

# Teaching Sight Words According to Science

ODE Literacy Academy 2019

Why are we  
doing this?



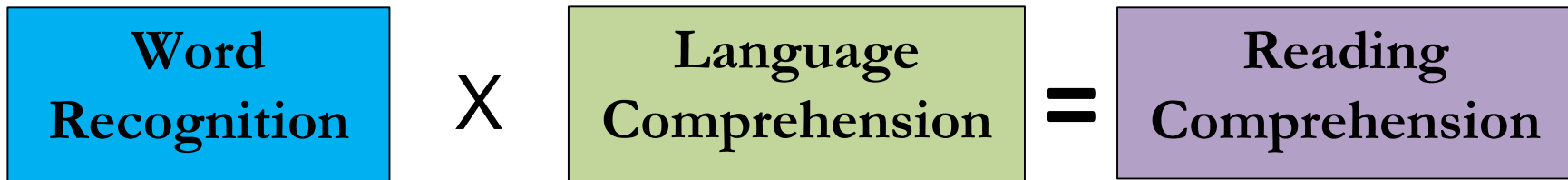


# Why are we here?



- Nearly 30 percent of Ohio's K-3 students are reading below grade level.
- Nearly 40 percent of students in grades 3-8 are not proficient on the OST in ELA.
- More than 50 percent of graduating seniors taking the ACT do not meet the college and career readiness benchmark for reading.

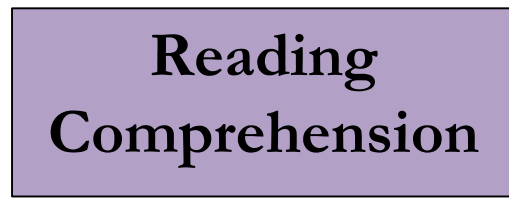
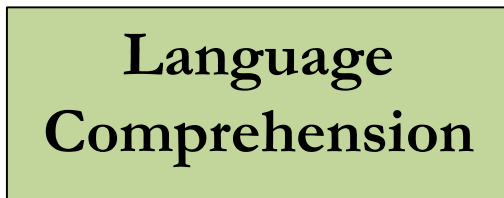




Phonological Awareness

Decoding (Phonics, Advanced Phonics)

Sight Word Recognition



Based on the Simple View of Reading by Gough and Tunmer, 1986

# The Simple View of Reading









# Past Practices

- For years teachers have been teaching high frequency words through rote memorization
- It is assumed that high frequency words are special sets of words that need to be memorized and cannot be learned using sound-symbol relationships















# How We Map Transparent Words

(words with one-to-one correspondence)

Whole-word pronunciations are phonemically analyzed and then connected with printed letter strings

Phonological Long Term Memory Activation  
Whole-Word Pronunciation

**/rɛd/**

Pronunciation Phonemically Analyzed

**/r/ /ɛ/ /d/**

Written Form of Word

**red**

Letter Sound Knowledge  
Orthographic Mapping



# How We Map Opaque Words

(regular words without one-to-one correspondence)

Whole-word pronunciations are phonemically analyzed and then connected with printed letter strings

Phonological Long Term Memory Activation  
Whole-Word Pronunciation

**/sīd/**

Pronunciation Phonemically Analyzed

**/s/ /ī/ /d/**

Written Form of Word

**s i d e**

Letter Sound Knowledge  
Orthographic Mapping



# How We Map Irregular Words

(exception words)

Whole-word pronunciations are phonemically analyzed and then connected with printed letter strings

