



Every Word Wants to Be a Sight Word: Exploring Best Practices That Support Orthographic Mapping



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Today's Focus



- Identify the instructional expectations for high frequency word teaching within Florida's B.E.S.T. English Language Arts (ELA) Standards.
- Rethink the misconceptions of high frequency word learning.
- Develop an understanding of orthographic mapping and its relevance to word recognition.
- Apply instructional practices for sight word recognition.

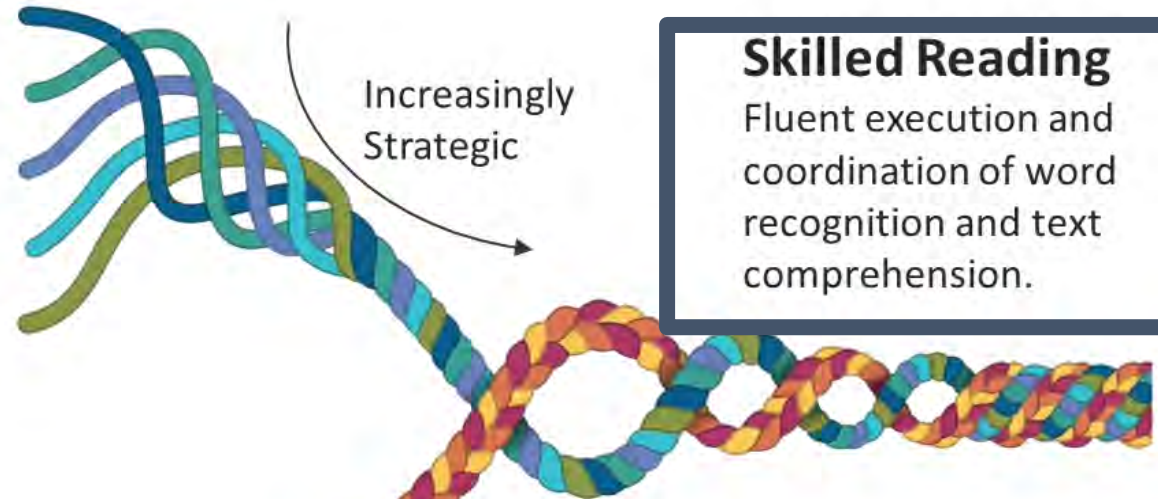
Anticipation/Reaction Guide

Misconception	Wondering	Evidence
1. The terms high frequency words and sight words mean about the same thing.		
2. When word solving, students should first ask, "What would make sense?"		
3. In many words that are irregular, there are patterns within the word that cannot be taught or decoded.		
4. The primary reason to teach children to decode is to problem solve the word in the moment.		

The Reading Rope and Skilled Reading

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly
Automatic

Skilled Reading

Fluent execution and
coordination of word
recognition and text
comprehension.

Phonics and Word Analysis

ELA.K.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

- a. Demonstrate knowledge of the most frequent sound for each consonant.
- b. Demonstrate knowledge of the short and long sounds for the five major vowels.
- c. Decode consonant-vowel-consonant (CVC) words.
- d. Encode consonant-vowel-consonant (CVC) words.

Benchmark Clarifications:

Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and [Dolch](#) and [Fry](#) word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Fluency

ELA.K.F.1.4: Recognize and read with automaticity grade-level high frequency words.

Benchmark Clarifications:

Clarification 1: See [Dolch](#) and [Fry](#) word lists.

Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Sight Words vs. High Frequency Words

Sight Word

Any word that can be retrieved from memory instantly because it has been orthographically mapped.

High Frequency Word

A word that occurs often in text and is phonetically regular (gets) or phonetically irregular (who).

Types of High Frequency Words

Regular

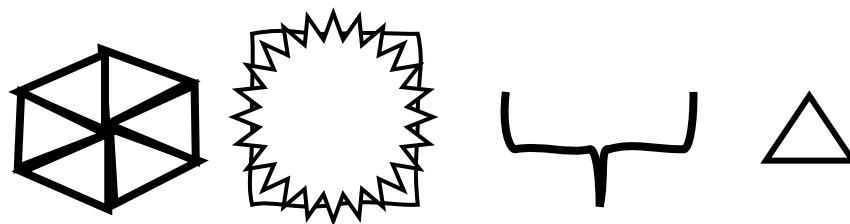
Words that occur often in text and have consistent, reliable sound spelling correspondences (can).

Temporarily Irregular

Words that occur often in text and are decodable once students learn the phonics skills they contain (like).

Permanently Irregular

Words that occur frequently in text and have irregular sound spelling correspondences (one).



