

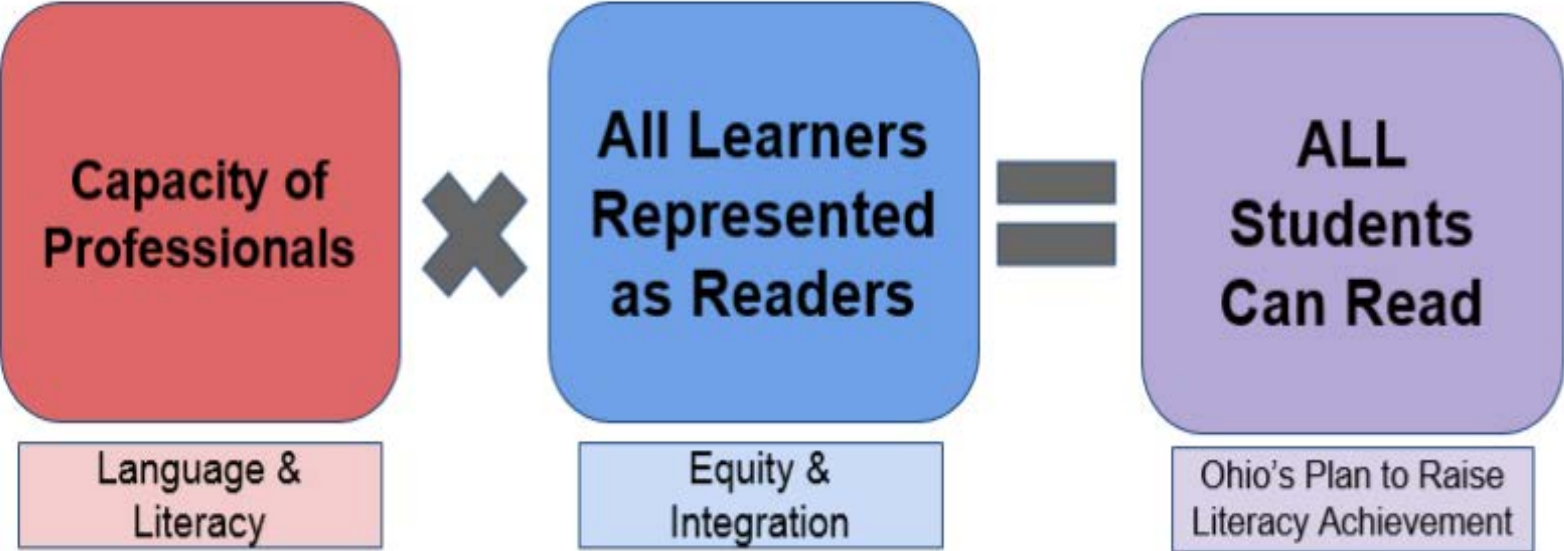
Teaching Sight Words According to Science

ODE Literacy Academy 2019

Why are we
doing this?



Alignment with Ohio's Plan to Raise Literacy Achievement





Why are we here?

According to the 2017 National Assessment of Educational Progress (NAEP) scores, 37% of our nation's fourth-grade students were proficient readers.

Why are we here?



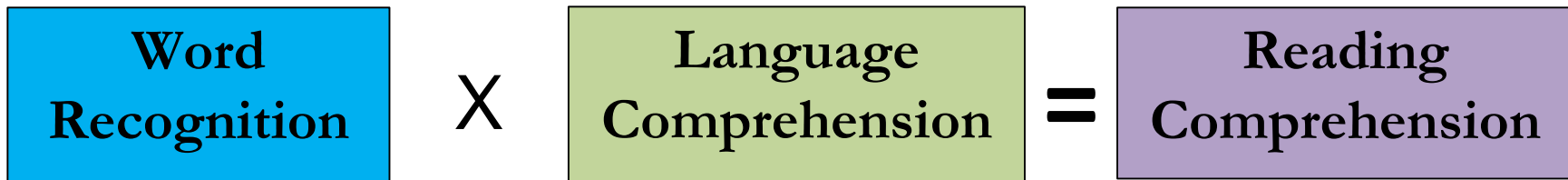
- Nearly 30 percent of Ohio's K-3 students are reading below grade level.
- Nearly 40 percent of students in grades 3-8 are not proficient on the OST in ELA.
- More than 50 percent of graduating seniors taking the ACT do not meet the college and career readiness benchmark for reading.



