

Heart Words

A Letter To Families & Caregivers



Dear Families & Caregivers,

We are currently in the process of helping your child learn high-frequency words, sometimes called sight words. This is a word that's commonly and frequently used in text. They are words like "the" or "you". Sight words are any words your child can see and recognize instantly. Our goal is for students to automatically recognize all words in print without having to use any decoding (sounding out) strategies. When words can be retrieved from the brain's memory bank automatically, it is a sight word.

In the past, it was believed that the most efficient way to teach students their sight words was through rote memorization, and where teachers would send home Sight Word Lists at the beginning of the year. While this process does work for some students, science has provided us with a faster, more effective method, that works for ALL students.

The "science of reading" informs teachers with research that helps us to better understand how children learn to read. According to brain research studies, there is a particular mental process that students use to permanently store words called Orthographic Mapping. For this mental process to effectively take place, and connect all four language centers in the brain, students must be provided direct phonics instruction on how to connect sounds with written words using a practice process called Sound Symbol Mapping using the Heart Word Method.

While some sight words can be decoded using basic letter-sound relationships, where all the letters in the word are phonetically regular, like the word "can", other words contain irregular spelling patterns. These words with irregular patterns or patterns not yet taught, also referred to as "Heart Words", contain some tricky letters or "heart parts".

For example, the high frequency word "said" is a heart word. Students can recognize the initial /s/ and final /d/ sounds, but the short e sound might leave them thinking the word is spelling s-e-d. Therefore, we say that the heart part in "said" is the "ai" in the middle. Using the science of reading method, students will receive direct instruction to learn that in the word "said", the short e sound is spelled "ai".

We are excited to share this science-based strategy with you, as we prepare your child to reach their full reading potential! And the best part about the Heart Word Method is that not only will your child be able to read sight words quickly and effortlessly, they will be able to spell them quickly and effortlessly, too!

Sincerely,



STATEMENT OF EVIDENCE-BASED PRACTICES re: HELLO PHONICS™ PROGRAM FOR DIFFERENTIATED SMALL GROUP LITERACY INSTRUCTION AT TIER 1 WITH HELLO DECODABLES™

Hello Phonics is Structured Literacy® Instruction delivered and differentiated in small groups based on the Science of Reading body of research. Unlike Guided Reading (which Hello Phonics is not), students are grouped by phonics skill using our Quick Phonics Placement Assessment. In small groups, students are then instructed in systematic, explicit phonics instruction supported by the meta-analysis of research in the National Reading Panel (2000) and the National Early Literacy Panel (2008) and practice new phonics skills reading in a carefully crafted decodable book with controlled text consisting of words and sentences containing the new skills and previously learned skills.

The evidence-based literacy components of a 20 minute small group literacy routine include:

1. Phonemic Awareness Warm-Up
2. Phoneme Grapheme Mapping for Orthographic Mapping Sight Words
3. Phonics Review (Four Part Drills: Visual, Auditory, Blending, Vowel Focus)
4. Explicit Teaching of New Phonics Skill
5. Decoding Practice
6. Spelling Dictation Practice
7. Background Knowledge Building Vocabulary
8. Decodable Book Reading using Hello Decodables™
9. Listening & Oral Language Comprehension

These components of a lesson takes approximately 20 minutes a day per group x 3 days for repeated practice and skill application. All 9 components of the small group lesson routine hinge on the new phonics skill. We have written 60 decodable books aligned to our phonics Scope & Skill Sequence. We have created skill based progress monitoring assessments to measure decoding & encoding progress after every 5th lesson set. During the decodable text reading portion of the lesson, students are prompted at the word, letter, phonogram, sound and syllable level to solve words. Students are never prompted to "look at the picture" as a word-solving strategy. We believe it is our job to teach students how to be fearless code breakers, and that is why we prompt and teach decoding strategies. We currently work with schools and districts across the United States who are making the shift from Balanced Literacy to the Science of Reading. Like NC, many states are requiring LETRS and/or Dyslexia training, but we have found that once training is complete, teachers leave with a lot of phonics knowledge yet asking themselves "so what does Science of Reading instruction look like and sound like in my classroom?" This is where our in-person training, PD On Demand, decodable phonics books and PDF phonics lessons come in. The Hello Phonics program is evidence-based reading instruction because it includes all five pillars of reading mentioned in the National Reading Panel, as well as the Decoding + Word Recognition components of the Simple View of Reading and Scarborough's Rope theoretical models: Phonemic Awareness Instruction, Systematic Phonics Instruction, Fluency Instruction, Vocabulary Instruction, and Comprehension Instruction. It also incorporates the other four components of Structured Literacy® in that Hello Phonics small group instruction is systematic, explicit, multisensory and diagnostic, as outlined by the International Dyslexia Association. In addition to decodable text for practicing newly learned phonics skills and sight words in real-time for mastery of word recognition, students also need exposure to teacher-led, joyful & robust read-alouds of rich literature to support language acquisition, fluency, vocabulary, sentence syntax, text structure, and reading comprehension strategies to keep students connected to why we read.

growing readers one evidence-based practice at a time

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hello decodables



Purchase print books today!

