

Strategies that Promote Sight Word Learning



Beyond Flashcards

Christine Spell

Regional Literacy Coordinator

Britney Dewease

Literacy Coach



MISSISSIPPI
DEPARTMENT OF
EDUCATION

mdek12.org

Date September 23, 2021



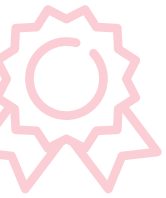
VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated "C" or Higher

6



- Silence your cell phones.
- Please check and/or reply to emails during the scheduled breaks.
- Be an active participant.
- Do not hesitate to ask questions.



Clarify potential misconceptions of common terms (high frequency words, irregular words, and sight words)

Examine the research on whole-word reading vs. grapheme-phoneme correspondence

Explain orthographic mapping

Discuss best practices for teaching high frequency words that align with the science of reading

- 1) Using three Post Its, define the following terms:
 - High frequency words
 - Irregular words
 - Sight words
- 2) Place the Post Its on the corresponding anchor chart.
- 3) Ask yourself the following questions:
 - Does everyone have the same definition of the terms?
 - What potential confusions arise from various definitions?

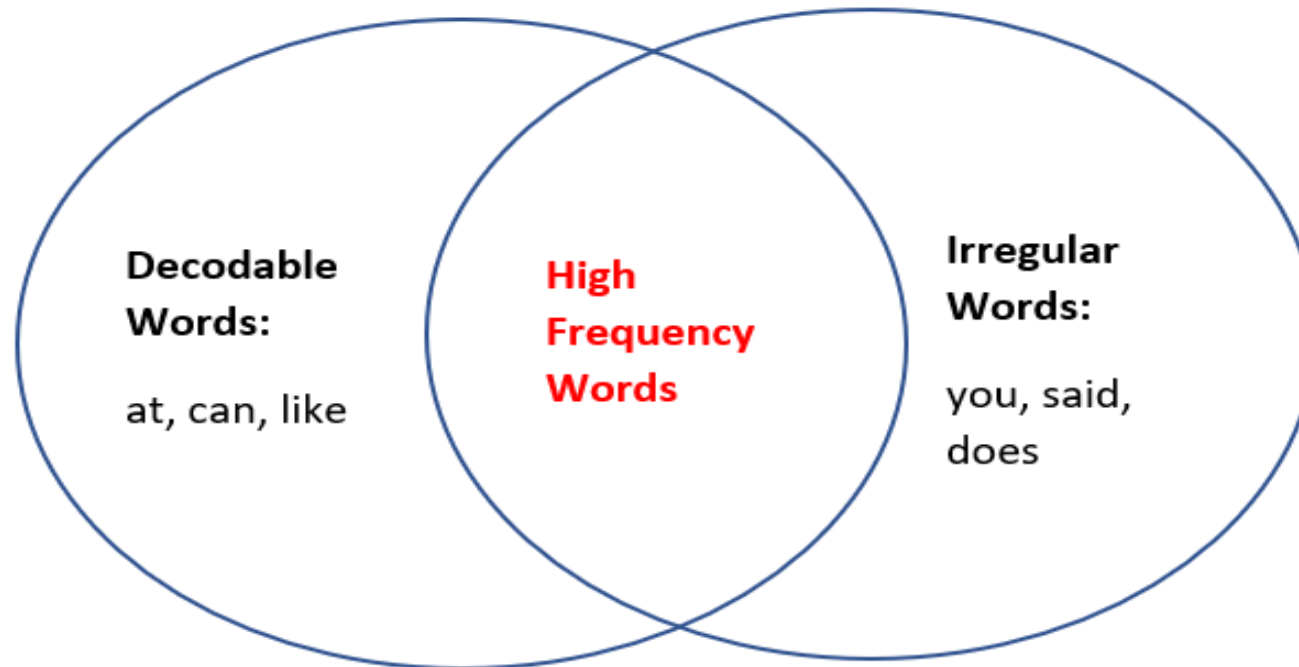
Common Language

Clarifying Misconceptions



Sight words are words we recognize instantly by “sight,” regardless of whether the word is phonetically regular or irregular. Words that are recognized immediately have been orthographically mapped and stored in long-term memory for effortless and rapid retrieval (Ehri 2013).

