



The Volunteer Voice

Tennessee Branch
The International Dyslexia Association

Summer 2005

HIGH FREQUENCY WORDS, DOLCH WORDS, AND SIGHT WORDS: DIFFERENCES EXPLAINED

C. Wilson Anderson, Jr., MAT

11-28-03, revised 3-10-05

Educators have been using the terms, "Sight Words, High Frequency Words, and Dolch Words" as if they are interchangeable. They are not!

"Sight Words" are those words, usually Anglo-Saxon in origin, that must be memorized because of their non-phonetic structure and high degree of usage in the English language, and words such as "come, said, two" would be three examples.

"High Frequency Words" are those words that are phonetic, but those words have such a high degree of frequency in the English Language that they must be learned long before any phonetically based series would teach the concept. Words such as "a, down, please, three" would be four examples.

Edward Dolch, Ph.D. did his work in the 30s and 40s and created at least seven versions of the "Dolch Words" and each of these lists is different. Some of the lists have been re-structured as words to be learned at certain levels. This practice was considered appropriate until the concept of "literature based instruction" because the norm and "sight words" popped in and out of the stories based upon the needs of the story, not in regard to someone's list.

Thanks to the use of the computer, and by the early work of Hannah, Hodges and Hannah, and Edward Fry, Ph.D., words have been listed by the frequency of usage in the English Language (The Reading Teacher's Book of Lists, Prentice Hall, 1984). It is estimated that these 229 words control 12% of the language and a great deal of the comprehension. Color words, number words, and most of the prepositions are also included. Generally speaking, these words must be learned by the end of the second grade at the 100% level of mastery. Many educators have been taught that an 80% mastery is acceptable. Let me rephrase that! "Matthew will safely cross the street 80% of the time." No one would accept that percentage! Others may think that a test score of 80% is perfectly acceptable. That is true if it were the score on an academic knowledge basis. No one should use subject-matter test score recommendations as the basis of "skill level testing" which must be at the 100% level, especially for important words such as the "high frequency, sight, and Dolch words."

(cont. on page 4)

In this Issue

High Frequency Words -----	1
Message from the President-----	2
Professional Development Opportunities-----	2
RISE Conference; IDA Conference, Denver----	3

Reid Lyon Resigns from NICHD-----	5
TN Voluntary Pre-K Act Update-----	5
Huge Learning Experience-----	6
IDA Scope Broader Than Dyslexia-----	6

MESSAGE FROM THE PRESIDENT

A couple of months ago, I received the Standards of Excellence Report from the IDA on the action of our branch for the 2004 calendar year. Although we reported these events and services throughout the year, it was exciting to see it all put together. It helps us to understand how much we are doing and to assess future growth areas. We directed or participated in 62 events that took place throughout the state in the form of conferences, seminars, screenings, presentations, public service announcements, and professional development sessions,

I have spent a great deal of my adult life involved in volunteer organizations. I am constantly amazed by the commitment level and work ethic of the particular group of individuals that make up our board. As exciting as it is to get new board members, it is terrible to lose them. This board is a fun, active, generous, optimistic, productive, and varied group of committed volunteers. This past April at the Annual Membership Meeting elections we welcomed some new board members and said goodbye to some good friends.

Board Members leaving us:

Mary Michal: Rotating out, Region 1-Tri-cities.
Vickie McGowan: Rotating out, Region 1-Tri-cities VP
Eileen Card: Rotating out, Region 3, Southeast.
Carolyn Weimer: Moving, Region 6, Northwest TN & KY.

