Assessing Student Learning

Goal	Accuracy
Strategy	Recognize Words At Sight
Common Core Alignment	RF.1.3 RF.2.3 RF.3.3 RF.4.4 RF.5.4
Possible Text Selections	*Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move* by Judith Viorst *Bad Kitty* by Nick Bruel *Eyes and Ears* by Seymour Simon *Green Eggs and Ham* by Dr. Seuss *The Recess Queen* by Alexis O'Neil *There Was an Old Lady Who Swallowed Fly Guy* by Tedd Arnold *Zoom Broom* by Margie Palatini
Instruction	See **Ready Reference Guide**
Possible Options for Assessment ** These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.*	**Highlighters/Sticky Notes** Students can highlight or mark sight words in their good fit books with a sticky note as they read. When the teacher meets with the student they can go back and reread the identified sight words. When rereading, the teacher can ensure the student knows the words automatically without sounding it out. **Word Collector** Students can record sight words on their word collector to practice on a daily basis. The teacher can have the student add sight words to their Word Collector as needed. When conferring, the teacher can assess the student's acquisition of the recorded sight words. **Conferring** • Before asking students to read from their good fit book, ask if they have marked any sight words in their good fit book. Ask students to go back and reread the identified words in their good fit book or to read those recorded on their Word Collector. Listen for automaticity. • Ask students to read a portion of their good fit book. • While listening to the student read, observe if the student is accurately reading sight words with automaticity. If the student seems to be struggling reading sight words, provide further instruction.

Recognize Words at Sight Rubric

	4	3	2	1
	Exceeds Standard	**Meets Standard**	**Approaching Standard**	**Below Standard**
Recognize Words at Sight	The student successfully recognizes words at sight with no hesitation.	The student successfully recognizes words at sight, pausing for a very brief period of time before reading it.	The student looks at the beginning and ending sound, but still sounds out the word to read it.	The student does not recognize words at sight.