Today's Outcomes

Participants will...

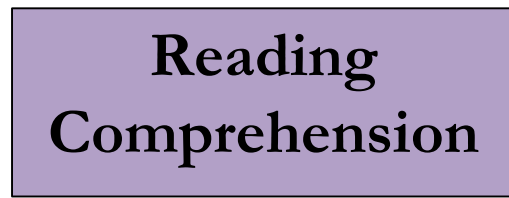
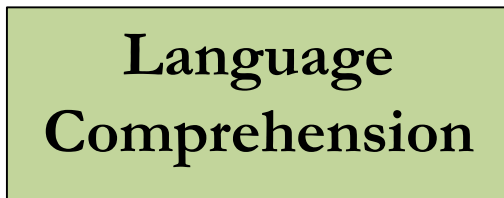
- Apply the theoretical models of the Simple View of Reading and Seidenburg's 4 Part Processing System for Word Recognition to instructional practices to teach words "by sight."
- Understand the connection between phonology and orthography when storing words for automatic retrieval.
- Demonstrate instructional strategies.



Phonological Awareness

Decoding (Phonics, Advanced Phonics)

Sight Word Recognition

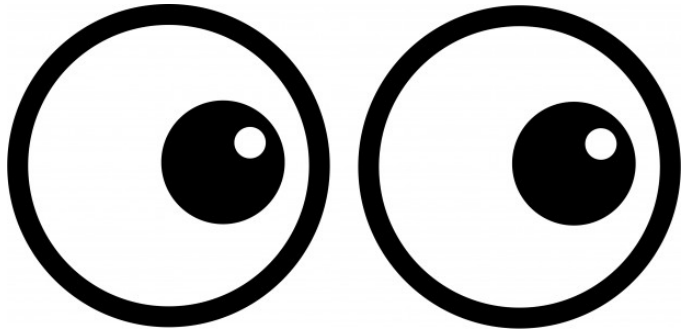


Based on the Simple View of Reading by Gough and Tunmer, 1986

The Simple View of Reading



What is a Sight Word?



A sight word is any word that is recognized instantly and effortlessly, by sight, whether it is spelled regularly or irregularly



BeAr bear bEaR bear

Bear bæR bear bEar



Sight word vocabulary
is NOT based on visual
memory / visual skills!

- Dr. David Kilpatrick, Plain Talk About Learning Conference 2018

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



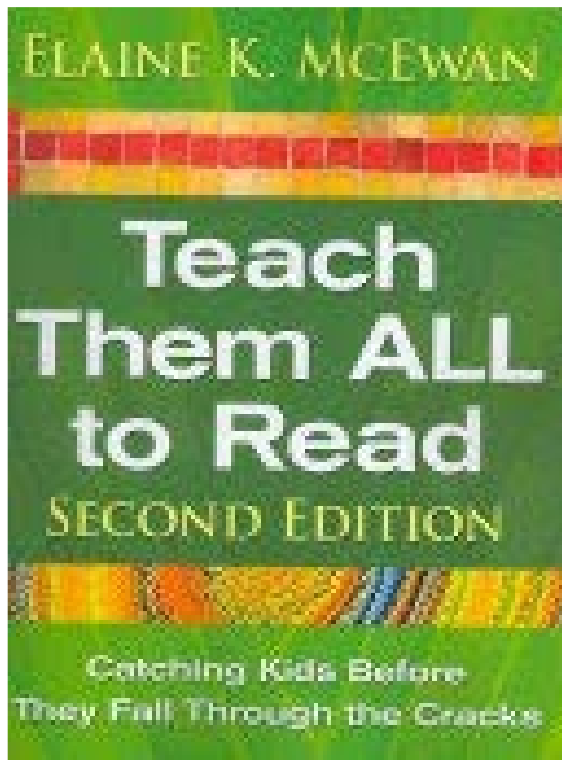
Developmental Relationship Between Phonological Skills and Word Level Reading