- Decodable words- follow spelling rules (85%)
- Irregular words- do not follow spelling rules (15%)



Dolch

- Published in 1936
- Based on the whole-word reading method
- 63% of the words are decodable

Fry

- Revised in 1980
- Based on the whole-word reading method
- Organized by frequency of occurrence in text

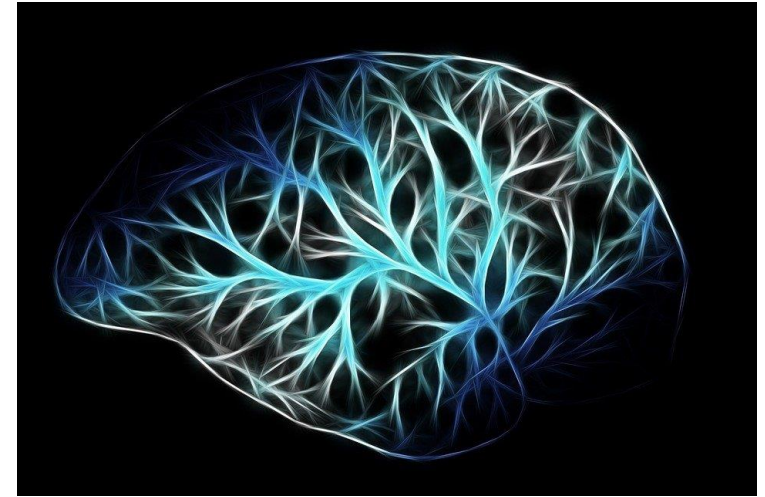
Myth: Students should be given the Dolch and Fry Word List to memorize using flashcards.

Reality: 80-90% of these words are phonetically regular or temporarily irregular, so they can be explicitly taught.

Myth: If children memorize the Dolch and Fry Word lists, they'll know most of the words they need to learn to read.

Reality: Memorizing words limits students' ability to become skilled readers.