New Board Members we welcome:

Karen Jones: Membership Secretary
Diana Shepard: Vice President, Tri-Cities (Region 1)
Beverly Brown: Board Member, Tri-Cities (Region 1)
Suzanne McWilliams: Co-Vice President Smoky Mtn (Region 2)
Rebecca Wolfenbarger: Board Member, Smoky Mtn (Region 2)
Sheila Moore: Board Member, Southeast (Region 3)

I am looking forward to getting to know and to working with our new board members at our planning retreat and orientation.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

MEMPHIS: June 2, 2005 to July 1, 2005: Structured Multisensory Institute of Language Arts-Summer Teacher Training Course

Shelby Oaks Elementary School, 6053 Summer Ave.,
 Memphis, TN 38134

8:00 a.m.-4:00 p.m., Monday – Friday; SMILA participants taking the training will be doing practicum with students throughout the course.
 Registration Information: Rosemary Williams: 901-754-1441; FAX: 901-737-7530

MURFREESBORO: June 16, 17, 2005: Adolescent Literacy Institute at MTSU Target Audience: Middle and high school teachers (teaching language arts, English, ESL, resource reading, special education, and the content areas).

Program and Registration Information:
www.mtsu.edu/~dyslexia.

Registration closes May 20 or as soon as the first 100 people register.

Contact Person: Tara Joyce, Ed.D.: ali@mtsu.edu

KNOXVILLE: July 13 & 14, 2005: Wilson Language Systems 2-Day Overview

Place: Holiday Inn Select; Downtown Knoxville

Price: \$225 per participant + \$6.00 per day parking

Registration Information online:

www.wilsonlanguage.com/w_training.htm

or call 800-899-8454

Contact Person in Knoxville: Judy Linn: jclinn@tds.net

JACKSON: July 22 & 23, 2005: Wilson Language Systems 2-Day Overview

Place: Garden Plaza Hotel; Jackson, TN.

Price: \$225 per participant

Registration Information online:

www.wilsonlanguage.com/w_training.htm

or call 800-899-8454

Contact person: Martie Wood: msamwood@aol.com

NASHVILLE: September, 2005 (exact dates to be announced later): Wilson Language Systems 2-Day Overview

Place: TBA

Registration Information and method:

www.wilsonlanguage.com/w_training.htm

Contact Person: Janet Camp: jccamp@mtsu.edu

MAYFIELD, KY: July 12 - July 15, 2005. Teacher Training Seminar for IMSLEC

Place: Shedd Academy, Mayfield, Ky

For details on training, go to www.sheddacademy.org

Contact Person: Paul Thompson:

pthompson@midcontinent.edu

TN IDA BOARD RETREAT

Sat., Sept. 17, 10-5 & Sun., Sept. 18, 8-12

ORIENTATION for New Members

Sat., Sept. 17, 8-10 a.m.

Scarritt-Bennett Center; Nashville

PLAN AHEAD for the TNIDA
2006 RISE CONFERENCE

Reading Instruction Successfully Enhanced

Saturday, April 22, 2006; Currey Ingram Academy; Brentwood, TN

NANCY MATHER
 Keynote Speaker



Nancy Mather is a Professor at the University of Arizona in the department of Special Education, Rehabilitation, and School Psychology. She specializes in the areas of assessment, reading, writing, and learning disabilities. She has served as a learning disabilities teacher, a diagnostician, a university professor, and an educational consultant. She has published numerous articles and conducts workshops on assessment and instruction nationwide.

Dr. Mather is a co-author on the Woodcock-Johnson III and has co-authored two books on interpretation and application of the *WJ III: Woodcock-Johnson III: Reports, recommendations, and strategies* (Mather & Jaffe, 2002) and *Essentials of WJ III Tests of Achievement Assessment* (Mather, Wendling, & Woodcock, 2001). More recently, she has co-authored the books: *Learning disabilities and challenging behaviors: A guide to intervention and classroom management* (Mather & Goldstein, 2001) and *Essentials of Assessment Report Writing* (Lichtenberger, Mather, Kaufman, & Kaufman, 2004).

The International Dyslexia Association's 56th Annual Conference



November 9-12, 2005 Adams Mark Hotel, Denver, Colorado

KEYNOTE SPEAKER: Isabel Beck, Ph.D.
 Senior Scientist, University of Pittsburgh

- Attend the premier event in the field of learning disabilities!
- Listen to hundreds of noted experts in the LD field, covering topics such as diagnosis, teaching approaches, math, spelling, comprehension, ADHD, social issues, early intervention and more.
- Visit our exhibit hall and learn about teaching resources, assistive technologies, schools with programs for students with learning disabilities, and other related items.
- Share information with co-workers, colleagues, professionals and others.