Pause and Reflect

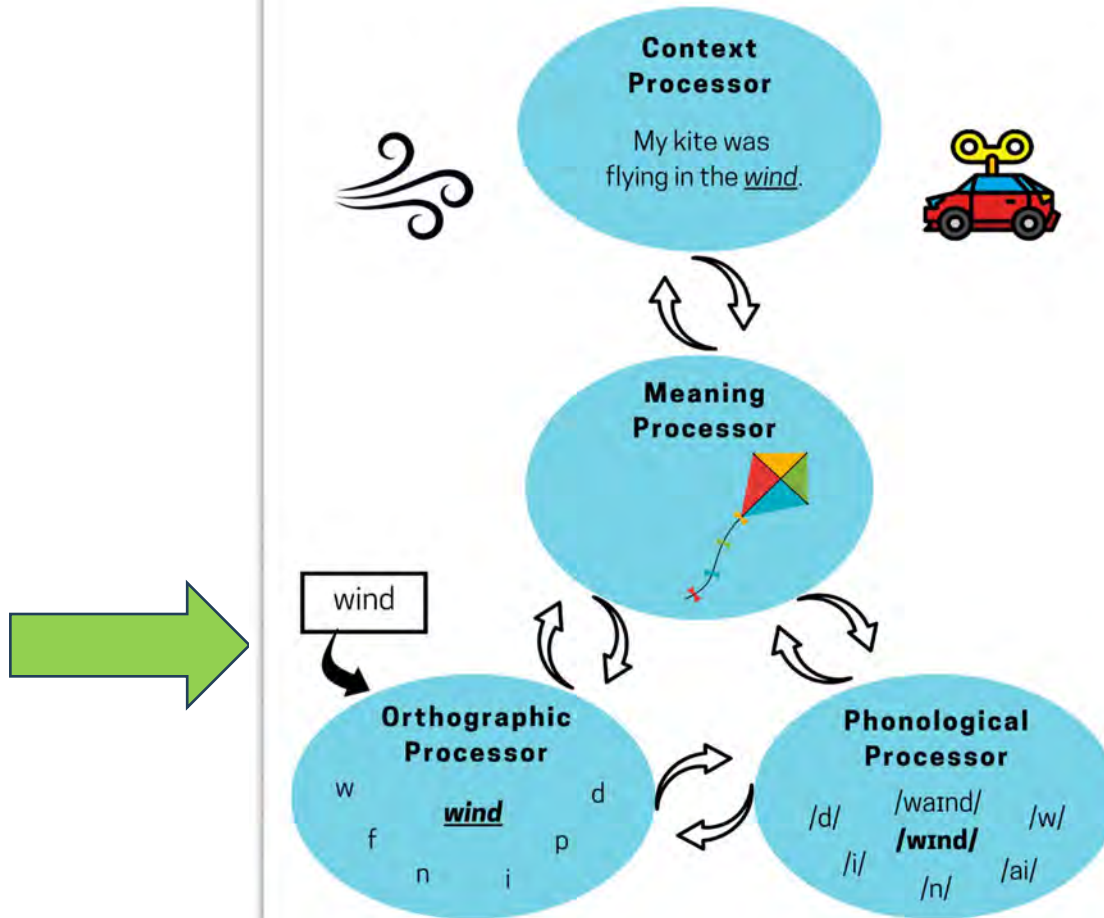


The Reading Brain





Adams Model of the Reading Process



A Moment for Reflection...



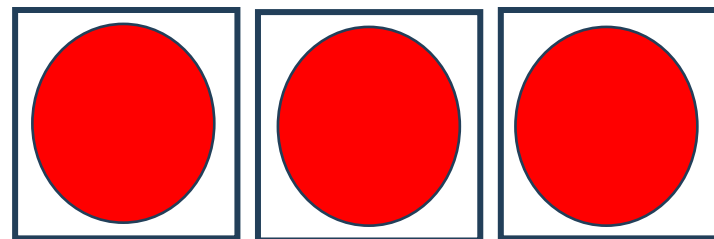
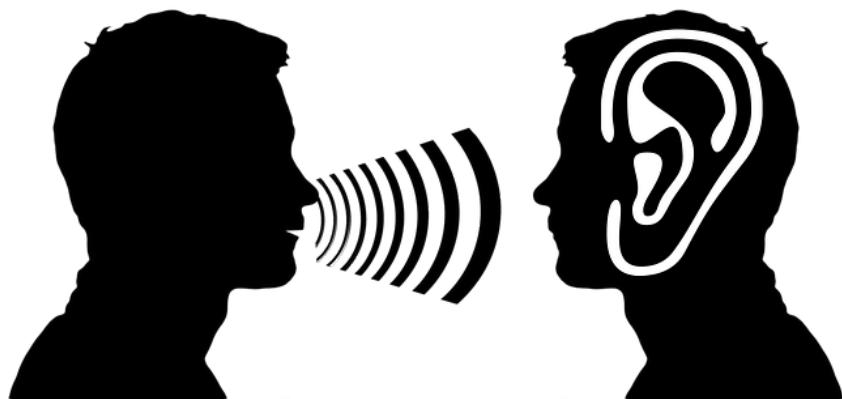
The Reading Brain