- Input and storage are not the same thing.
 - Input is visual. Storage is orthographic, phonological, and semantic.
- Word reading correlates strongly with phonological skills.
 - Phonological awareness and word reading .5 to .7
 - Visual memory and word reading .1 to .2



Becoming a skilled reader with a huge repertoire of sight words ***requires knowledge of phonemic segmentation, letter-sound correspondences, and spelling patterns.***

(Ehri, 1980, 1995, 1998)



Sound-spelling correspondences

- Crucial at beginning stages of reading
- Necessary when encountering words.
- Decreases as personal lexicon is developed

Reading words by sight

- Increases fluency
- Reduces reliance on laborious decoding efforts
- Enables more cognitive deskpace to be used for comprehension

(McEwen, 2002)

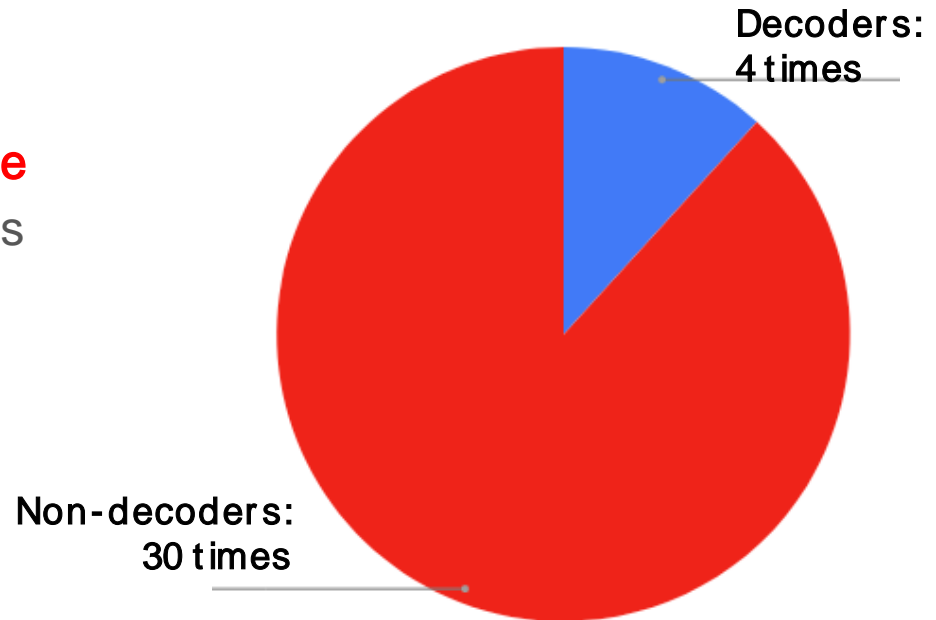


Using whole-word memorization is an inefficient and very difficult way to acquire new sight words.

- **Students who can decode** need 4 quality encounters.
- **Students who can't yet decode** require 30 or more encounters to memorize the word as a whole.

(McEwen, 2002)

Encounters required to learn a new word





Kilpatrick on sight words and fluency

- Readers recall the sequence of letters, not the look of the word.
- Teach the sequence of letters through orthographic mapping.
- Fluency is the best thermometer for reading skills.
- When fluent, readers remember the words they read.
- To increase personal lexicons, readers need to read more words.