Conference Programs available in August. For more information, call IDA at 1-800-ABC-D123, e-mail us at info@interdys.org; or visit our website at www.interdys.org

C. Wilson Anderson, Continued from page 1

After extensive work, I offer this list, based upon high frequency usage, and actual “sight words” in five groupings of words that have been alphabetized for the teachers’ convenience.

Group One

Sight Words—come, is, one, said, to, two, where

High Frequency Words—a, and, away, big, blue, boy, color, down, find, for, funny, girl, go, help, here, I, in, it, jump, little, book, make, me, my, name, not, play, print, red, run, see, the, three, up, we, yellow, you (44)

Group Two

Sight Words—are, do, have, pretty, there, want, what, was, who

High Frequency Words—all, am, at, ate, be, black, brown, but, came, cat, did, eat, four, get, good, green, he, into, like, must, new, nine, no, now, on, our, out, please, ran, ride, saw, say, she, so, soon, that, they, this, too, under, well, went, white, will, wish, with, yes (56)

Group Three

Sight Words—again, any, as, could, from, give, has, his, live, of, once, put*, some, were, would

High Frequency Words—after, an, ask, by, every, fly, going, had, her, him, how, just, know, let, may, old, think, walk, when, why (44)

Group Four

Sight Words—been, both, buy, could, does, don’t, many, pull*, their, your

High Frequency Words—always, around, because, before, best, call, sold, fast, first, five, found, gave, green, its, made, off, or, read, right, sing, sit, sleep, tell, these, those, upon, us, use, very, wash, which, work, write (44)

Group Five

Sight Words—done, laugh, full, shall, today, together, only

High Frequency Words—about, better, bring, carry, clean, cut, draw, drink, eight, fall, far, got, grow, hold, hot, hurt, if, keep, kind, light, long, much, myself, never, own, pick, seven, show, size, small, start, ten, try, warm (41)

Of course, the textbook’s scope and sequence will dictate which words will be taught and when. Because there are too many students who have not learned their sight words, in remediation, there has to be a systematic way of deciding which words need to be taught first, second, etc. I would opt for teaching the words according to the established frequency in the language.

I would also suggest that five different ways to teach sight words be employed to guarantee the mastered knowledge. Using these approaches will reach the learning styles of all of the students.

The Flash Card Approach

The teacher holds the flash card and says the word; the students keep their eyes on the stimulus word; students repeat the word; later the word goes on the “word wall”. Students read “word wall” sight words in random order.

The Slingerland Approach

The teacher holds the word, or the word is on an overhead. The teacher says the sight word; the students echo the word; the students keep their eyes on the stimulus word; students trace the letters of the word in the air with two pointing fingers and a stiff arm as they name each letter; the students then underscore the word as they say the word again.

Project Read Approach

The teacher holds the word, or the word is on an overhead. The teacher says the sight word; the students keep their eyes on the stimulus word; the students echo the sight word as they hit their appropriate shoulder; the students name the letters as they tap down their arm; the students sweep the arm and say the word again.

VAT-K Approach

The teacher holds the word, or the word is on an overhead. The teacher says the sight word; the students echo the sight word; the students keep their eyes on the stimulus word and trace the letters on the desk top as the letters are named. The students then underscore the word as they say the word again.

The Fernald Approach

Students are provided with a large copy of the word. The teachers says the word; the students echo the word; the students say the word as they trace over the letters of the provided sight word.

Finally, there are additional “learned” words that students will encounter throughout their school years. That is a topic for another article.

*There is an on-going and lively discussion as to the usefulness in teaching this as an alternative “short u” sound. I decided to “put, push, and pull” them in the sight word list because of their immediate need.

Permission to reproduce this article is given by the author, CWA. Education Consultants of the Midwest, Inc.; 5444 Deerfield Circle SE; Prior Lake, MN 55372-4331; www.edconsultmidwest.com, cwajr2@cs.com

LYON OF READING TO LEAVE NICHD FOR PRIVATE SECTOR: (Ed Daily): Lighting rod of research-based reading programs to focus on teacher training

By Sarah Sparks

Education Daily, May 27, 2005

G. Reid Lyon, influential reading expert at the National Institutes of Health and close advisor to President Bush, has announced he will resign July 1.