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SKU P1201 Hello Decodables Fiction Pink Books - Individual Set

1 x Books 21-40



SKU Q21401 Hello Decodables Fiction Orange Books - Individual Set

1 x Books 41-60



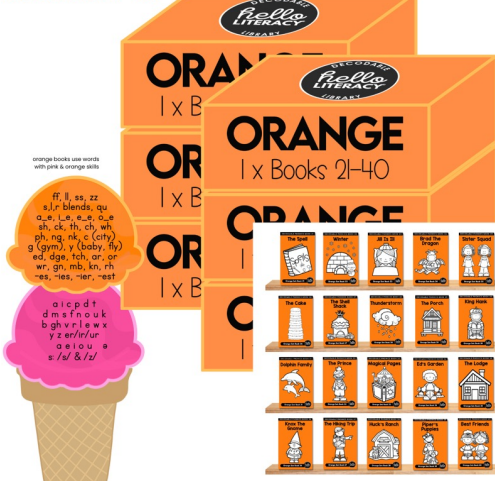
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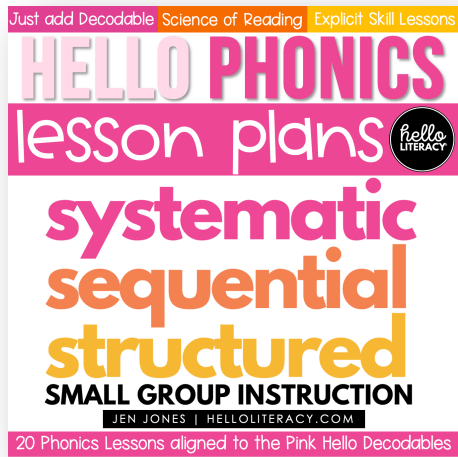


SKU Y41606 Hello Decodables Fiction Yellow Books - Class Pack

www.hellodecodables.com

hello phonics™

pdf lessons + word lists + sound decks + assessments
for differentiated phonics skill groups at Tier 1



100% ALIGNED TO MY HELLO DECODABLES

(sold separately)

Purchase Hello Phonics in my TpT store: Hello Literacy,
or from my website, hellophonics.com



hello!



SCOPE & SEQUENCE

Pink 1:	short vowels a & i, consonants c (<u>c</u> at) s (<u>s</u> ad) m f p t n d
Pink 2:	short vowels o & u, consonants k (<u>k</u> id) g (<u>g</u> ot) b h v r l s/z/ (hi <u>s</u>), inflectional ending -s
Pink 3:	short vowel e, consonants j z w x y (yes) z, schwa (<u>w</u> as), er (her) ir (bird) ur (curl), long vowel cv (me, hi, go)
Pink 4:	multi-syllabic CVC syllables (sunset, fantastic), and open & closed syllables (donut, music), schwa (anim <u>a</u> l, nick <u>e</u> l, penc <u>i</u> l, lemo <u>n</u> , butto <u>n</u>)
Orange 1:	s l & r consonant blends, double final consonants ff ll ss zz, ä sound, qu
Orange 2:	Silent e: a_e (bake) e_e (eve) i_e (bite) o_e (rope) r-controlled ar & or; consonant digraphs: sh ck, th (the & think) ch wh ng nk
Orange 3:	Consonant Digraphs & Trigraphs: ph, tch, dge; y as a vowel (baby, cry), soft c (cell, city, cyclone) & soft g (gem, giant, gym) & three sounds of -ed (/id/d/t/), three sounds of y
Orange 4:	Consonant Digraphs w/ Silent Letters: wr, mb, rh, gn, kn; Suffixes: -es, -ies, -ing, ier, iest with and without spelling changes
Yellow 1:	Long Vowels: a (a, ai, ay), e (ee, ea like meat & head), i (igh), o (oa, ow, oe) and short i (y like myth)
Yellow 2:	Short oo (book, push) Long u (ew, ue, ui, u_e, oo); Diphthongs: ou (ou, ow) (oi: oi, oy) aw: aw, au and a(lk) a(lt) a(l) and gh (g) & gh (f)
Yellow 3:	Long i and o: i(ld) i(nd) o(ld); long a, i and o: (ae, ie, oe); long e: (ey, ie, ei); /zh/ (s in treas <u>u</u> re or cas <u>u</u> al); long a: (eigh, ei, ey, ea); Consonant +le syllable
Yellow 4:	Suffixes -ous, -tion, -sion, -ation, -tial, -cial; Multi-Syllabic Words & Common Affixes & Suffixes with Spelling Changes

build decoding skills &
background knowledge
using

hello decodables



NOW AVAILABLE IN NONFICTION!