(Kilpatrick, 2019)



Orthographic Mapping

- Orthographic mapping is the mental process we use to turn an unfamiliar written word into an instantly accessible, and familiar “sight word”
- Orthographic mapping requires:
 - Letter-sound proficiency
 - Phonemic proficiency (this goes well beyond what is tested on our universal screeners)
 - The ability to establish a relationship between sounds and letters unconsciously while reading

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

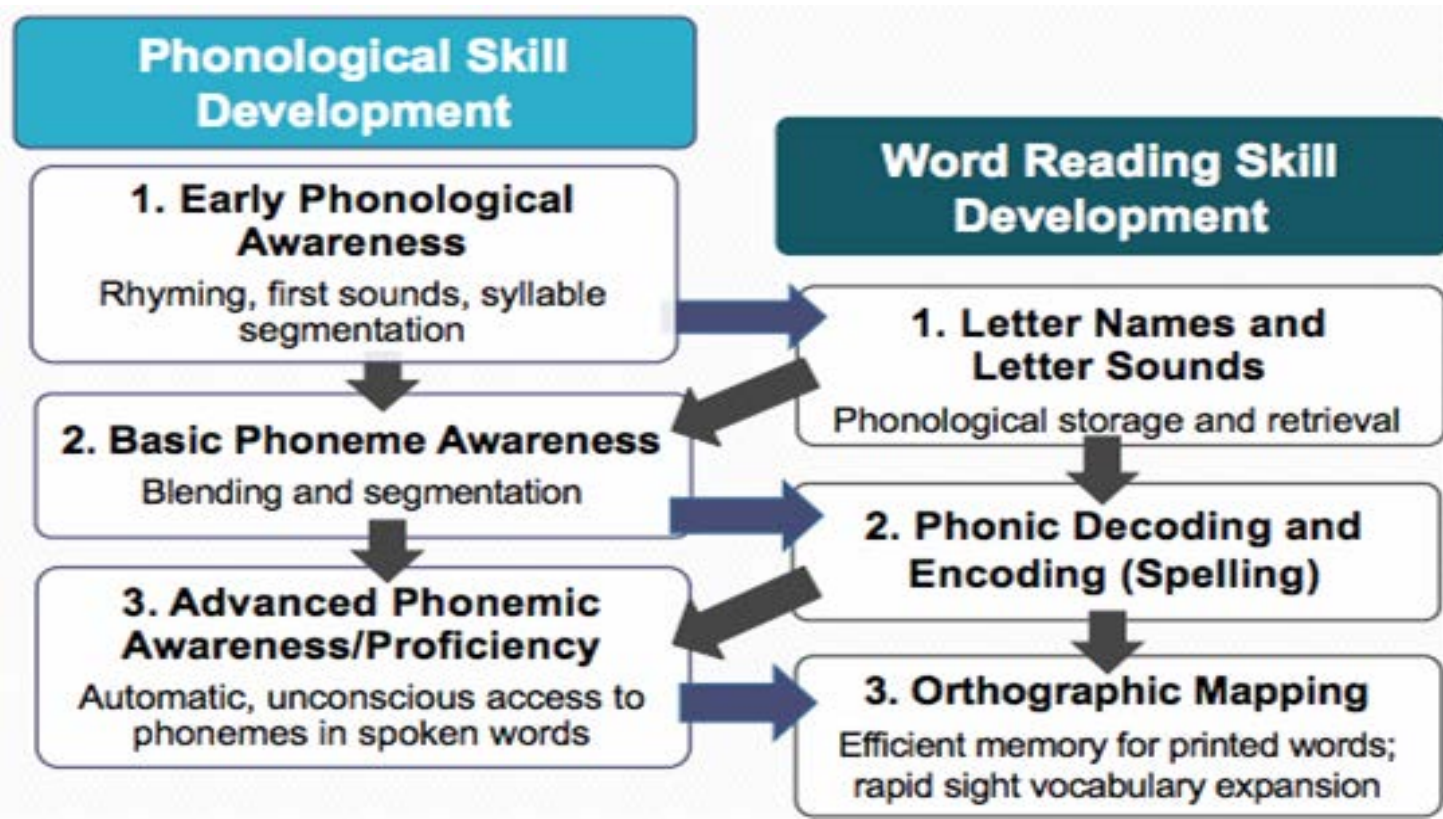
/s/ /ɛ/ /d/

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.



Teach
Phonemic
Awareness!

Want better sight word recognition and fluency?



z e s k



How should we teach sight words?