Adams Model of the Reading Process

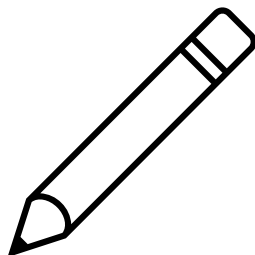
Implications for Instruction

Teaching High Frequency Words

I put my pencil on the desk.



p u t



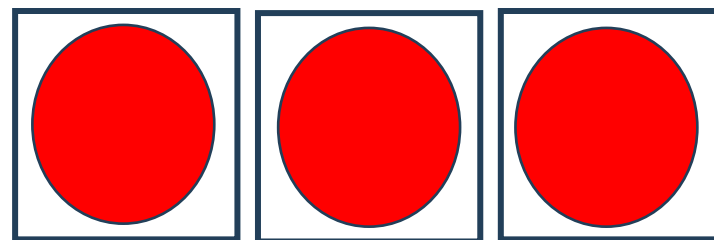
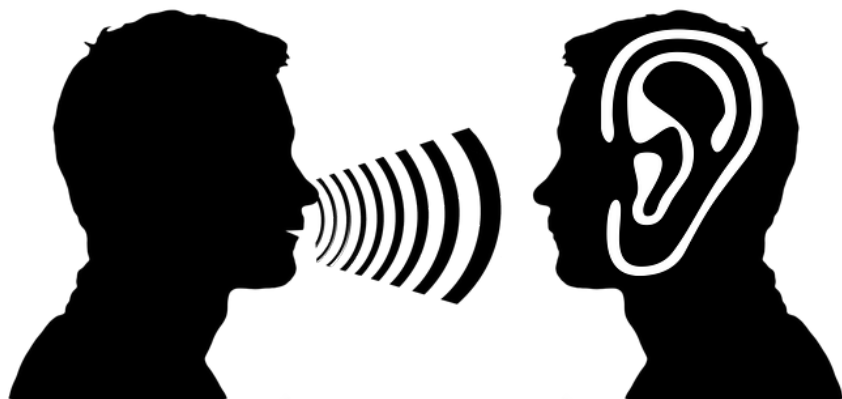


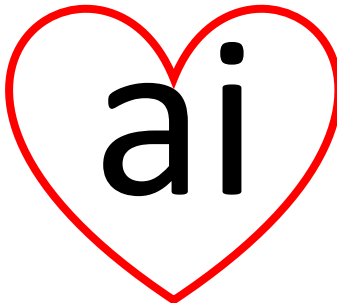
Let's Practice *Said*

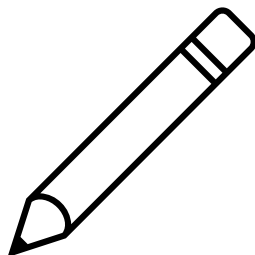
- Step 1:** Introduce the word in a student-friendly sentence.
- Step 2:** Say the word and segment its sounds orally.
- Step 3:** Orally segment the sounds again, this time tapping a finger for each sound.
- Step 4:** Write the letter(s) that represent each sound and circle or highlight the irregular part(s).
- Step 5:** Read the word again.
- Step 6:** Ask students to repeat steps 2 and 3.
- Step 7:** Tell students to use the word in a sentence.

Teaching High Frequency Words

The mother said to stop.



