PREPARE

CONCEPT Sight words include the most frequently used and repeated words in text. Some sight words follow regular, phonic patterns, while many are irregular. Through learning reliable patterns and through repeated exposures, words are held in memory and are recognized instantly. Rapid and automatic sight word recognition leads to more fluent reading, which can lead to improved comprehension of texts.

VOCABULARY automaticity, fluent reading, sight word, stress

MATERIALS Lesson reproducibles, index cards, letter tiles, word lists (included)

INSTRUCT

Teach or review the concept of a sight word (i.e., words that we see all the time in reading and use often in writing). Explain that students will learn them as whole words because many do not follow the rules of phonics and cannot be sounded out. Display an example (e.g., *have*). Then, model the steps of learning a new sight word. Read the word. Decide what is irregular about it (e.g., the word *have* looks like a silent-e syllable, but the vowel is not long). Then, spell the word aloud: say the word and spell the word aloud while looking at a model. Finally, say the word and spell it aloud again, this time with eyes closed or looking away from the model. Have students apply the steps and then explain what sight words are.

State the information: **Sight words are words that we see all the time in reading and use often in writing. While some follow the rules of phonics, many do not and cannot be sounded out.**

Use the same procedure with other sight words as needed.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

PRACTICE

- Using the Word Lists included in this lesson as a reference, have each student create a deck of index cards with a sight word on one side and a picture clue on the reverse side. Place the cards on a table, words facing up, and have students point to each word after you say it. Repeat until they identify each sight word automatically. The cards may be placed on a ring so that students can review them independently. Alternatively, pairs of students may combine their decks to play common games (e.g., Go Fish, Old Maid, Concentration).
- Create Automaticity Charts, such as those included with this lesson, to support the development of students' automaticity with specific sight words. To begin, the teacher should point to one example of each word in the chart. The teacher should read the word, and then the student should read the word. Next, have students practice reading the chart multiple times, with different objectives each time. First, the reading may be untimed. Then, the reading may be timed as a student reads the chart at his or her own pace. Finally, the reading may be timed (for example, for 30 seconds or one minute) to see how many words the student can read quickly and accurately. Rereadings may occur within one lesson or across different lessons, depending on student needs.
- Emphasize Echo Reading, a method for modeling fluent oral reading that students can imitate. Distribute short paragraphs that include target sight words. Students should follow along as you read aloud one or two sentences at a time. Have them repeat the text as they run a finger under it.

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- Provide pairs of students with sentences that include single sight words. One student should orally present the target sight word and the sentence as follows: *animal – That animal looks angry – animal*. The other student should write the sight word and then check the spelling with his or her partner. Have students switch roles halfway through the exercise.

ADAPT

SUPPORT

- Help students develop sensitivity to changes in stress as they practice reading sentences that include sight words. As a model, display one sentence and stress different sight words each time you read it. Ask students to explain how the meaning changes as one word is spoken more strongly than the others. For example: *I* want that apple. (The apple is for me.) I *want* that apple. (I really, really want it.) I want *that* apple. (I want that one, not a different one.) I want that *apple*. (I want the apple, not something else.) Have students read and discuss additional sentences.
- Give students the letter tiles for one sight word at a time. Display and say the word. Have students spell the word orally while looking at the model. Have students spell the word using their letters. Say the word together. Then, take away the displayed word. Have students scramble their letters and spell the word independently. Finally, ask students to practice writing the word in a dictation.

EXTEND

- Display or distribute a list of sight words. Point to one or two, and have students generate an oral sentence that uses them. Consider having students generate questions as well.
- Have students record themselves reading a passage that includes a number of sight words. Then, have them evaluate whether their reading was smooth, clear, and easy to understand. Alternatively, have students provide feedback to each other as they read sections of text.
- Provide students with a selection of sight words. Have them work independently or in pairs to write short sentences that include one to three sight words each (e.g., *That door is a beautiful color*). Students may share their sentences and practice reading them aloud.

