in texts. The ability to automatically retrieve or “sight read” these words allow learners to read more fluently and with greater comprehension.

Eyewords Evidence-based, Multisensory-Orthographic Sight Words method and resources combine multisensory-contextual cues, orthographic mapping and active play. When implemented together, Eyewords materials and 3-part learning system lead to greatly improved reading outcomes for new learners, struggling readers, English Language learners and those with learning exceptionalities.

Eyewords science-based method and resources are proven highly effective through published, quantitative research conducted by a team from Stanford University. The published study can be found in the academic journal Learning and Instruction, Volume 65 (linked on eyewords.com).

"I cannot tell you how much I love Eyewords. I totally believe in this system and own most of their products. I cannot recommend them enough."

~ Traci Wilcox
Kindergarten Teacher
THE ROLE OF MULTISENSORY-CONTEXTUAL CUES

Most high frequency words are abstract and hard to contextualize. They have little meaning on their own but contribute a great deal to the meaning of a sentence. Words that have a rather abstract meaning are hard to explain to a learner. It's much easier to develop meaning for words like "cat" and "house" because they can be related to real objects or a pictures, but it is difficult to conjure up a mental images for words like "the" and "said".

By embedding visual-contextual images, providing related auditory phrases and corresponding kinesthetic actions, Eyewords creates context for abstract high frequency words. The engagement of multiple modalities make words meaningful for learners. In addition, when material is presented in a way that engages multiple senses, the information becomes richer and those learning it become more motivated to participate actively in the learning.

Cognitive neuroscience confirms that brain neurons that fire together, wire together. Therefore, when we teach using multiple senses simultaneously, neurons in the brain fire at the same time and wire together to create neural networks. These neural networks naturally integrate information to form a clear mental picture, as well as allow the brain to store and retrieve information more efficiently than with unisensory learning.
Orthographic mapping enables learners to connect something new with something they already know. By listening and speaking students have learned word pronunciation and through the multisensory-contextual component of Eyewords, they have learned meaning and context for abstract words. These elements are stored in a learner’s long term memory.

Students then use the oral language processing part of their brain to map (connect) the sounds of words they already have acquired language and meaning for. The sounds in a word (phonemes) are connected to the letter sequence of the word (the spelling). Learners then permanently store the connected sounds and letters of words (along with their known meaning) as instantly recognizable words (sight words).

If a learner knows the pronunciation and meaning for the word /s/ai/d/ and has good phonemic awareness skills, they can pull the word apart (segment) into its individual sounds (phonemes) /s/ /e/ /d/. Those sounds become the anchoring points for the word’s printed sequence. The student can then pull the sounds together (blend) to form the whole word.

To facilitate instruction, we have created downloadable Orthographic Mapping Cards to accompany each Set of Eyewords Multisensory Sight Words.

"This program is a GAME CHANGER for learning sight words. This resource is perfect for giving students a hands on way of learning sight words."

~ Tonisha Jackson
First Grade Teacher
THE INVALUABLE ROLE OF PLAY

It is well understood that children learn naturally through active play. When children engage in play, their attention and learning retention is high. Each Set of Eyewords™ Evidence-based Multisensory Teaching Cards includes its own series of play-based reading games and activities designed to help consolidate sight word reading of the high frequency words quickly, efficiently and in a fun and engaging way. Learners activate all modalities through experiences of touching, moving, seeing and hearing. All activities are designed to support self-regulation, motivation, social engagement and mental systems such as attention, perception and memory.

"I love this resource. I saw wonderful results for students who struggle to learn sight words. The visuals, motions, phrases and activities are a great way to scaffold and students are so engaged when I use these cards with them."

~ Amy Bartin
Reading Intervention Teacher
STEPS FOR MULTISENSORY-ORTHOGRAPHIC INSTRUCTION

STEP 1:
Present each Eyewords™ Multisensory Teaching Card with the picture-side showing. Say the word, provide the auditory cue and model the kinesthetic action and then have the learner repeat the word, say the auditory cue and mirror the kinesthetic action.

STEP 2:
Use the Orthographic Mapping cards to identifying the individual sounds (phonemes) in a word and segment the sounds. Point out any irregular sounds in the word that do not follow typical phonetic patterns. Blend the sounds back together in sequence to form the word.