Examining the Research



Whole-word reading vs. focused attention of grapheme-phoneme correspondence

Many Strands Are Woven into Skilled Reading

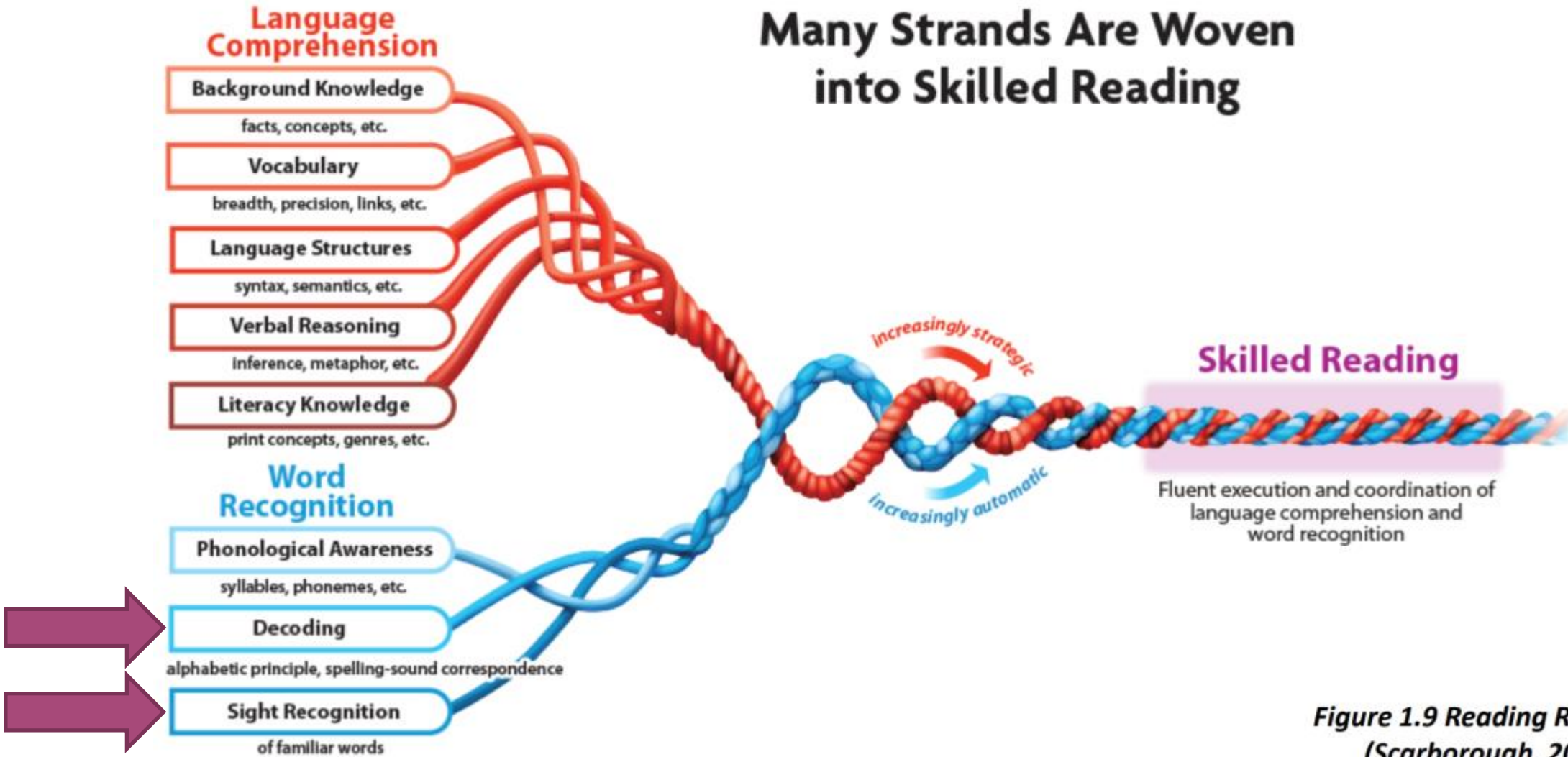


Figure 1.9 Reading Rope
(Scarborough, 2001)

“Beginning readers who focus on letter-sound relationships, or phonics, instead of trying to learn whole words, increase activity in the area of their brains best wired for reading. In other words, to develop reading skills, teaching students to sound out "C-A-T" sparks more optimal brain circuitry than instructing them to memorize the word "cat." And these teaching-induced differences show up even on future encounters with the word.” -*McCandliss, 2015*



Go to www.Menti.com

Type in the code: 7571 7985

OR Use this **QR Code**



Answer the following question:

Does your current instruction or curriculum teach in ways that support visual memorization of words or grapheme-phoneme correspondences?

If a child memorizes ten words, the child can only read ten words, but if the child learns the sounds of ten letters, the child will be able to read 350 three sound words, 4,320 four sound words and 21, 650 five sound words.