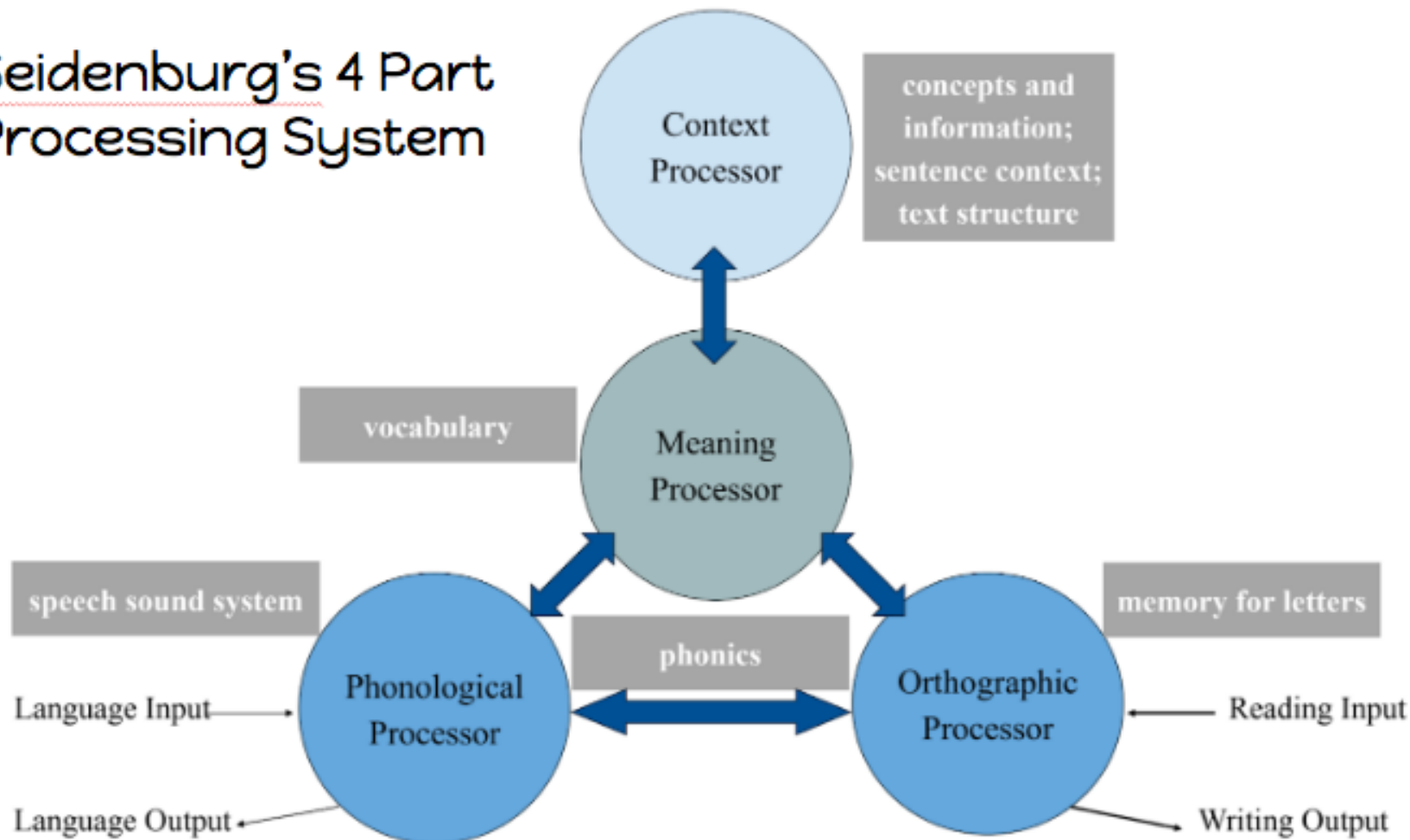
1. Make a connection to the SOUNDS in the words !!
2. Even the “rule breakers” follow some rules.
3. Teach kids word parts that they need to know “by heart.”