LEARNING THROUGH INFORMATION

same phonics skill scope & sequence as the fiction hello decodables



www.helloliteracy.com/decodables

hello!



SCOPE & SEQUENCE

Mint 1:	short vowels a & i, consonants c (<u>c</u> at) s (<u>s</u> ad) m f p t n d
Mint 2:	short vowels o & u, consonants k (<u>k</u> id) g (<u>g</u> ot) b h v r l s/z/ (hi <u>s</u>), inflectional ending -s
Mint 3:	short vowel e, consonants j z w x y (yes) z, schwa (<u>w</u> as), er (her) ir (bird) ur (curl), long vowel cv (me, hi, go)
Mint 4:	multi-syllabic CVC syllables (sunset, fantastic), and open & closed syllables (donut, music), schwa (anima <u>l</u> , nick <u>e</u> l, penc <u>i</u> l, lemo <u>n</u> , butto <u>n</u>)
Green 1:	s l & r consonant blends, double final consonants ff ll ss zz, ä sound, qu
Green 2:	Silent e: a_e (bake) e_e (eve) i_e (bite) o_e (rope) r-controlled ar & or; consonant digraphs: sh ck, th (the & think) ch wh ng nk
Green 3:	Consonant Digraphs & Trigraphs: ph, tch, dge; y as a vowel (baby, cry), soft c (cell, city, cyclone) & soft g (gem, giant, gym) & three sounds of -ed (/id/d/t/), three sounds of y
Green 4:	Consonant Digraphs w/ Silent Letters: wr, mb, rh, gn, kn; Suffixes: -es, -ies, -ing, ier, iest with and without spelling changes
Blue 1:	Long Vowels: a (a, ai, ay), e (ee, ea like meat & head), i (igh), o (oa, ow, oe) and short i (y like myth)
Blue 2:	Short oo (book, push) Long u (ew, ue, ui, u_e, oo); Diphthongs: ou (ou, ow) (oi: oi, oy) aw: aw, au and a(lk) a(lt) a(l) and gh (g) & gh (f); Consonant +le syllable
Blue 3:	Long i and o: i(ld) i(nd) o(ld); long a, i and o: (ae, ie, oe); long e: (ey, ie, ei); /zh/ (s in treas <u>u</u> re or cas <u>a</u> l); long a: (eigh, ei, ey, ea); Complex R-Controlled (ear, wor, ar like dollar)
Blue 4:	Suffixes -ous, -tion, -sion, -ation, -tial, -cial; Multi-Syllabic Words & Common Affixes & Suffixes with Spelling Changes

hello!



SCOPE & SEQUENCE

Pink - Fiction	Mint - Nonfiction	1	short vowels a & i, consonants c (<u>c</u> at) s (<u>s</u> ad) m f p t n d
		2	short vowels o & u, consonants k (<u>k</u> id) g (<u>g</u> ot) b h v r l s/z/ (<u>h</u> is), inflectional ending -s
		3	short vowel e, consonants j z w x y (yes) z, schwa (<u>w</u> as), er (her) ir (bird) ur (curl), long vowel cv (me, hi, go)
		4	multi-syllabic CVC syllables (sunset, fantastic), and open & closed syllables (donut, music), schwa (anim <u>a</u> l, nick <u>e</u> l, penc <u>i</u> l, lemon, butt <u>o</u> n)
Orange - Fiction	Green - Nonfiction	1	s l & r consonant blends, double final consonants ff ll ss zz, ä sound, qu
		2	Silent e: a_e (bake) e_e (eve) i_e (bite) o_e (rope) r-controlled ar & or; consonant digraphs: sh ck, th (the & think) ch wh ng nk
		3	Consonant Digraphs & Trigraphs: ph, tch, dge; y as a vowel (baby, cry), soft c (cell, city, cyclone) & soft g (gem, giant, gym) & three sounds of -ed (/id/d/t/), three sounds of y
		4	Consonant Digraphs w/ Silent Letters: wr, mb, rh, gn, kn; Suffixes: -es, -ies, -ing, ier, iest with and without spelling changes
Yellow - Fiction	Blue - Nonfiction	1	Long Vowels: a (a, ai, ay), e (ee, ea like meat & head), i (igh), o (oa, ow, oe) and short i (y like myth)
		2	Short oo (book, push) Long u (ew, ue, ui, u_e, oo); Diphthongs: ou (ou, ow) (oi: oi, oy) aw: aw, au and a(lk) a(lt) a(l) and gh (g) & gh (f)
		3	Long i and o: i(ld) i(nd) o(ld); long a, i and o: (ae, ie, oe); long e: (ey, ie, ei); /zh/ (s in treas <u>u</u> re or cas <u>a</u> l); long a: (eigh, ei, ey, ea); Consonant +le syllable
		4	Suffixes -ous, -tion, -sion, -ation, -tial, -cial; Multi-Syllabic Words & Common Affixes & Suffixes with Spelling Changes