-Kozloff, 2002

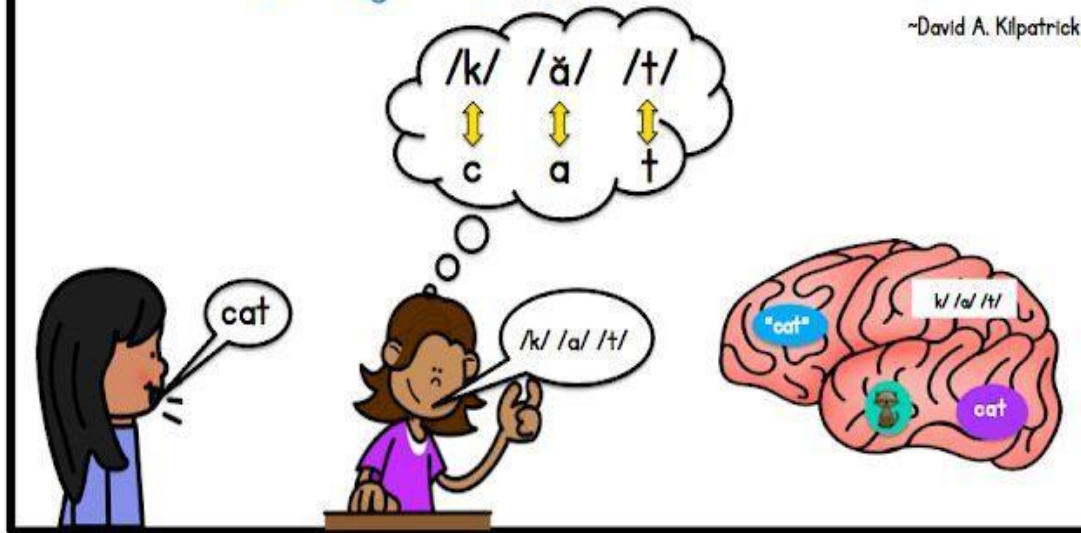
Orthographic Mapping



What distinguishes skilled readers from poor readers?

“Orthographic Mapping is the *process* we use to permanently *store words* into *long-term* memory.”

-David A. Kilpatrick



- Letter-sound proficiency
- Phonemic proficiency
- Relationships between sounds and letters automatically

NASP

QNZ

RWR

SSSR

BASM

XMY

IEET

STE

ILOR

IKUY

NAACP

NBA

IEP

FBI

NHL

WNBA

PGA

IRS

NFL

HBCU

- How might this activity be similar to what beginning readers face in your classroom?
- Does this give insight into how they may feel about memorizing sight words?
- What key takeaways do you have?

Best Practices for Teaching High Frequency Words



Focus on
speech to
print with a
sound wall

Use an
instructional
routine to
teach high
frequency
words

Provide
opportunities
for practice

Word Wall



Sound Wall



Word Walls

- Organized by ABC order
- Used to help students spell words
- Causes confusion (many of the words under the letter "a" represent multiple sounds of a)
- Missing phonemes

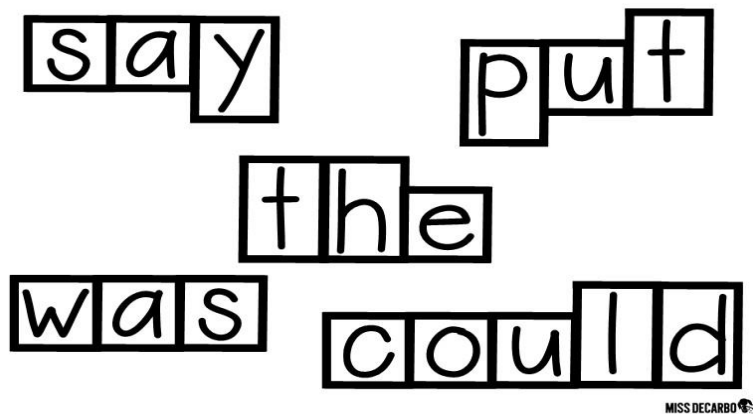
Sound Walls

- Organized by sound
- Helps students notice various ways to represent speech sounds
- Draws attention to structure of word
- Draws attention to articulatory gestures

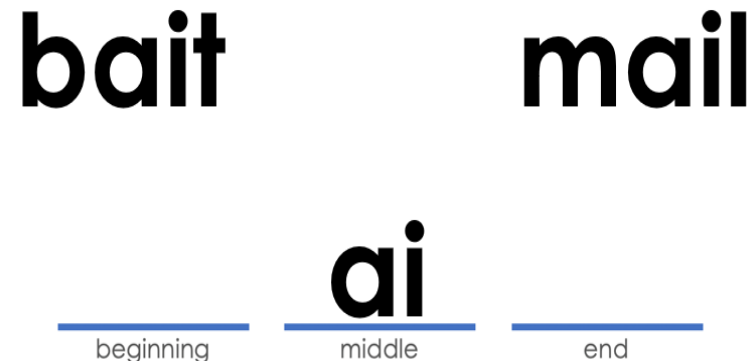
Effective phonics instruction encourages students to focus attention on the most useful information:

- The smallest unit of sound in speech (phonemes)
- The letter, or a group of letters, that represent a sound in a word (graphemes)