Phonological Long Term Memory Activation  
Whole-Word Pronunciation

**/sɛd/**

Pronunciation Phonemically Analyzed

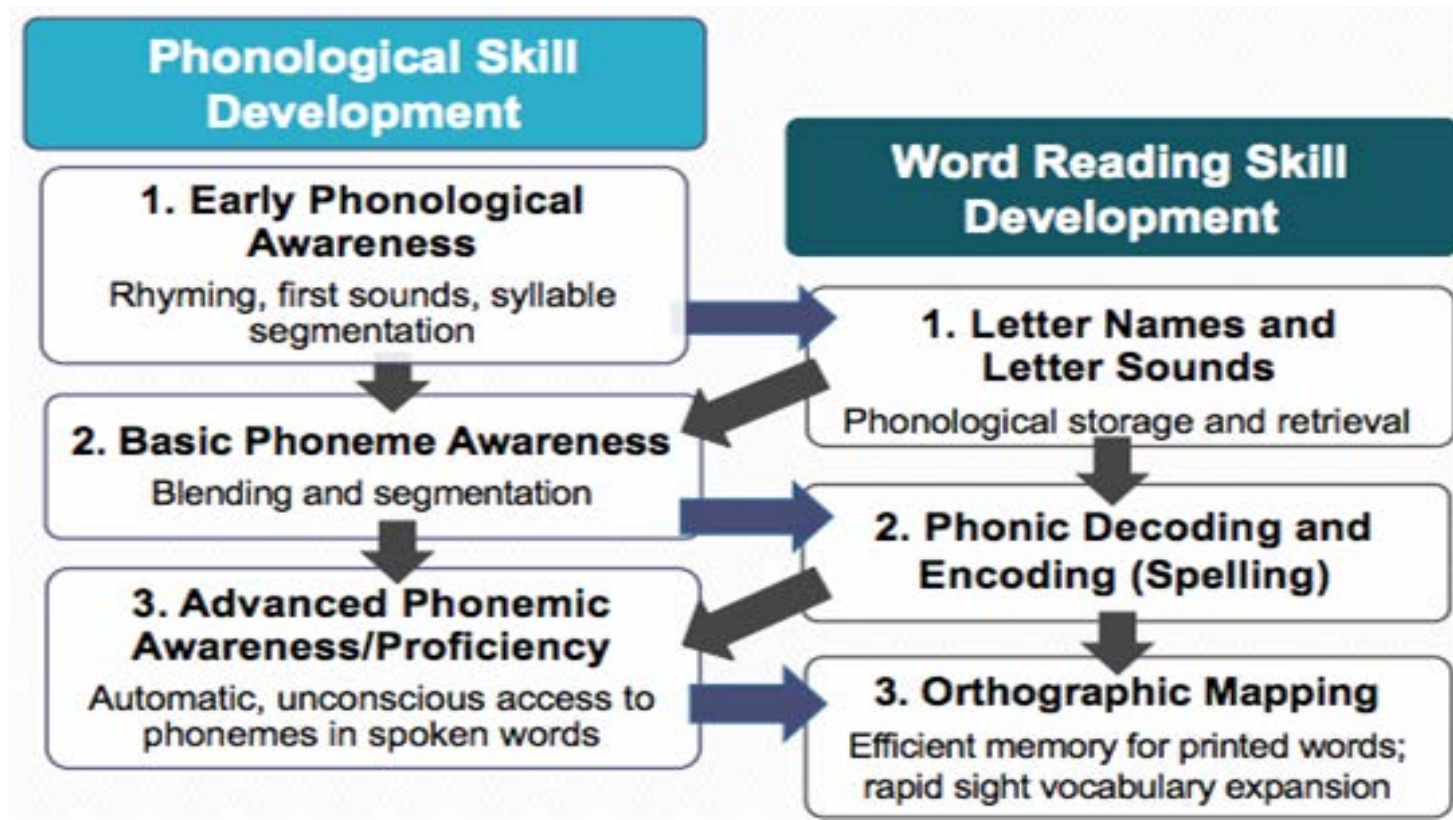
**/s/ /ɛ/ /d/**

Written Form of Word

**s a i d**

Letter Sound Knowledge  
Orthographic Mapping

# Developmental Relationship Between Phonological Skills and Word Level Reading

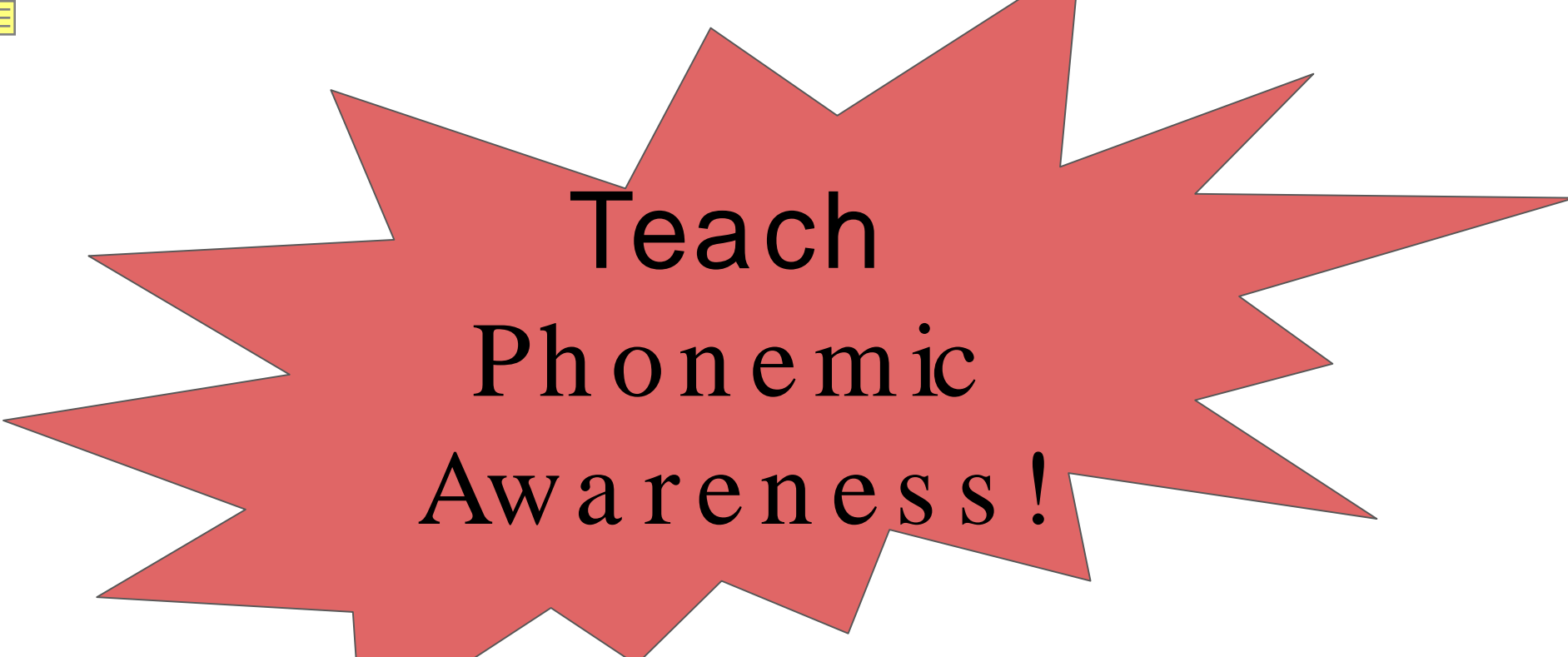


## School Psyched Podcast 73

### Assessing and Supporting Reading Difficulties w/ Dr. Kilpatrick



Dr. David Kilpatrick, founding member of The Reading League, spoke masterfully on "School Psyched Podcast" about the power of orthographic mapping for automatic word recognition and the impact this has on fluency and comprehension.

A large, red, multi-pointed starburst graphic with a black outline, centered on the page. The text is written inside this graphic.

