

THE STANDARDS SWEEP SERIES • A TRIPLET SET

High-Frequency Words

Grades 3, 4 and 5, plus an Introductory set

The words students read and write most often, taught on purpose. Every week pulls a small set of Fry Instant Words and shows students exactly where those words live in that week's own reading passage.

TEKS 11D

Edit drafts using standard English conventions, including correct spelling of high-frequency words.

36

WEEKS PER GRADE

3

THE TRIPLET: SLIDES,
SCRIPTS, TRACKING

1,000

FRY INSTANT WORDS,
ALIGNED BY HUNDREDS

■ Why the Fry list

Edward Fry ranked the words that appear most often in the reading students do. The first hundred words make up about half of everything students read, and the first thousand make up most of it. When students can spell these words without stopping, their attention stays on their ideas, and their edited drafts are cleaner.

HOW WE VERIFIED THE LIST

We checked the Fry Instant Words against three published sources, one hundred at a time. Many lists print each hundred in alphabetical order, so the exact rank inside a hundred is not reliable, but the set of words in each hundred is. A word was kept only when at least two of the three sources placed it in the same hundred. Every hundred came out at exactly one hundred words.

■ The hundreds, by grade

Set	Fry range	Words	Words a week	Found in the week's passage
Introductory	1 to 300	299	8 to 9	94% (Grade 3 passages)
Grade 3	301 to 500	200	5 to 6	76%
Grade 4	501 to 800	299	8 to 9	67%
Grade 5	801 to 1000	200	5 to 6	63%

The ranges follow whole hundreds, because the hundred is the unit every source agrees on. Grade 4 carries three hundreds, so its weeks hold a few more words. The Introductory set revisits the first three hundreds for students who missed them in the younger grades.

"The goal is not to label the learner. The goal is to locate the learning."

RANDI WHITNEY

■ Every word comes from the week's reading

The words are not a random list. For each grade, every Fry word in that grade's hundreds is matched against the reading passages for all 36 weeks. A word is placed in a week where students will actually meet it, and the Teacher Script opens each week with a box that shows every word inside its sentence from the passage. Words that do not appear in any passage that year are spread across the lightest weeks as bonus words, so no week gets overloaded.

■ A real week: Grade 3, Prepare, Module 1

Passage: **The Mystery of the Traveling Shell**

area: "It came from a coastal area, but Poverty Point was inland."

map: "The map showed large rivers, including the Mississippi and Ohio Rivers."

pulled: "Emsy pulled out her notebook."

reached: "The seashell probably reached Poverty Point through long-distance trade."

equation: *a bonus word for the week*

object: "One traveling object could be an accident," Emsy thought."

■ The big question

OVERARCHING QUESTION

How does a student learn to spell the words they use most, and keep spelling them correctly when they edit?

THE ANSWER

By meeting each word in real reading, looking at it closely, spelling it on their own, and catching the small slips that make a word look almost right.

"The language may become more sophisticated as students grow, but the thinking underneath it should remain familiar."

RANDI WHITNEY

■ The 10-slide routine

Every week follows the same ten slides, one sheet of the 36. Monday through Friday climb the five thinking levels, so a daily bell ringer takes about five minutes.

1	Cover	The exact TEKS wording, what it means, this week's words, and where they appear.
2	NOTICE	Find a word in a sentence from the reading.
3	CHOOSE	Pick the correct spelling from three choices.
4	SHOW	Fill in the missing letters of a passage word.
5	OWN	Unscramble the letters to spell a word on your own.
6	DEFEND	Explain how you remember a tricky spelling, then use the word in your own sentence.
7	Your Turn	Spell every word of the week on the tracking sheet.
8	Answers	Check the work across all five thinking levels.
9	Test-style question	A four-choice item built on a passage sentence, in the style of the STAAR/SST.
10	The Answer, and Why	Why the right answer is right, and what slip each wrong answer makes.

The wrong answers are realistic student slips, not random letters: a dropped silent e, a vowel team written the way it sounds, one letter where the word needs two, an ending spelled by sound. Each one is named on slide 10, so students learn what to look for when they edit.

Class Slides

360 slides a grade: 36 sheets of 10.

Teacher Scripts

One page per slide, with SAY and DO lines, an answer key and a coaching column.

Student Tracking Sheets

One page a week, a box for each thinking level plus Your Turn.

"When students have something to do with the learning, they have a reason to stay connected to it."

RANDI WHITNEY

■ The standards it teaches

High-frequency spelling is its own breakout inside TEKS 11D, the editing standard, at every grade.

Grade 3, 3.11D(xxxii): edit drafts using standard English conventions, including correct spelling of high-frequency words.

Grade 4, 4.11D(xxv): edit drafts using standard English conventions, including correct spelling of high-frequency words.

Grade 5, 5.11D(xxix): edit drafts using standard English conventions, including correct spelling of high-frequency words.

The Introductory set uses the same breakout for the grade where it is taught.

Student learning objective

Students will spell high-frequency words correctly in their own writing and catch misspelled high-frequency words when they edit a draft.

I will statements

- I will notice a high-frequency word in our reading.
- I will choose the correctly spelled word.
- I will spell a word from the reading, and spell a word on my own.
- I will explain a tricky spelling and use the word in my own writing.

■ Every week walks the full range (RPLDs)

NOTICE

Foundational

I recognize it.

CHOOSE

Developing

I can do it with support.

SHOW

Independent

I can show my thinking.

OWN

Advanced

I can do it myself.

DEFEND

Reflective

I can defend and transfer it.

"We should not continually replace the ladder. We should help students climb higher on the same one."