Don't: Teach words by shape



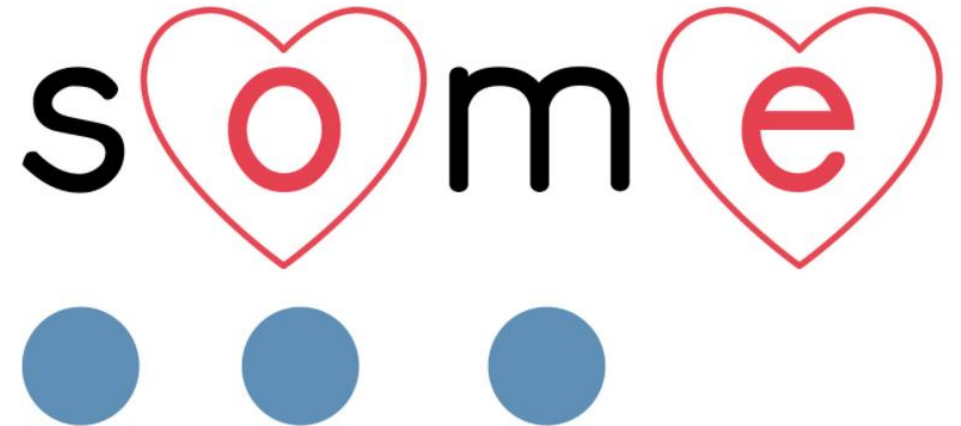
Do: Phoneme-grapheme mapping



Phoneme Grapheme Mapping

kn	ow		
----	----	--	--

Heart Words



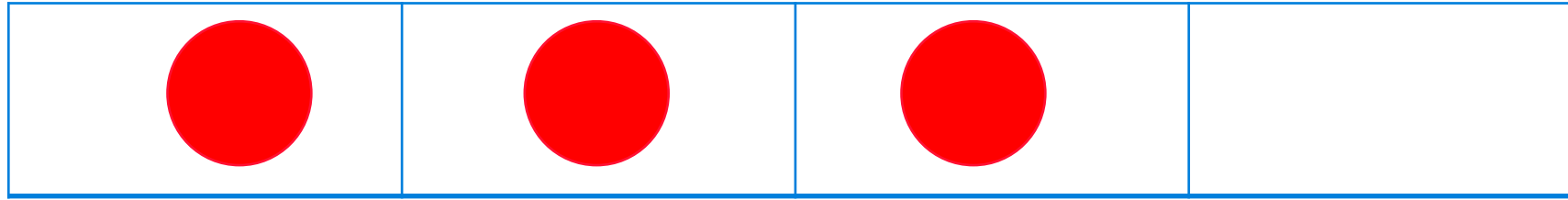
3 sounds – the /u/ sound is spelled with an “o” and there is a silent “e” at the end

Say a word. Students will repeat the word.

Say each sound in the word while students use markers (chip, coin, counting cube, sticky note, etc.) to represent each sound in the word.

One box (sound) at a time, students say the sound for the box, move the marker and write the correct letter to represent the sound.

Repeat this process until the word is complete. Write the complete word.



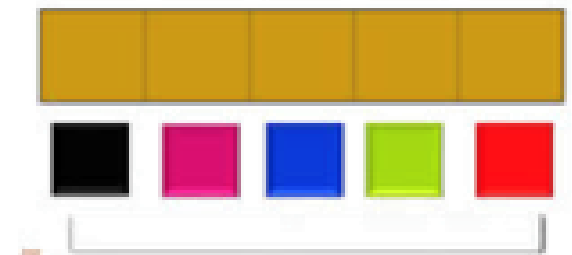
sat

s

a

t

Phoneme-Grapheme Mapping					



- 1) Using the mapping paper provided, map the following words:

screen **choice** **shell**

- 2) Keep tricky patterns in mind when mapping:

- Digraphs (one box)
- Blends (two boxes)
- Vowel teams (one box)
- Silent E (mapped as having the silent E in the corner of the box with the final consonant)

Phoneme-Grapheme Mapping

s	c	r	ee	n	screen
ch	oi	c <small>e</small>			choice
sh	e	ll			shell

© Melissa Mitchell

- 1) Study the parts of the word that are regular
- 2) Highlight the unexpected spellings/difficult parts
- 3) Link to pronunciation of the word