# Teach Phonemic Awareness!

Want better sight word recognition and fluency?



z e s k





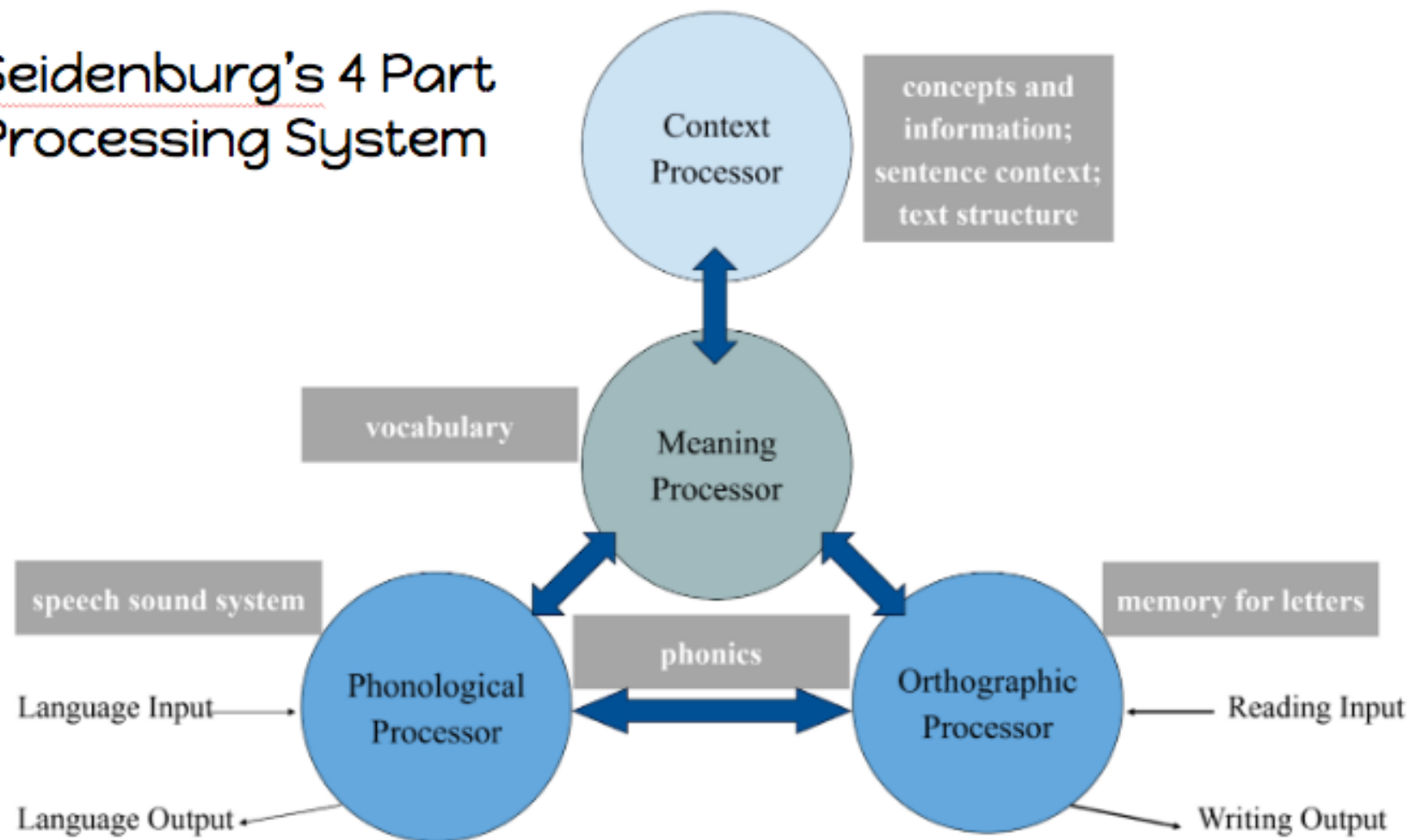
# How should we teach sight words?