RANDI WHITNEY

A peek at the slides

TEKS (3.11D(xxxii))
SPELLING • STANDARDS SWEEP TEACHING DECK

HIGH-FREQUENCY WORDS

SHEET 1 of 36
Grade 3 • PREPARE • Module 1

EXACT TEKS WORDING (FROM TEA)
"edit drafts using standard English conventions, including correct spelling of high-frequency words"

WHAT DOES THIS MEAN TO ME?
High-frequency words are words I read and write again and again.
Many of them do not follow an easy sound pattern, so I learn to spell them by heart.
When I edit my writing, I check that these words are spelled correctly.

THIS WEEK'S WORDS
High-Frequency Words
area map pulled reached equation object
Every word comes from this week's reading.
WHERE THEY APPEAR: "It came from a coastal area, but Poverty Point was inland."

This deck teaches **this week's high-frequency words** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

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Grade 3 • PREPARE • High-Frequency Words

Grade 3, week 1: the cover shows this week's words and a sentence where they appear.

MONDAY • FOUNDATIONAL (Emerging)

HIGH-FREQUENCY WORDS

TEKS (3.11D(xxxii)) • RPLD Bell Ringer • Slide 2 of 10

SHEET 1 of 36

TODAY'S THINKING JOB
NOTICE

"I can notice a high-frequency word."

EXACT TEKS WORDING
"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Notice the word.
Find the word "area" in this sentence from the reading.

It came from a coastal **area**, but Poverty Point was inland.

I CAN I can notice a high-frequency word in our reading.

● ■ ▼ ▲ ◆

Grade 3 • PREPARE • High-Frequency Words • Monday

Monday, NOTICE: students find the word inside a real sentence from the passage.

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High-Frequency Words

See exactly what teachers hold

The screenshot shows a digital interface for a teacher's RPLD deck. At the top, it says 'MONDAY • FOUNDATIONAL (emerging)' and 'HIGH-FREQUENCY WORDS'. Below this, there's a 'TODAY'S THINKING JOB' section with a 'NOTICE' icon. A red box contains the text 'I can notice a high-frequency word.' Below this, a task is given: 'Notice the word. Find the word "area" in this sentence from the reading.' A large white box contains the sentence: 'It came from a coastal area, but Poverty Point was inland.' Below this, a red box says 'I CAN I can notice a high-frequency word in our reading.' To the right, there's a box for 'EXACT TEKS WORDING' with a quote: 'edit drafts using standard English conventions, including correct spelling of high-frequency words.' At the bottom, there's a 'TEACHER SAYS & DOES' section with a timer icon and text: 'TEKS (3.11D)(xxxij) - High-Frequency Words - Sheet 1 of 36 - Prepare - Module 1 - slide 2 of 10'. Below this, there's a 'CHECK FOR UNDERSTANDING' section with text: 'Ask a student to spell the word aloud, letter by letter. Expected: every letter in order, with no letters added or left out.' Below this, there's a 'COMMON MISCONCEPTION' section with text: 'Students may spell high-frequency words by sound alone. Point them back to the word in the reading and have them compare letter by letter.' Below this, there's a 'POSSIBLE STUDENT QUESTION' section with text: 'What if I am not sure? Great instinct. Find the word in the reading, look at it, cover it, write it, then check it.' Below this, there's a 'RPLD EVIDENCE & ADVICE' section with text: 'NOTICE at Foundational is about seeing the word. Keep the demand at this level; save mastery for later in the week.' Below this, there's a 'RAISE THE THINKING' section with text: '(move one level to the right) Ask a student to try the next level's move early, which primes them for CHOOSE tomorrow.' At the very bottom, there's a footer: 'The Writing Academy®, LLC - Grade 3 High-Frequency Words RPLD Deck - Prepare - Module 1 - Teacher Script - 2'.

What you are looking at

- **The SAY and DO script:** word for word teacher talk in quotes, quiet teacher directions, and an answer key.
- **The coaching column:** a Check for Understanding, a Common Misconception, a likely student question, RPLD advice, and how to raise the thinking one level.
- **Week openers:** slide 1 of every script lists each word with its sentence from the passage.

"Teachers can quickly see who is following the thinking, who may have misunderstood a concept, and who needs another example."

RANDI WHITNEY

The student tracking sheet

One page a week. Students write their own answer at each thinking level, then spell every word of the week in the Your Turn box.

Standards Sweep SPELLING Tracking Sheet

Sheet 1 of 36

Write your own answer for each thinking level in its box.

GRADE 3 • PREPARE • MODULE 1 • TEKS (3.11D(xxxii)) • Spelling High-Frequency Words
area map pulled reached equation object

As we move through the five thinking levels, NOTICE → CHOOSE → SHOW → OWN → DEFEND, write your response for each job in its box.

●
NOTICE
Foundational

Notice the word.
Find "area" in the reading. Copy the sentence and circle the word.

■
CHOOSE
Developing

Choose the correct spelling.
Which spelling is correct: map, mape, map?

▼
SHOW
Independent

Show the word.
Fill in the missing letters: p _ l l _ d

▲
OWN
Advanced

Own the word.
Unscramble the letters to spell a word: n · t · u · q · a · e · i · o

◆
DEFEND
Reflective

Explain and use.
How do you remember how to spell object? Write it in a sentence of your own.

Your turn.
Fill in the missing letters, then use one word in a sentence about the reading.
a r _ _ → _ _ _ m _ p → _ _ _ p _ l l _ d → _ _ _
r _ _ c h _ d → _ _ _ e q _ _ t _ _ n → _ _ _ o b j _ c t → _ _ _

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"Learning is no longer something that simply happens to students. They become active participants in noticing what they know."

RANDI WHITNEY