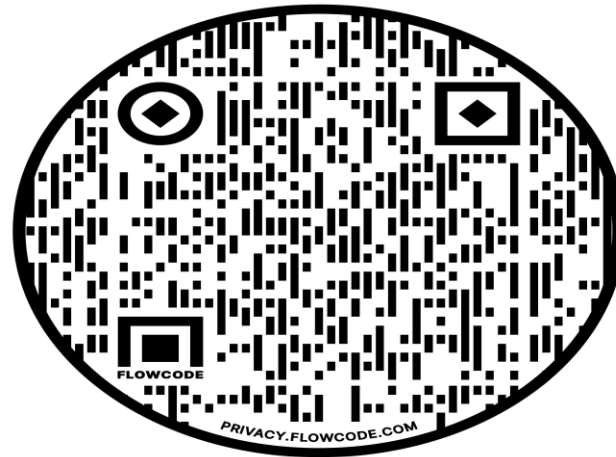
- 1) On anchor chart paper, outline the routine that you will use to teach your given word.
- 2) Use the planning document provided as a guide.
- 3) Be prepared to teach the group.

- 1) Would using this routine make your high frequency word instruction more effective?
- 2) In what ways would your students benefit from this explicit routine?



- Students need multiple opportunities to practice with high frequency words.

is

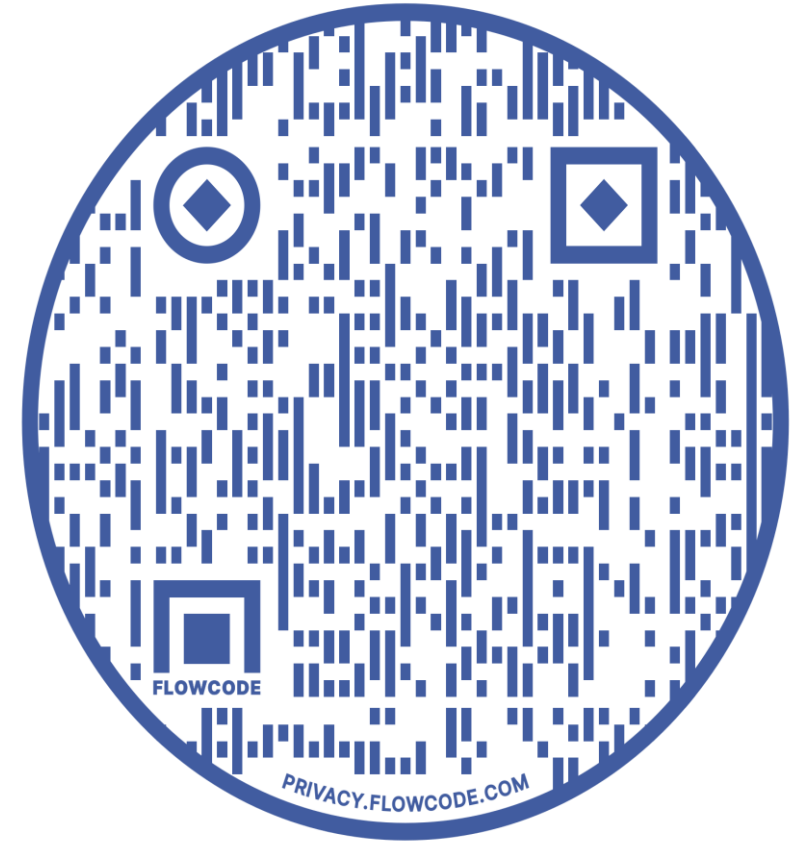


the



<https://education.ufl.edu/ufl/virtual-teaching/main/instructional-activities/irregular-and-high-frequency-words/irregular-words/>

Rapid
Recognition
Chart Creator



<https://www.neuhaus.org/educators/consumables>

RAPID RECOGNITION CHART

said	who	the	to	of	and
and	of	to	the	who	said
of	and	who	said	the	to

I went to the park yesterday.

I met a new friend named Emily.

We had so much fun playing together.

We went down the slide

and on the swings.

I hope I see Emily at the park every day!