CONNECT

- Provide a paragraph or page from content area reading. Have students highlight or underline specific sight words in the passage, create a tally, and share their findings.

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WORD LISTS

These lists build on each other.

To Be Used with Levels 1 through 10	
Level 1	are, be, because, been, before, come, could, do, does, for, from, have, might, of, out, people, pull, put, right, should, there, they, through, to, want, was, where, won't, would, you, your
Level 2	about, also, animal, around, bother, building, busy, dead, done, down, eat, floor, friend, full, here, know, live, many, month, mother, none, other, place, some, very, what, world
Level 3	after, beautiful, began, blood, change, color, door, every, found, head, high, never, night, nothing, ocean, orange, pieces, said, show, sight, together, watch, water, were, wore
Level 4	air, another, anyone, anything, body, breathe, climb, cold, comes, enough, everyone, family, find, light, minute, most, new, piece, scared, search, several, someone, something, sometimes, spread, talking, their, warm, work
Level 5	always, answer, both, bury, city, few, food, great, higher, kinds, knowledge, moves, nobody, nowhere, only, pulls, pushes, somewhere, walks, wants, woman, young
Level 6	above, against, buildings, colorful, colors, earth, easily, everywhere, exhausted, grew, kind, moved, person, push, rightly, seconds, touched, touching, walk, watched, weight, whose
Level 7	adventure, away, built, changes, character, different, elephant, friends, journey, move, movie, mythical, news, pierce, removed, sound, special, thought, tightly
Level 8	again, appear, behave, break, build, buying, doing, favorite, native, watching, yourself
Level 9	area, buy, childhood, company, damage, daughter, father, frightened, gallons, heard, heavy, husband, important, interesting, lived, modern, mostly, often, piano, popular, pulling, remind, searched, thoughtful
Level 10	among, bodies, caught, characters, commonly, curtain, customers, dangers, heart, highest, holds, imagined, known, learned, money, more, moving, once, ready, scenes, school, throughout, who, writer, written, wrote

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ANCHOR CHART

Sight Words

- used all the time in reading and writing
- many cannot be sounded out
- better to learn as whole words

Reading and Spelling Sight Words

Read the word.

Decide what is irregular about it.

Spell the word aloud:

Say the word and spell the word while looking at a model.

Then, say the word and spell it aloud again, this time with eyes closed or looking away from the model.

because

does

people

through

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AUTOMATICITY

The following automaticity sets are from Skill Builders for Levels 1 through 10.

Level 1 Set 1

would	right	from	you	they	from	6
you	would	they	right	from	would	12
you	right	they	you	from	they	18
right	would	right	you	would	from	24
they	would	right	from	you	they	30
they	right	from	would	you	right	36
they	you	would	from	right	from	42
you	they	would	from	you	would	48
right	they	50				

☐ I read all 50 words correctly in 30 seconds.

☐ I will keep practicing these words.

Level 2 Set 1

about	busy	friend	month	very	friend	6
month	about	very	busy	friend	about	12
month	busy	very	month	friend	very	18
busy	about	busy	month	about	friend	24
very	about	busy	friend	month	very	30
very	busy	friend	about	month	busy	36
very	month	about	friend	busy	friend	42
month	very	about	friend	month	about	48
busy	very	50				

☐ I read all 50 words correctly in 30 seconds.

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AUTOMATICITY

The following automaticity sets are from Skill Builders for Levels 1 through 10.

Level 3 Set 1

said	ocean	found	watch	door	found	6
watch	said	door	ocean	found	said	12
watch	ocean	door	watch	found	door	18
ocean	said	ocean	watch	said	found	24
door	said	ocean	found	watch	door	30
door	ocean	found	said	watch	ocean	36
door	watch	said	found	ocean	found	42
watch	door	said	found	watch	said	48
ocean	door	50				

☐ I read all 50 words correctly in 30 seconds.