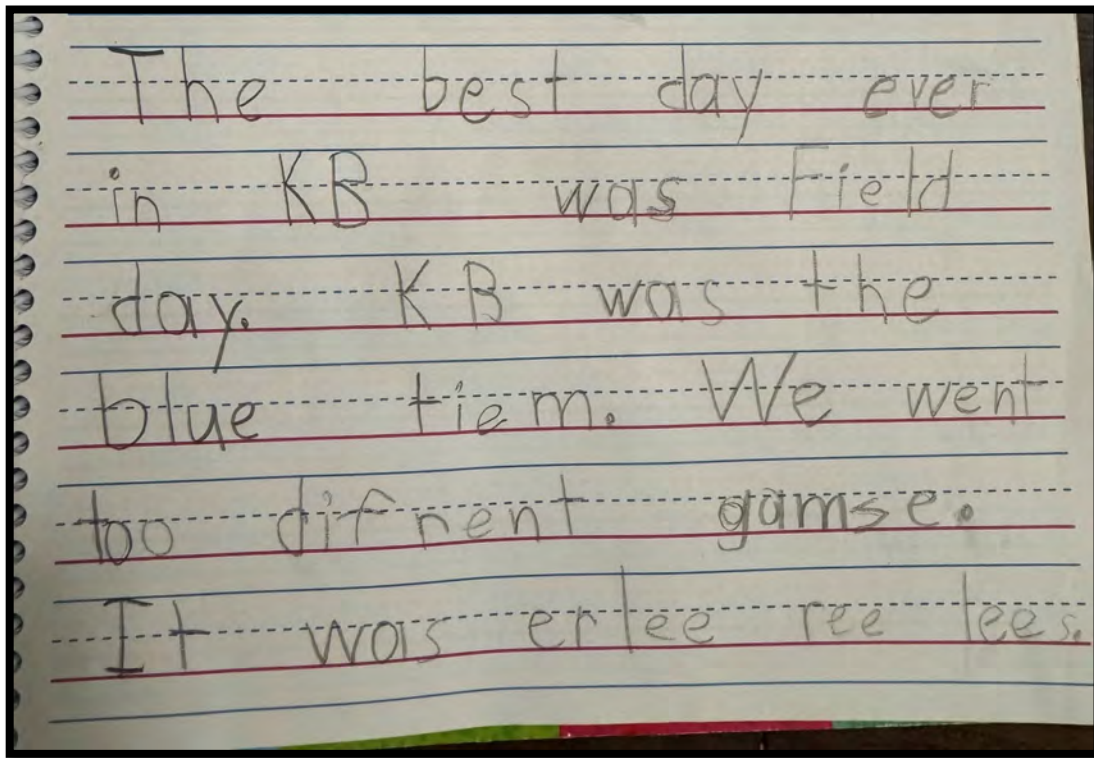
s  d



Reading and Writing Words Across Ehri's Phases

Phase	Reading Words	Writing Words
Pre-Alphabetic	Looks at a picture of a stop sign and says, "That says stop."	Draws a picture of a girl, writes in squiggles, writes the letters <i>m, s, t</i> and reads, "The girl could jump."
Partial Alphabetic	Looks at the picture and the first letter on the stop sign and says, "/s/...That says stop."	Draws a picture of a girl, writes the letters <i>c, d</i> and reads, "The girl could jump."
Full Alphabetic	When encountering the word <i>stop</i> in a text, the reader works across it sequentially, decoding sound by sound (/s/ /t/ /o/ /p/).	Draws a picture of a girl, writes " <i>The grl cud jump</i> " and reads, "The girl could jump."
Consolidated	When encountering the word <i>stop</i> in a text, the reader easily recognizes and blends known chunks st-op.	Because the child has seen <i>could</i> in print and has learned to read and spell <i>should</i> , the child can easily write <i>could</i> .
Automatic	When encountering the word <i>stop</i> in a text, the reader processes the letters automatically (in a fraction of a second) without the need for problem solving.	Writes words such as <i>could, should, would</i> fluently drawing from a vast dictionary of stored words.

Student Samples



Word Scramble



Practice Routine:

Step 1: Teacher tells students the word.

Step 2: Teacher gives students the letters to build the word.

Step 3: Students use an Elkonin box to push the letters up for each sound and read the word.

Step 4: Students scramble the letters and rebuild by using the correct spelling of the word.

Step 5: Students write the word.

Step 6: Students build, read and write a new word.

I Read, You Point



Practice Routine:

Step 1: Students place word cards face up in rows.

Step 2: Student one reads the first word on the list of words.

Step 3: Student two quickly looks for, points and reads the matching word.

Step 4: If correct, student one reads the next word. If incorrect, students look together for the matching word.

Step 4: Students continue until all words have been read.

Step 5: Students switch roles and repeat the practice.



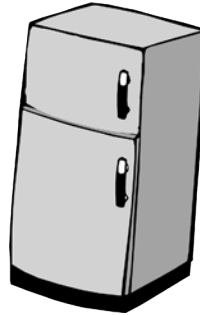
A Quick Recap

- We identified the instructional expectations for high frequency word teaching within the B.E.S.T. ELA Standards.
- We reflected on misconceptions of high frequency word learning using our Anticipation/Reaction Guide.
- We discussed orthographic mapping and its relevance to word recognition by studying reading models.
- We engaged in instructional practices with partners for sight word recognition.

Let's Reflect!



Suitcase – What idea from this session do you want to pack up and take away to implement?



Freezer – What idea from this session do you want to put on hold to think more about?



Wastebasket – What misconceptions about high frequency words did you have that you want to throw away after this session?



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