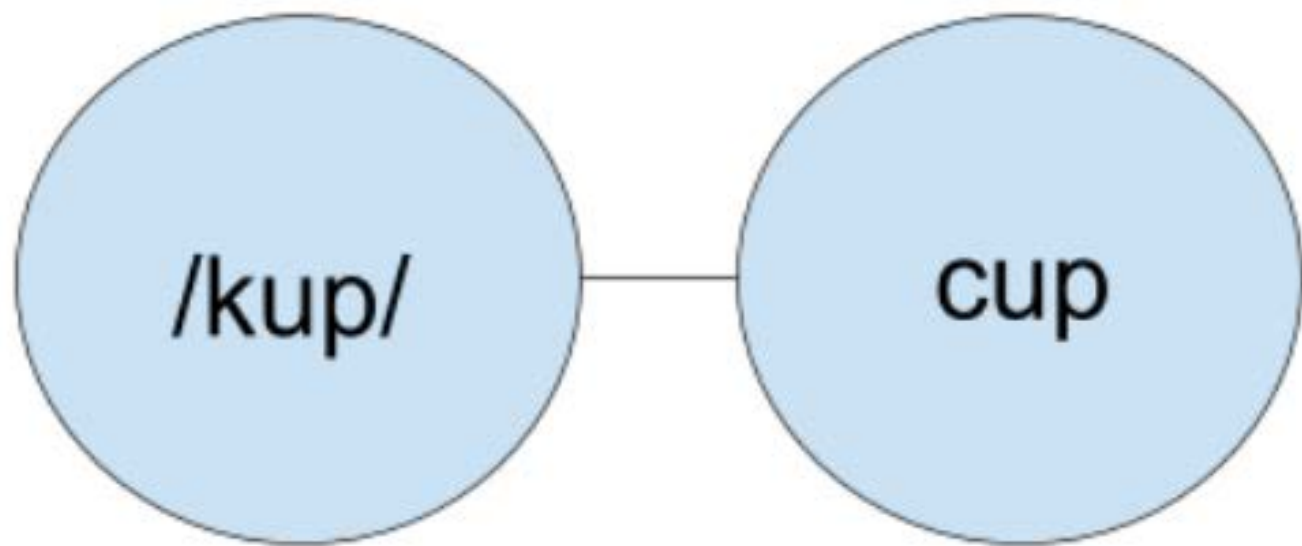
1. Make a connection to the SOUNDS in the words !!
2. Even the “rule breakers” follow some rules.
3. Teach kids word parts that they need to know “by heart.”

# Rethinking Instruction

- Students learn high frequency words according to patterns
- We can “rethink” instructional strategies when introducing these words
- High frequency words are decodable words with some “rule breakers” or heart words.
- Students are able to make sense of spelling patterns for these words

