TOP 10 HIGH FREQUENCY SIGHT WORDS

the, a, it, to, i, you, and, in, for, said

*Designed for double-sided printing
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. Eyewords™ was initially developed to complement existing phonemic awareness instruction in kindergarten and primary classrooms by providing a multisensory approach (visual, auditory and kinesthetic) to teaching the high frequency words, many of which are tricky to decode phonetically. In addition to boosting the overall effectiveness of early literacy programs, it was quickly discovered that Eyewords™ provides a tremendous benefit to children who struggle to read through systematic phonics instruction alone and English language learners.

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".

Multisensory Approach

Eyewords™ activates multiple senses simultaneously. When we learn to read 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.

Eyewords™ multisensory reading method creates context for abstract words by embedding meaningful pictures into words, providing related auditory cues and corresponding kinesthetic actions. These cuing systems, along with segmenting and blending words phonetically provide a differentiated and comprehensive approach to the learning of high frequency words. The visual, verbal and kinesthetic input help learners form a stronger memory trace, deepening their association between the word and its meaning and enabling them to sight read words more quickly than with phonics instruction alone.

Stanford Researched

Eyewords™ Multisensory Sight Words and teaching methodology have received attention and acclaim and are proven to be a more effective method of high frequency word instruction than phonics alone. Eyewords™ materials and teaching methodology were the focus of scientific, iterative, and quantitative research conducted by a team of researchers from Stanford University. The formal study outlining the efficacy of Eyewords™ materials and method is published in the peer reviewed journal Learning and Instruction, Volume 65.
Instruction for Errorless Learning

Present each Eyewords™ 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. Next, review the letter sounds by segmenting and blending phonemes. Point out any irregular sounds in the word that do not follow regular phonetic patterns.

* Eyewords™ materials integrate seamlessly with any reading curriculum or phonics program.

Play

Each Eyewords™ Multisensory Teaching Card Set includes its own series of play-based reading activities designed to help consolidate sight word reading of the high frequency words quickly, efficiently and in a fun and engaging way. Additional resources are designed to incorporate games and social interaction. Learners activate all modalities through experiences of touching, moving, seeing and hearing.
Wordlists & Teaching Cards

All written material consists of a high proportion of common words referred to as high frequency words. Researchers have determined that the 100 most common words make up approximately half of all the material we read, with the 25 most common words making up about a third and the first 13 words making up about 25%. Learning the top 100 high frequency words gives beginner readers access to 50% of virtually any text, whether a children’s book or a newspaper article. Given the need to recognize high frequency words automatically, sight word instruction remains one component of a comprehensive literacy program for early readers and for older students experiencing reading difficulties as part of reading intervention. When a core of high frequency words become sight words (can be read automatically without having to be sounded out) a reader’s fluency and comprehension improve significantly. By coupling knowledge of phonics with the ability to sight read the high frequency words, reading really takes off.

High frequency wordlists vary from source to source and are typically taken from one of three top wordlists: the Dolch Word List, the Fry Instant Word List and Fountas and Pinnell’s Benchmark Assessment List. The top 100 words from each list when compared comprise a total of 150 unique words with the majority appearing on all three lists. Eyewords™ Multisensory Teaching Cards, Sets #1-#3, Words 1-150 encompass the first 100 words from all three of the main wordlists.
Additional Resources

Eyewords™ Inc. has developed many resources to support developing literacy skills. All materials are evidence-based and multisensory and have been designed to play to learners' natural strengths. We offer products in both digital and hard good form. Please visit eyewords.com for more information about our play-based literacy resources for home and classroom use, remote and in-person learning.

Educators and parents love teaching with Eyewords™ materials as they require little prep, are practical, easy to use, and create opportunities to build positive learning experiences and social connections.

Please be aware of our copyright policy

Purchasing and downloading materials does not grant the buyer any copyrights and the materials remain the property of Eyewords®Inc. It is against copyright law to print multiple copies to distribute to others. Digital files are for personal or educational use only and are not to be altered, resold, distributed, given as gifts, shared or traded.
the

the ball, the car

to

to the park
and

©Eyewords 2011

©Eyewords 2011
and

salt and pepper

a

a boy says ahh
you
Point at your chest with one finger and raise the other hand.

I

I did it

Pretend to point directly at someone.

you

you are in trouble
SET 1
WORDS 1-50

Pretend to tag someone.

it

you’re it

SET 1
WORDS 1-50

Pretend to open a door and walk through it.

in

in the door
said

for
said

I said so

for

for sale