Lyon told Education Daily he plans to join Best Associates of Dallas as senior vice president of research and evaluation, to create a nationwide teacher education program.

"I've been with NIH since 1991, so it's about time," he said. "I certainly want to continue to work for the public good from where I am; I'm convinced it would be very difficult to change teacher preparation from the government side."

As chief of child development and behavior for the NIH's National Institute of Child Health and Human Development for more than a decade, Lyon has earned acclaim and controversy - and Bush's attention - with his steady push for research- and results-based reading instruction.

Passing the torch

"[Education Secretary Margaret Spellings] and I have worked with Reid for many years and have seen firsthand how he has tirelessly worked to improve educational outcomes for all children," said David Dunn, the Education Department's chief of staff.

"His contributions to research-based reading instruction have proven invaluable."

Lyon advised the administration during the creation of the Reading First and Early Reading First programs, though some critics said he focused too much on specific models of reading instruction.

Lyon said he'd been planning to leave for some time but wanted to finish several projects with NIH and first lady Laura Bush. He also wanted to make sure his long drive for research-based education practices wouldn't end with his departure.

"I wouldn't have left if it wasn't able to sustain itself," he said, "and we're finally seeing legislation like Reading First, the Head Start reauthorization ... being based on converging scientific evidence."

Lyon said he would pass the torch for evidence-based policy from NICHD to Grover "Russ" Whitehurst, whom Lyon helped recruit to be director of the Institute of Education Sciences, ED's research branch.

"He's really created a culture [at IES] where education research begins to adhere to quality standards similar to NIH," Lyon said.

Best Associates is a banking and investment firm that specializes in education and other start-up companies.

TENNESSEE VOLUNTARY PRE-KINDERGARTEN ACT SIGNED

The House and Senate passed the TN Voluntary Pre-K Bill, and it was signed by Gov. Bredesen on June 6, 2005, becoming Public Chapter #312 on June 15. Funds made available, assigned from excess net education lottery proceeds, may not exceed twenty-five million dollars in any fiscal year. Some of the main points of the act are listed below. More information can be found on this website:

www.legislature.state.tn.us/bills/currentga/chapter/pc0312.pdf

Each local education agency (LEA) is authorized to and may provide for enrollment in pre-kindergarten programs for any child who is four (4) years of age on or before September 30, residing in the geographic area served by the LEA.

Program Requirements:

- Maximum class size of 20.
- 1 licensed teacher certified in early childhood education
- 1 educational assistant with a child dev. associate credential, associate degree in early childhood education, or, if no one is available with those credentials, a high school diploma and experience working with pre-kindergarten or other early childhood programs.
- 5.5 hrs. minimum of quality instructional time daily.
- Educational age-appropriate curriculum that includes literacy, writing, math, and science skills.
- Developmental learning program addressing these areas: cognitive, physical, emotional, social, and communication.

Application Process: The application shall include:

- a long range plan that includes a statement of intent for serving all 4 year old children in the LEA's geographical area.
- a long range plan that includes proposed sources of matching funds required under the act.
- arrangements for the creation of a "community pre-k advisory council."

Factors considered in awarding funds:

- Preference will be given to applications targeting at-risk children not currently being served by other programs.
- Documentation of local financial support
- LEAs should collaborate with non-school system entities to provide for Pre-K classroom expansion.

An Office of Early Learning will be established within the State Dept. of Education to handle the affairs of the Pre-K programs.

(Our thanks to Sen. Jamie Hagood's office for sending us a copy of the bill highlights to summarize. MSW)

**A HUGE LEARNING EXPERIENCE:
Looking Back at the 2005 Annual TN IDA RISE
Conference**

This year we had the benefit of having one of Tennessee's most gorgeous spring days on April 16 for the annual spring conference. Louisa Moats, our keynote speaker, exceeded all expectations in informing and captivating our attendees. Over four hundred educators, parents, administrators, professors, speech/language therapists, school psychologists, and others had access to an amazing variety of more than forty-five well-informed and knowledgeable presenters. The program committee did an amazing job of recruiting speakers for so many topics of interest.

