Strategies that Promote Sight Word Learning

Beyond Flashcards

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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.
State Board of Education  STRATEGIC PLAN GOALS

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

4. **EVERY** School Has Effective Teachers and Leaders

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

6. **EVERY** School and District is Rated “C” or Higher
Session Norms

• 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.
<table>
<thead>
<tr>
<th>Session Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarify potential misconceptions of common terms (high frequency words, irregular words, and sight words)</td>
</tr>
<tr>
<td>Examine the research on whole-word reading vs. grapheme-phoneme correspondence</td>
</tr>
<tr>
<td>Explain orthographic mapping</td>
</tr>
<tr>
<td>Discuss best practices for teaching high frequency words that align with the science of reading</td>
</tr>
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</table>
Opening Activity: Common Terms

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).
High Frequency Words

- Decodable words - follow spelling rules (85%)
- Irregular words - do not follow spelling rules (15%)
<table>
<thead>
<tr>
<th>Dolch</th>
<th>Fry</th>
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</thead>
<tbody>
<tr>
<td>• Published in 1936</td>
<td>• Revised in 1980</td>
</tr>
<tr>
<td>• Based on the whole-word reading method</td>
<td>• Based on the whole-word reading method</td>
</tr>
<tr>
<td>• 63% of the words are decodable</td>
<td>• Organized by frequency of occurrence in text</td>
</tr>
</tbody>
</table>
Dolch and Fry Word List: Myths vs. Reality

**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

- **Language Comprehension**
  - Background Knowledge
  - Vocabulary
  - Language Structures
  - Verbal Reasoning
  - Literacy Knowledge

- **Word Recognition**
  - Phonological Awareness
  - Decoding
  - Sight Recognition

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**Skilled Reading**
- Fluently execute and coordinate language comprehension and word recognition

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*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
Activity: Mentimeter Poll

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 Requires:

- Letter-sound proficiency
- Phonemic proficiency
- Relationships between sounds and letters automatically
Memory Activity: Let’s Chat
<table>
<thead>
<tr>
<th>NASP</th>
<th>QNZ</th>
<th>RWR</th>
<th>SSSR</th>
<th>BASM</th>
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</thead>
<tbody>
<tr>
<td>XMY</td>
<td>IEET</td>
<td>STE</td>
<td>ILOR</td>
<td>IKUY</td>
</tr>
<tr>
<td>NAACP</td>
<td>NBA</td>
<td>IEP</td>
<td>FBI</td>
<td>NHL</td>
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<tr>
<td>WNBA</td>
<td>PGA</td>
<td>IRS</td>
<td>NFL</td>
<td>HBCU</td>
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</tbody>
</table>
Activity: Turn & Talk

- 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
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
Best Practice 1: Speech to Print

Word Wall

Sound Wall
Speech to Print: Word Walls vs. Sound Walls

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
Best Practice 2: Instructional Routines

Phoneme Grapheme Mapping

Know

Heart Words

Some

3 sounds – the /u/ sound is spelled with an “o” and there is a silent “e” at the end
Instructional Routine: Phoneme-Grapheme Mapping

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.
Phoneme-grapheme Mapping Practice

Phoneme-Grapheme Mapping

sat
Activity: 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)
### Activity: Phoneme Grapheme Mapping

#### Phoneme-Grapheme Mapping

<table>
<thead>
<tr>
<th>scr</th>
<th>ee</th>
<th>n</th>
<th>screen</th>
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<td>ch</td>
<td>o</td>
<td>c</td>
<td>choice</td>
</tr>
<tr>
<td>sh</td>
<td>e</td>
<td>ll</td>
<td>shell</td>
</tr>
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</table>
Instructional Routine: Heart Word Routine for Irregular Words

1) Study the parts of the word that are regular
2) Highlight the unexpected spellings/difficult parts
3) Link to pronunciation of the word
Instructional Routine: Heart Word Routine for Irregular Words
Activity: Heart Words

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?
Best Practice 3: Distributed Practice

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


is

[Privacy Flowcode]

the
Rapid Recognition Chart Creator

https://www.neuhaus.org/educators/consumables
## RAPID RECOGNITION CHART

<table>
<thead>
<tr>
<th>said</th>
<th>who</th>
<th>the</th>
<th>to</th>
<th>of</th>
<th>and</th>
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<tbody>
<tr>
<td>and</td>
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<td>who</td>
<td>said</td>
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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!
Final Thoughts

• 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!!!
Questions

Any Questions?

Any Questions?


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_IjXARpMrt0SgaCnqTap0JuRo_0

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

### Strong Readers Strong Leaders

<table>
<thead>
<tr>
<th>Statewide public awareness campaign promotes literacy, particularly among PreK-3 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campaign aims to equip parents and community members with information and resources to help children become strong readers</td>
</tr>
<tr>
<td>Visit <a href="http://strongreadersms.com">strongreadersms.com</a> for more information!</td>
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Visit [strongreadersms.com](http://strongreadersms.com) for more information!
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