STEP 3:
Play provided games and activities with the picture-side of the Eyewords Multisensory Sight Words Cards presented to the learner. As the learner progresses, challenge them by playing games with the plain-text side of the cards. Follow up with printable worksheets to consolidate learning.
In order to help all students become more successful readers, educators often integrate high-frequency word instruction into their phonics lessons as well as explicitly teach unique spellings of irregular words. Eyewords can be easily incorporated into any phonics program. As a program support, we have also created a Phonics Scope and Sequence for each Set of Eyewords Cards.

"I used this resource for some of the SLD students I tutored during school closures. It was a fantastic resource to use in conjunction with the Eyewords digital lessons."

~ Andrea Manash
First and Second Grade Teacher

**PHONICS SCOPE AND SEQUENCE**

**WORD CATEGORIES:**

Flash Words - those words that follow regular phonics patterns and are decodable.

Temporary Heart Words - those words that are temporarily irregular because the student has not yet learned the letter-sound patterns in the word that make it decodable.

Heart Words - those words that are true rule breakers and a challenge to decode because they do not follow regular letter-sound patterns.

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**Set #1 Scope & Sequence**

<table>
<thead>
<tr>
<th>Phonics Pattern</th>
<th>Flash Words</th>
<th>Heart Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short vowels</td>
<td>at, big, can, in, it, not, red, run, up</td>
<td>as, his, is, of, was</td>
</tr>
<tr>
<td>VC, CVC</td>
<td>and, help, jump</td>
<td>find</td>
</tr>
<tr>
<td>VCC, CVCC</td>
<td>here, make</td>
<td>are, come, one, where</td>
</tr>
<tr>
<td>Long vowels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(silent e)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VCe, CVCe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R-controlled vowel</td>
<td>for</td>
<td></td>
</tr>
<tr>
<td>Single vowel</td>
<td>I</td>
<td>a</td>
</tr>
<tr>
<td>Vowel teams</td>
<td>blue, play, see,</td>
<td>said, away</td>
</tr>
<tr>
<td>Open Vowel</td>
<td>be, go, he, me, we</td>
<td>to, two</td>
</tr>
<tr>
<td>Digraphs</td>
<td>that, with</td>
<td>the</td>
</tr>
<tr>
<td>Diphthongs</td>
<td>down, yellow</td>
<td>you</td>
</tr>
<tr>
<td>Y as e or i</td>
<td>funny, my</td>
<td></td>
</tr>
<tr>
<td>Consonant + le</td>
<td>little</td>
<td></td>
</tr>
<tr>
<td>Short oo</td>
<td>look</td>
<td></td>
</tr>
</tbody>
</table>
WHO WE ARE

Eyewords™ was created by a multidisciplinary team of educators, speech and language pathologists, researchers, and graphic designers in collaboration with children of different ages and abilities in an effort to address a need to differentiate reading instruction for young learners and struggling readers.

OUR MISSION

At the heart of Eyewords™, we believe that ALL children are capable learners. Our mission is to remove barriers to literacy skills in a play-based, engaging and user-friendly way. Building confidence is nurtured through positive learning experiences that lead children to recognize the growth in their own abilities. With a strong foundation in universal design, we understand the importance of evidence-based methods to increase student achievement, not just for some but for all. Our core values can be summed up in one statement, "believe in the power of your potential".

DESIGNED FOR EDUCATORS AND PARENTS

Eyewords™ physical and digital resources have been designed for both classroom and at home use. Materials integrate seamlessly with any reading curriculum or phonics program. Educators and parents love teaching with Eyewords™ materials as they require little prep, are practical, easy to use, and create opportunities to build positive social connections.
2 sounds:
- th - voiced /th/
- e - schwa /uh/

The

2 sounds:
- t - /t/
- o - long /oo/

To
3 sounds:
- a - short /a/
- n - /n/
- d - /d/

1 sound:
- a - schwa /uh/
OR
- a - long /a/

and

a
1 sound:
- l - long /i/

2 sounds:
- y - /y/
- ou - long /oo/
2 sounds:
- i - short /i/
- t - /t/

2 sounds:
- i - short /i/
- n - /n/
3 sounds:
- s - /s/
- ai - short /e/
- d - /d/

said

2 sounds:
- f - /f/
- or - /or/

for