

RECOGNIZE HIGH-FREQUENCY WORDS ON SIGHT

| | | |
|-------------------|------------------------------------|---|
| UNDERSTAND | Definition | Readers automatically recognize the most commonly used English words found in reading. Many of these words are irregular words that do not follow a decoding rule or pattern, so readers will not be able to sound them out. Instead they must automatically know the words. Once readers know and remember these words, they can read them accurately and quickly. |
| | When to teach this strategy | If you see readers who . . . <ul style="list-style-type: none"> • have a difficult time remembering the basic words they are attempting to read. • are trying to sound out each and every word they see. |
| PREPARE | Why we teach it | The brain's working memory can only do so many things at once. Knowing high-frequency words and being able to read them quickly moves them into the reader's long-term memory, thus freeing up the brain's working memory to process and understand what is being read. |
| | Secret to success | There are certain words you cannot sound out; you just have to know them. You have to practice these words on their own and then in the books you read. |
| TEACH | How we teach it | <p>We introduce three to five words each week to our whole class and post them in the room on a word wall of basic sight words or a class word collector chart. Each day we make connections to these words, anchoring them to text and finding them in our reading and around the room. Readers practice writing and manipulating these words during the Word Work session of Daily 5 and in their choice writing.</p> <p>We also create lists of common sight words and put them in a folder for students who are learning sight words. We differentiate the lists based on the needs of each reader. When meeting with students individually, here is what we do:</p> <ol style="list-style-type: none"> 1. The child opens the folder to the page of words they are working on and quickly reads the words to us. 2. When the child reads a word correctly, we put a star in the corner next to it. 3. The child continues until they miss two words. 4. We stop there, write those two missed words on a card, and hand it to the student to take home to practice. 5. The child reviews sight words in their folder. When they have five stars next to a word, we say they know it, and they discontinue practicing that word daily and move on to learn the next one. |
| | | Suggested language: <ul style="list-style-type: none"> • <i>Look at the sentence. Do you see any sight words you recognize?</i> • <i>Look at this page. Let's go through and identify all the sight words you know so far.</i> |
| SUPPORT | Instructional Pivots | Possible ways to differentiate instruction: <ul style="list-style-type: none"> • Cut back the number of sight words to be learned at one time if needed. • Add kinesthetic repetition as you practice the words. • Cycle back through previously mastered words to keep them fresh in students' minds. Reconsider materials, setting, instruction, and cognitive processes. |
| | Partner Strategies | These strategies may provide support before, during, and after teaching this strategy: <ul style="list-style-type: none"> • <i>Look Carefully at Letters and Words</i> • <i>Read Voraciously</i> • <i>Read Text That Is a Good Fit</i> • <i>Cross-Check: Do the Words Look Right? Sound Right? Make Sense?</i> |