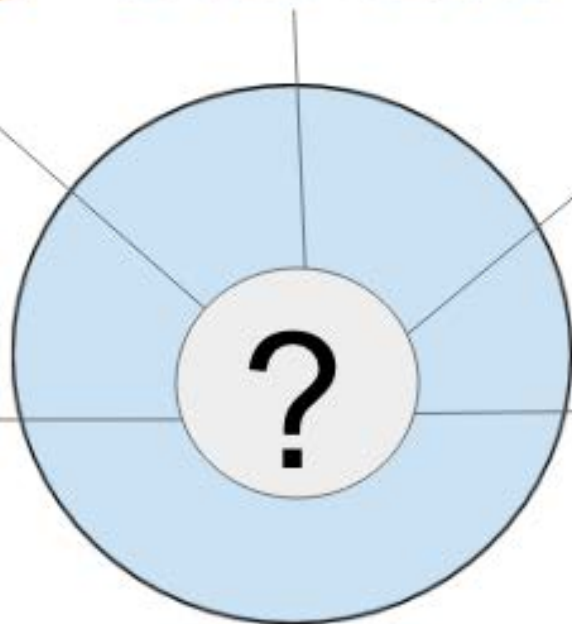
# Seidenburg's 4 Part Processing System






Phonological Processor

Orthographic Processor



Meaning Processor

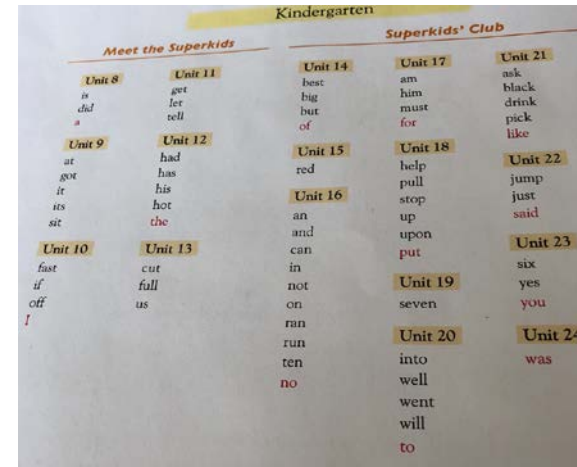


*I could sure use  
a **cup** of coffee.*

Context Processor

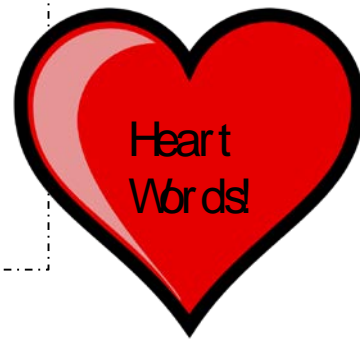
# Sort Words by Phonics Patterns

- Sort the sight words in your kindergarten and first grade curricula by phonics patterns or by sounds (phonology)
- Re-teach the phonics patterns and the words, making a connection to the sounds. Begin with phonemic awareness, then move to phonics
- Review - often!



# Heart Words

- Students need to “know by heart”
- Irregularly spelled high frequency words
- Some parts of the word are decodable
- Other parts of the word have to be learned by heart







# Flash Words and Heart Words

## FLASH WORDS

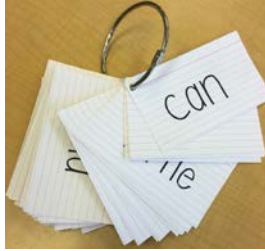
can  
did  
not  
had

## HEART WORDS

f r o m  
b e e n  
k i n d  
o n l y



# Teaching Flash Words & Heart Words



Flash Words should be introduced when they fit into the phonics pattern being taught. Say a word and have students repeat it. Have the students segment the sounds in the word and say the number of sounds. Have students say each phoneme and say the letter(s) that spell the phoneme. Write the correct graphemes and say the word.

Mark the irregular part of the word with a heart. For example, the ai in said would be marked with a heart because the vowel sound differs from the spelling and the letters must be learned by heart.

Say the word and name the letters each time you trace and write the word.