☐ I will keep practicing these words.

Level 4 Set 1

light	someone	search	family	their	search	6
family	light	their	someone	search	light	12
family	someone	their	family	search	their	18
someone	light	someone	family	light	search	24
their	light	someone	search	family	their	30
their	someone	search	light	family	someone	36
their	family	light	search	someone	search	42
family	their	light	search	family	light	48
someone	their	50				

☐ I read all 50 words correctly in 30 seconds.

☐ I will keep practicing these words.

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AUTOMATICITY

The following automaticity sets are from Skill Builders for Levels 1 through 10.

Level 5 Set 1

knowledge	always	young	moves	answer	always	6
young	moves	answer	knowledge	answer	moves	12
knowledge	always	young	moves	always	answer	18
knowledge	answer	always	young	moves	knowledge	24
answer	answer	moves	young	always	knowledge	30
moves	answer	always	knowledge	young	always	36
young	moves	answer	knowledge	young	moves	42
knowledge	knowledge	always	answer	always	answer	48
young	moves	50				

☐ I read all 50 words correctly in 30 seconds.

☐ I will keep practicing these words.

Level 6 Set 1

grew	everywhere	above	whose	touched	whose	6
above	grew	touched	everywhere	everywhere	touched	12
grew	touched	whose	everywhere	whose	grew	18
above	touched	above	grew	whose	everywhere	24
touched	touched	grew	above	everywhere	whose	30
whose	touched	grew	above	everywhere	above	36
whose	grew	about	everywhere	touched	whose	42
above	everywhere	grew	grew	touched	everywhere	48
whose	above	50				

☐ I read all 50 words correctly in 30 seconds.

☐ I will keep practicing these words.

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AUTOMATICITY

The following automaticity sets are from Skill Builders for Levels 1 through 10.

Level 7 Set 1

adventure	built	different	friends	move	different	6
built	adventure	move	friends	built	friends	12
move	different	adventure	adventure	friends	built	18
different	move	different	move	built	adventure	24
friends	move	adventure	different	friends	built	30
friends	built	adventure	move	different	built	36
move	friends	adventure	different	move	different	42
friends	built	adventure	built	different	move	48
friends	adventure	50				

☐ I read all 50 words correctly in 30 seconds.

☐ I will keep practicing these words.

Level 8 Set 1

again	yourself	appear	watching	behave	yourself	6
appear	again	behave	watching	yourself	watching	12
behave	appear	again	watching	behave	yourself	18
again	appear	appear	again	yourself	behave	24
watching	again	behave	watching	appear	yourself	30
watching	behave	again	yourself	appear	behave	36
again	appear	yourself	watching	behave	again	42
watching	appear	yourself	yourself	appear	behave	48
watching	again	50				

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AUTOMATICITY

The following automaticity sets are from Skill Builders for Levels 1 through 10.

Level 9 Set 1

area	heavy	piano	buy	popular	heavy	6
piano	popular	area	buy	heavy	piano	12
area	popular	buy	area	buy	heavy	18
popular	piano	piano	area	heavy	buy	24
popular	buy	heavy	popular	piano	area	30
buy	popular	area	piano	heavy	piano	36
popular	buy	area	heavy	popular	heavy	42
buy	area	piano	buy	area	piano	48
heavy	popular	50				

☐ I read all 50 words correctly in 30 seconds.

☐ I will keep practicing these words.

Level 10 Set 1

among	caught	commonly	customers	heart	caught	6
commonly	heart	among	customers	caught	customers	12
among	heart	commonly	commonly	among	customers	18
caught	heart	commonly	among	customers	heart	24
caught	heart	caught	commonly	customers	among	30
customers	commonly	caught	among	heart	customers	36
heart	customers	commonly	caught	heart	customers	42
commonly	caught	among	heart	customers	caught	48
among	commonly	50				

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