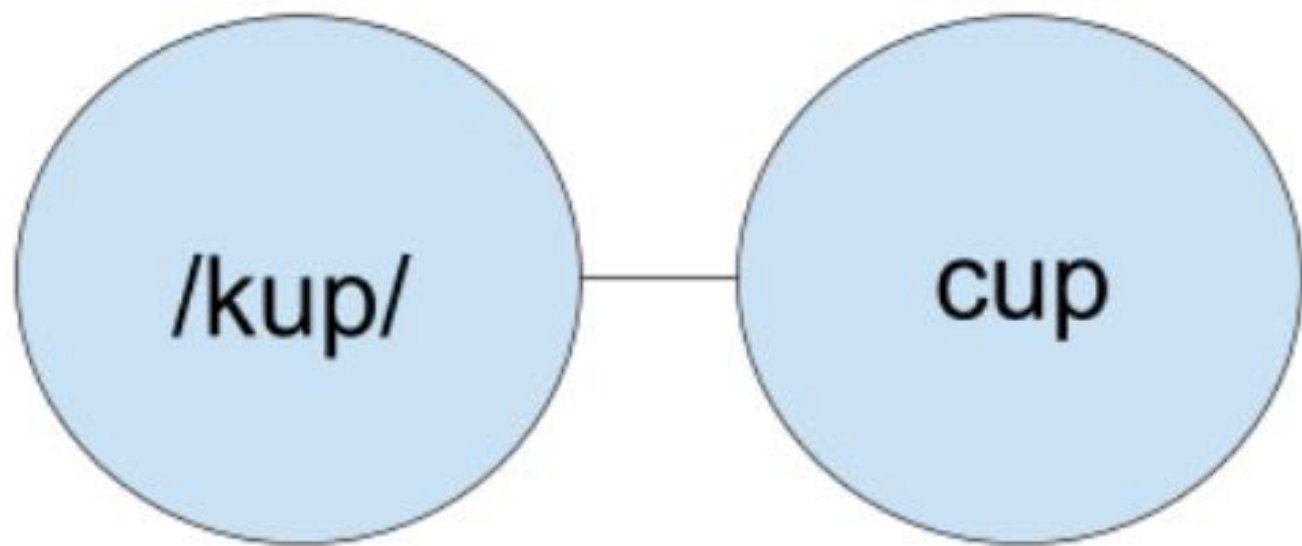
Rethinking Instruction

- 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



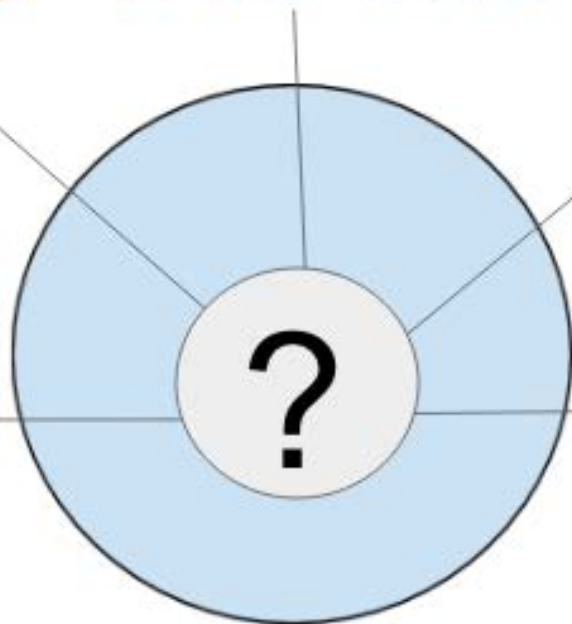
Seidenburg's 4 Part Processing System






Phonological Processor

Orthographic Processor



Meaning Processor

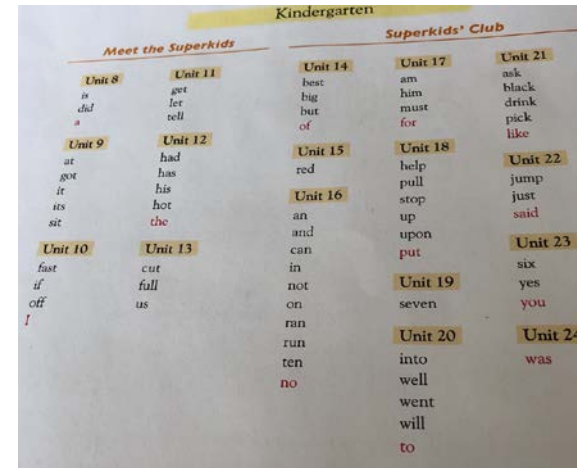


*I could sure use
a **cup** of coffee.*

Context Processor

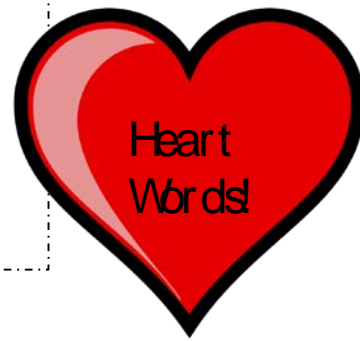
Sort Words by Phonics Patterns

- 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

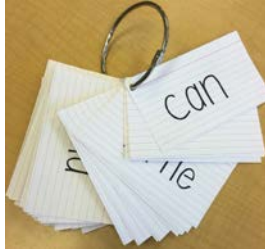
can
did
not
had

HEART WORDS

f r o m
been
kind
only