Our evaluation information is in and it confirmed our expectations that attendees would find this conference the best yet! Here are a few of the remarks regarding the overall conference:

**“wonderfully diverse, informative,” ...
“I would highly recommend this to
anyone who teaches reading,” ... “gets
better every year!” ... “one of the best
I’ve attended,” ... “I just wish that the
conference was earlier in year so I
could use what I learn earlier in the
year with my students,” ... “Truly! (a 5
rating),” ... “best yet!” ... “wonderful; I
wish more of my colleagues would
have made it,” ... “the speakers I saw
were great.”**

The TNIDA will continue to keep the bar high as we plan next year's conference and activities.



Dr. Louisa Moats & Carol Loftis at RISE Conf. book signing.

**IDA SCOPE MUCH
BROADER THAN DYSLEXIA**
by Martie Wood

The International Dyslexia Association is the oldest advocacy and service organization in existence focused on learning disabilities. It originated approximately 60 years ago as a result of the research of a neurologist paired with an educator to develop, try, and adjust techniques to address the problems found in teaching a bright student how to read. 1940: Biological and Behavioral Science combine to produce scientifically based methods to teach reading. Although research and technology have shown us so much more than was originally perceived, the premise of scientifically based information has stayed the course in this organization. Evidence-based procedure as a way of teaching reading is not new or trendy to us; it is solid though dynamic, and it is where we are comfortable.

In researching best practices for so many years, it has obviously been necessary to determine what takes place during reading, writing, and language acquisition for good readers. Therefore, the IDA has an amazingly broad knowledge base of how language-based learning takes place.

Our name, however, indicates that we focus only on dyslexia. As most of us who have dealt with dyslexia personally and/or professionally have found, the majority of people—even in the educational field—misperceives what the term encompasses. Since that misperception persists, our expertise is often erroneously discounted as dealing with a small percentage of specific types of struggling readers.

The fact that the mission of IDA has always targeted precise, research-driven biological and behavioral findings and practices, with the intention of improving teacher preparation and disseminating information, has made our knowledge base encompassing and well-informed. Since independent reading comprehension and written expression have always been the end-point, IDA has examined every known obstacle that has come between introduction to reading and these end-points.

The condition called dyslexia is simply the epicenter from which the learning emanates.

MEMBERSHIP APPLICATION

(Rates effective January 1, 2005)

New Member Information *(please print)*

Name _____
 Organization _____
 Address _____
 City _____
 County _____
 State/Province Zip Code _____
 Country _____
 Telephone (W) _____
 Telephone (H) _____
 E-Mail Address _____

Please check **all** categories that apply to you; then circle the category **that best describes your reason for joining IDA.**

- Advocate
- College Student
- Educational Administrator
- Ed. Diagnostician/Psychologist
- Educational Therapist
- Elem./Sec. School Educator
- General Supporter
- Individual with Dyslexia
- Lawyer
- Parent/Other Family Member of Individual w/Dyslexia
- Physician
- Post-Secondary Educator
- Psychiatrist
- Reading Specialist
- Researcher/Educational
- Researcher/Medical
- Speech-Language Pathologist
- Special Education Educator
- Tutor

PAYMENT INFORMATION

Check enclosed made payable to: *The International Dyslexia Association*

Charge my credit card:

American Express/ Discover / MasterCard / Visa

Account Number: _____

Exp. Date: _____

Name on credit card *(Please Print)*: _____

Signature: _____

Membership Levels *(please check one)*

(U.S. Currency Only)

Individual.....	\$70
Individual / Sustaining.....	\$150
Individual / Supporting.....	\$300
Family	\$110
Lifetime.....	\$2,000
College Student	\$40
<i>(Copy of Student ID Required)</i>	
Retired	\$45
<i>(65+ and not employed fulltime)</i>	
<i>(Copy of ID Required)</i>	
Institutional	\$395
<i>(Copy of Non-profit Status Required)</i>	
*Corporate—Level-I	\$295
*Corporate—Level-II	\$795

*** Only For-Profit Organizations are Eligible for Corporate Levels**

Signature

By signing this form, I certify that I (or the corporate entity) qualify for the membership category checked above.

