



# Assessing Student Learning

<b>Goal</b>	Fluency
<b>Strategy</b>	Practice Common Sight Words and High Frequency Words
<b>Common Core Alignment</b>	RF.1.3 RF.2.3 RF.3.3 RF.4.4 RF.5.4
<b>Possible Text Selections</b>	<i>Pete the Cat: I Love My White Shoes</i> by Eric Litwin <i>The Relatives Came</i> by Cynthia Rylant <i>Tikki Tikki Tembo</i> by Arlene Mosel <i>There Was an Old Lady Who Swallowed Fly Guy</i> by Tedd Arnold <i>Where the Wild Things Are</i> by Maurice Sendak <i>Sea Turtles</i> by Carol K. Lindeen <i>Sharks</i> by Carol K. Lindeen
<b>Instruction</b>	See <a href="#">Ready Reference Guide</a>
<b>Possible Options for Assessment</b>	<p><b>Sticky Note Flags</b> Sticky note flags are an easy way for students to mark sight words or high frequency words they come across in their reading each day. Teachers can quickly assess if the student is recognizing those words and reading them accurately.</p> <p><b>Word Collector or Personal Word Wall</b> The Word Collector or a personal word wall can be used for students to write the sight words or high frequency words they are to be practicing each week. Students can then read over the words daily and locate them in their good fit books. Students can also use the Word Collector or personal word wall when practicing their sight words or high frequency words during Word Work.</p> <p><b>Conferring</b></p> <ul style="list-style-type: none"> <li>• Before asking students to read from their good fit book, ask them if they have located any sight words or high frequency words in their good fit books. If so, ask them to read those marked words or to read the words off of their Word Collector or personal word wall.</li> <li>• Listen to ensure that students can read those words accurately, smoothly, and quickly.</li> <li>• Ask students to read a portion of their good fit book.</li> <li>• Listen for cues to determine the next set of sight words or high frequency words to add to their list and to ensure that students are continuing to read past words correctly.</li> </ul> <p>If the student seems to be struggling with reading common sight words or high frequency words, provide further instruction.</p>

*\*These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.*



## Practice Common Sight Words and High Frequency Words Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Below Standard</b>
<b>Sight Words and High Frequency Words</b>	The student reads and identifies common sight words and high frequency words accurately and quickly.	The student reads common sight words and high frequency words accurately and quickly.	The student reads some common sight words and high frequency words accurately and quickly.	The student does not read common sight words and high frequency words accurately and quickly.