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

--	--	--	--	--

--	--	--	--

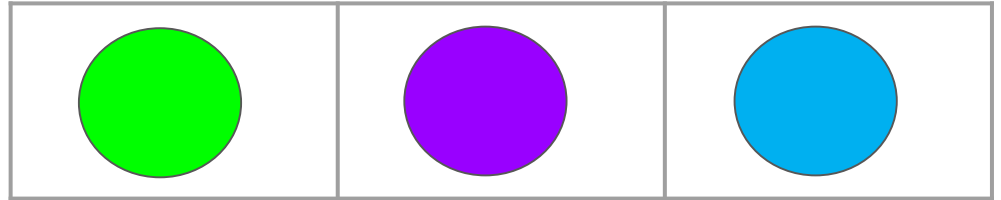


Tap It, Map It, Graph It

Tap It – with non-dominant hand

Map It – with chips, blocks, or manipulatives

Graph It – write the grapheme



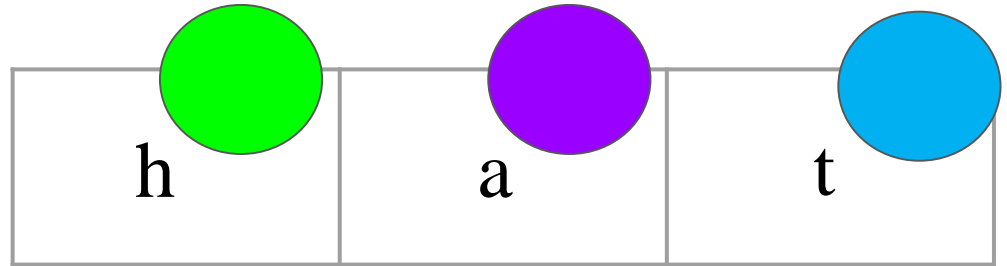


Tap It , Map It , Graph It

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

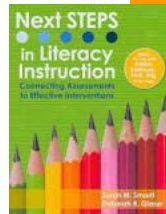
ran

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

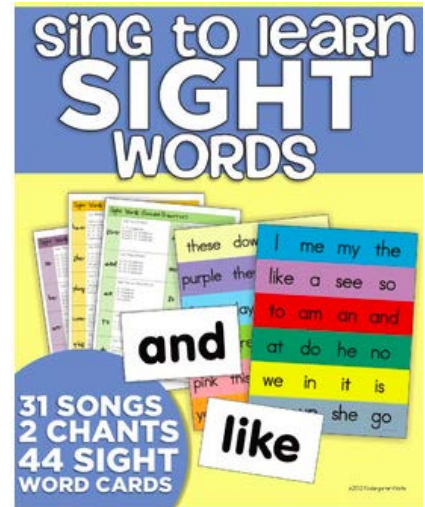
went

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!

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