Benefits of Membership

Contact IDA headquarters or visit our website for additional details about Institutional and Corporate member benefits.

- ~ *Perspectives* ~ Local Branch Affiliation
- ~ *Annals of Dyslexia* ~ Branch Newsletters
- ~ Discounts on IDA Conferences ~ Discounts on IDA Publications

The International Dyslexia Association®

8600 LaSalle Road, Chester Bldg., Suite #382

Baltimore, MD 21286-2044

Tel: 410-296-0232 Fax: 410-321-5069 E-Mail: member@interdys.org

Website: www.interdys.org

Membership Mailing List Rental

At times, the IDA membership list is made available to other organizations

whose products or services we think our members might find of interest. If

you *do not* want your contact information included on these mailing lists,

please check here.

LD Service Provider Database

IDA maintains a list of service providers for people who contact us for resources. If you would like to be on this list and receive an application, please check here.

Your listing will remain on the service provider list as long as your membership is active.

BF05

THE INTERNATIONAL DYSLEXIA ASSOCIATION

VOICE 410-296-0232 • FAX 410-321-5069

www.interdys.org

The International Dyslexia Association supports efforts to provide individuals with dyslexia with appropriate instruction and to identify these individuals at an early age. The Association, however, does not endorse any specific program, speaker, product, or instructional material, noting that there are a number of such which present the critical components of instruction as defined by IDA.

TN IDA accepts paid advertising in The Volunteer Voice. It is not the intent of TN IDA to endorse any specific product, program, school, college, teaching method, publication, technology, etc. Rather, we suggest the “buyer beware” approach. TN IDA does urge readers to carefully scrutinize any program before subscribing to its principles. Please keep in mind that while some methods may work for some, remediation for individuals with dyslexia and related learning difficulties is not “one size fits all.”

THE INTERNATIONAL DYSLEXIA ASSOCIATION
 Founded in Memory of Samuel T. Orton
 Formerly The Orton Dyslexia Society
 TENNESSEE BRANCH
 P.O. Box 22014 • Knoxville, TN 37933-0014
 Toll Free 1-877-TENN-IDA

**WILSON LANGUAGE TRAINING OVERVIEWS
 SCHEDULED IN JULY**

Time is running out to register for one of the 2-day Wilson Language Training Overviews! TN IDA is co-sponsoring one overview in Knoxville (July 13,14) and one in Jackson (July 22,23) to make them convenient across the state. Another is being planned in Nashville in September. Overviews cost \$225 per participant and provide excellent practical techniques for teachers of those with reading issues. Register Immediately-Online!

www.wilsonlanguage.com/w_training.htm or call 800-899-8454.

Mark Your Calendar for the
 TN IDA ANNUAL
 2006

READING
 INSTRUCTION
 SUCCESSFULLY
 ENHANCED

CONFERENCE

Saturday, April 22
 Currey Ingram Academy; Brentwood

www.tn-interdys.org

**TENNESSEE BRANCH
 EXECUTIVE BOARD**

PRESIDENT: MARTIE WOOD

ACTING PRESIDENT ELECT: CARESA YOUNG

VP CENTRAL REGION:
4A: LATRICIA PHILLIPS
4B: CAROL LOFTIS

VP DELTA REGION: RENE' FRIEMOTH LEE

VP NORTHWEST & KY REGION: PAUL THOMPSON

VPs SMOKY MOUNTAIN REGION: ELIZABETH COX
 & SUZANNE MCWILLIAMS

VP SOUTHEAST REGION: MARY BROWN

VP TRI-CITIES REGION: DIANA SHEPARD

SECRETARY: CARESA YOUNG

TREASURER: BETSY SANDERS

MEMBERSHIP: KAREN JONES

ADVISOR: ROSEMARY WILLIAMS

IMMEDIATE PAST PRESIDENT: SUSAN SMARTT