FLASH

HEART

## Phoneme Segmenting & Blending

--	--	--	--	--

--	--	--	--

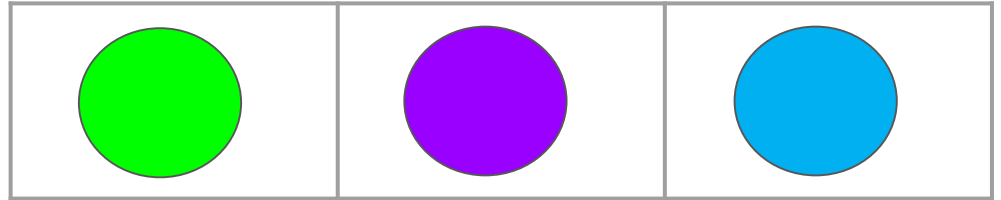


# Tap It, Map It, Graph It

**Tap It** – with non-dominant hand

**Map It** – with chips, blocks, or manipulatives

**Graph It** – write the grapheme



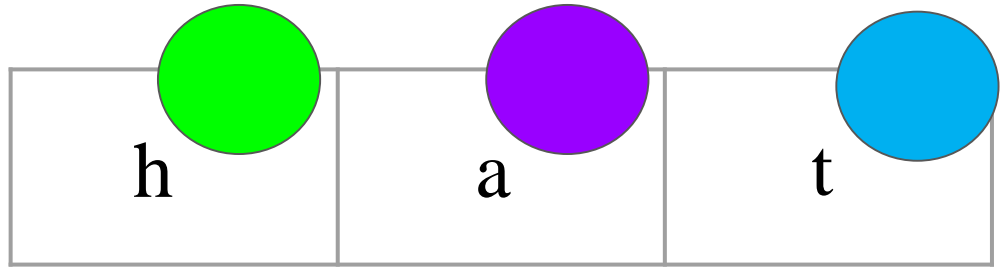


# Tap It, Map It, Graph It

**Tap It** – with non-dominant hand

**Map It** – with chips, blocks, or manipulatives

**Graph It** – write the grapheme





r	ou	n	d		round
f	ou	n	d		found
h	ow				now
d	ow	h			down
h	ow				how
ou	t				out
ou	r				our
a	r	ou	n	d	around
b	r	ow	n		brown

g

r

ow

kn

ow

sh

ow

y

e

ll

ow

ow

h

grow

know

show

yellow

owh



# Play Concentration by SOUND!

- Create a set of, with 2 cards (words) for each sound.
- Limit the total sounds to no more than 10 (20 cards).
- Lay the cards out in 2 separate groups.
- Have kids draw one card from each group.
- They can collect the pair when they match a sound.

run

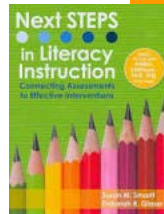
ran

had

has

if

off



# Language Links by SOUND!

- Create a set of, with 2 cards (words) for each sound.
- Have the students link up to a partner that has a sound in common. They need to be able to read both words.

seven

sets

help

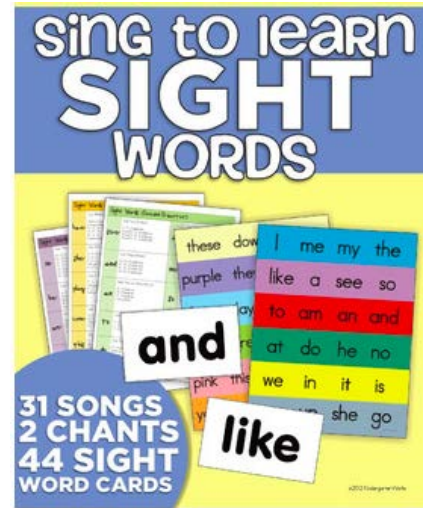
went

was

were

# Songs and Stories for Sight Word Learning

- Hum a familiar song or nursery rhyme and replace the lyrics with the letters spelling out sight words. to a familiar tune to spell out words.
  - HiHo the Dairy O: There is no “a” in they...
  - Twinkle Twinkle Little Star: B-e-c-a-u-s-e...





# Songs and Stories for Sight Word Learning



- Create a story for the visual look of the word. The story itself isn't important, it is just a way to attach the visual look to the correct spelling.
- The story can then be used as a prompt for the correct spelling.

# Sky write the Sight Words



- Using large muscles and a straight arm, ask readers to write the word in giant letters.
- For challenge or deep review, have readers close their eyes and write the words.
- Use a flashlight to write the words on the wall or ceiling.

Photo: Orton-Gillingham Approach to Sky Writing

# Build the Sight Words

- Let readers explore how the word looks by changing it and then returning to correct spelling.
- Use foam letters, letter tiles or magnetic letters. Ask reader to spell the word.
- While they close their eyes, swap the letter order or remove a letter.
- Have the reader identify what is wrong and make the correction.



# Activity

Visiting an elementary grade classroom, you see small groups “working on sight words.” One group, working without teacher support, has a stack of sight word cards and is building the sight words from dough and then writing the words on a worksheet. All were engaged. When asked individual students to read the words,  $\frac{3}{5}$  times they were not able to do so.

As an instructional coach or administrator, what is your next step?



# What Have You Learned Today?

## Final Thoughts:

- Research indicates students literacy levels increase when they are able to make a connection to the sounds and patterns within high frequency words rather than rote memorization.
- Remember, some words have “rule breakers” and patterns that can be memorized “by heart.”
- There is a way to teach high frequency words with a purpose!



# Teaching Sight Words According to Science

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