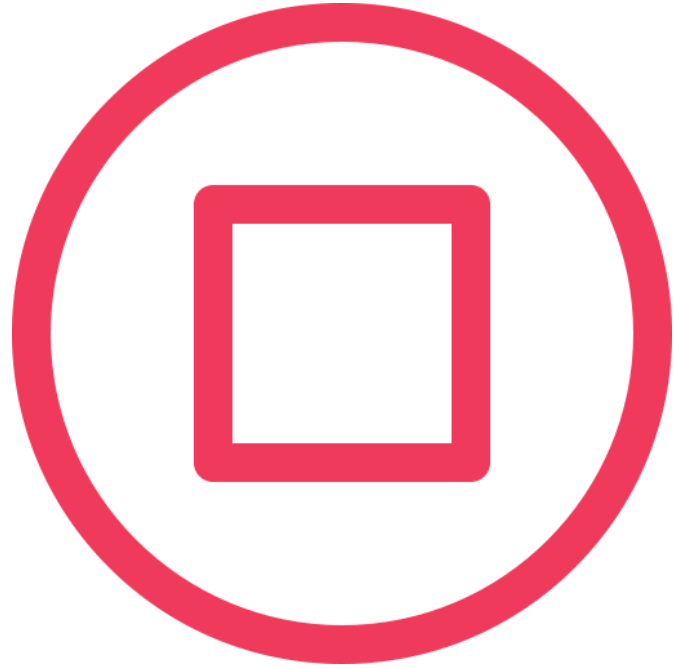
- Decodable texts are carefully sequenced to progressively incorporate words that are consistent with the letter-sound relationships that have been taught to the new reader.

The Rush to Camp

Gus was in a rush to get to camp. He could take a bus. He could grab a cab. He had no cash, so he had to run fast!

- Sight words are words that should be orthographically mapped.
- High frequency words are words that are decodable or irregular and should be explicitly taught.
- Most of the words from the Dolch and Fry lists are decodable.
- Plan for explicit and systematic sight word instruction by utilizing phoneme-grapheme mapping and the Heart Word Routine.
- After words have been taught, you can use flashcards and other methods for distributed practice.
- Consistency is key!!!

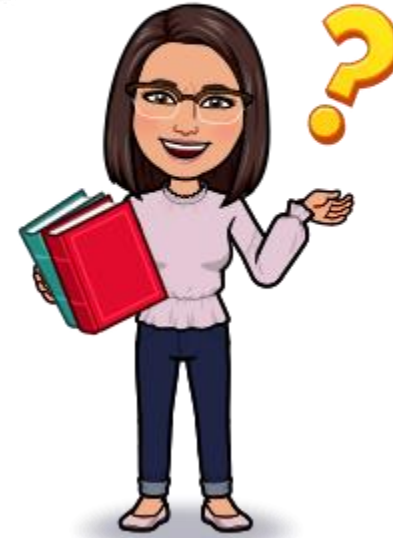




Any Questions?



Any Questions?



Kilpatrick, D. (2016). Equipped for reading Success. Casey & Kirsch Publishers.

Weaver, K. (2019). The biggest threat to our democracy: Illiteracy and the science-deniers who contribute to it - teacher professional learning: Literacy, math: Mtss. Retrieved March 26, 2021, from <https://www.corelearn.com/the-biggest-threat-to-our-democracy-illiteracy-and-the-science-deniers-who-contribute-to-it/>

Price, B. D. (n.d.). Whole word is nonsense – how we got stuck with the worst way to learn to read. <https://www.readabilityformulas.com/articles/whole-word-is-nonsense.php>.

https://keystoliteracy.com/blog/high-frequency-sight-words/?fbclid=IwAR2ftXQza_dA7idzIDdJowEShVijR_R4_ljXARpMrt0SgaCnqTap0JuRo_0

<https://heggerty.org/blog/sound-walls/>

<https://news.stanford.edu/pr/2015/pr-reading-brain-phonics-052815.html>



Statewide public awareness campaign promotes literacy, particularly among PreK-3 students

Campaign aims to equip parents and community members with information and resources to help children become strong readers

Visit strongreadersms.com for more information!





Christine Spell

Regional Literacy Coordinator

Christine.spell@mdek12.org

Britney Dewease

Literacy Coach

bdewease@mdek12.org

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

