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

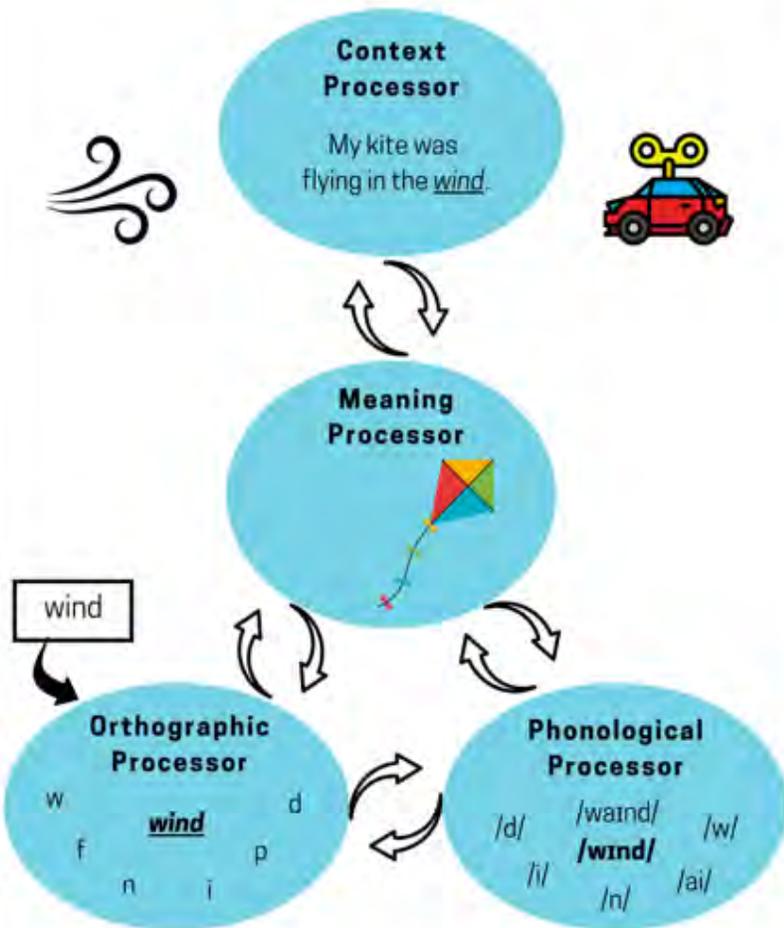FLORIDA DEPARTMENT OF EDUCATION
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JUST READ, FLORIDA!

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.		

Adams Model of the Reading Process

Context Processor

My kite was flying in the *wind*.

Meaning Processor

wind

Orthographic Processor

w
f
n
wind
d
p
i

Phonological Processor

/d/
/i/
/waɪnd/
/wɪnd/
/n/
/w/
/aɪ/

Words enter the brain through the **orthographic processor** and then the brain sends information to the **phonological processor**, followed by the **context and meaning processors**. Notice how this process impacts reading instruction, in particular high frequency words.

1. With your partner, illustrate the process for how the brain works when reading.

2. How does the Adams Model of the Reading Process help you with supporting students as they learn high frequency words?

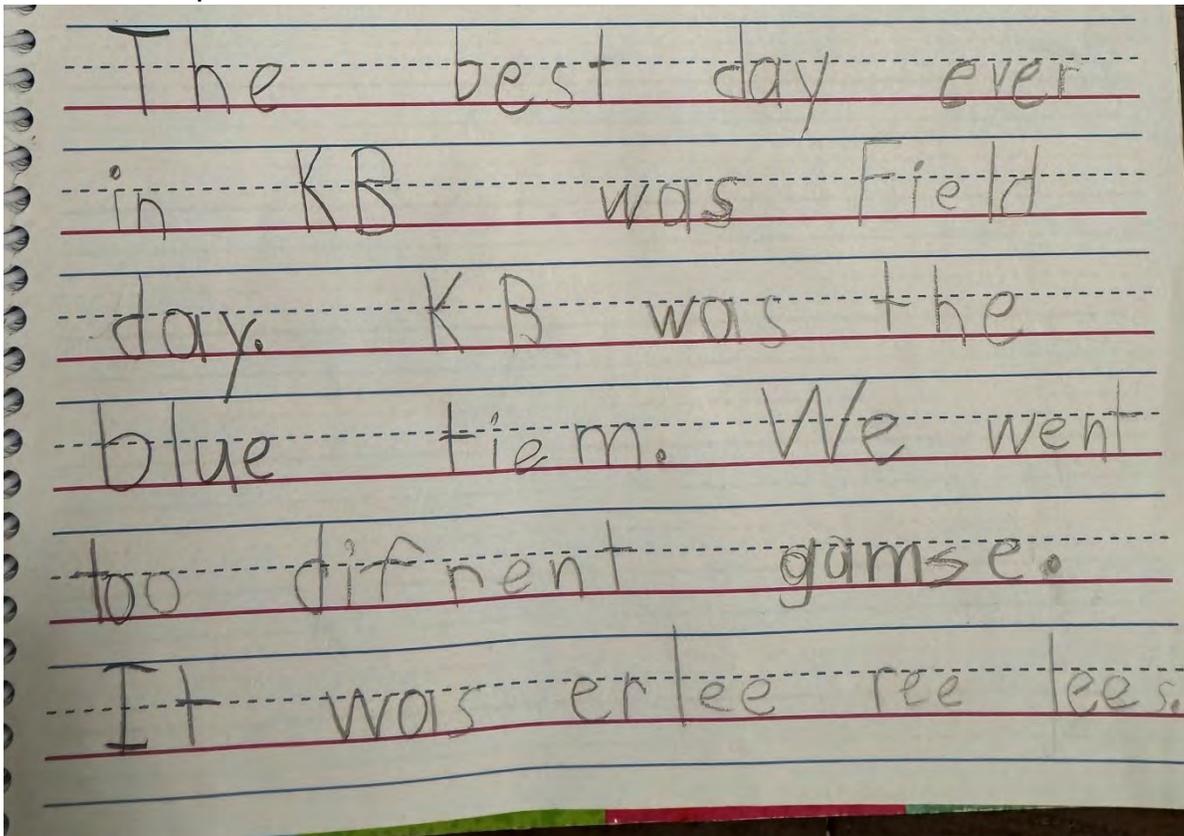3. What are some instructional practices aligned to the information presented?

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 *m, s, t* 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 c*, d* and reads, "The girl could jump."
Full Alphabetic	When encountering the word *stop* in a text, the reader works across it sequentially, decoding sound by sound (/s/ /t/ /o/ /p/).	Draws a picture of a girl, writes *"The grl cud jump"* and reads, "The girl could jump."
Consolidated	When encountering the word *stop* in a text, the reader easily recognizes and blends known chunks st-op.	Because the child has seen *could* in print and has learned to read and spell *should*, the child can easily write *could*.
Automatic	When encountering the word *stop* 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 *could, should, would* fluently drawing from a vast dictionary of stored words.

Student Sample #1

The best day ever
in KB was Field
day. KB was the
blue tiem. We went
too difrent gamse.
It was erlee ree lees.

What phase(s) of word writing is this student in?

_____

What could be an instructional focus for this student?

_____

_____

_____

Student Sample #2

I went on a trip.

What phase(s) of word writing is this student in?

_____

What could be an instructional focus for this student?

_____

_____

_____

Student Sample #3

I C Be

I can be a firefighter.

What phase(s) of word writing is this student in?

_____
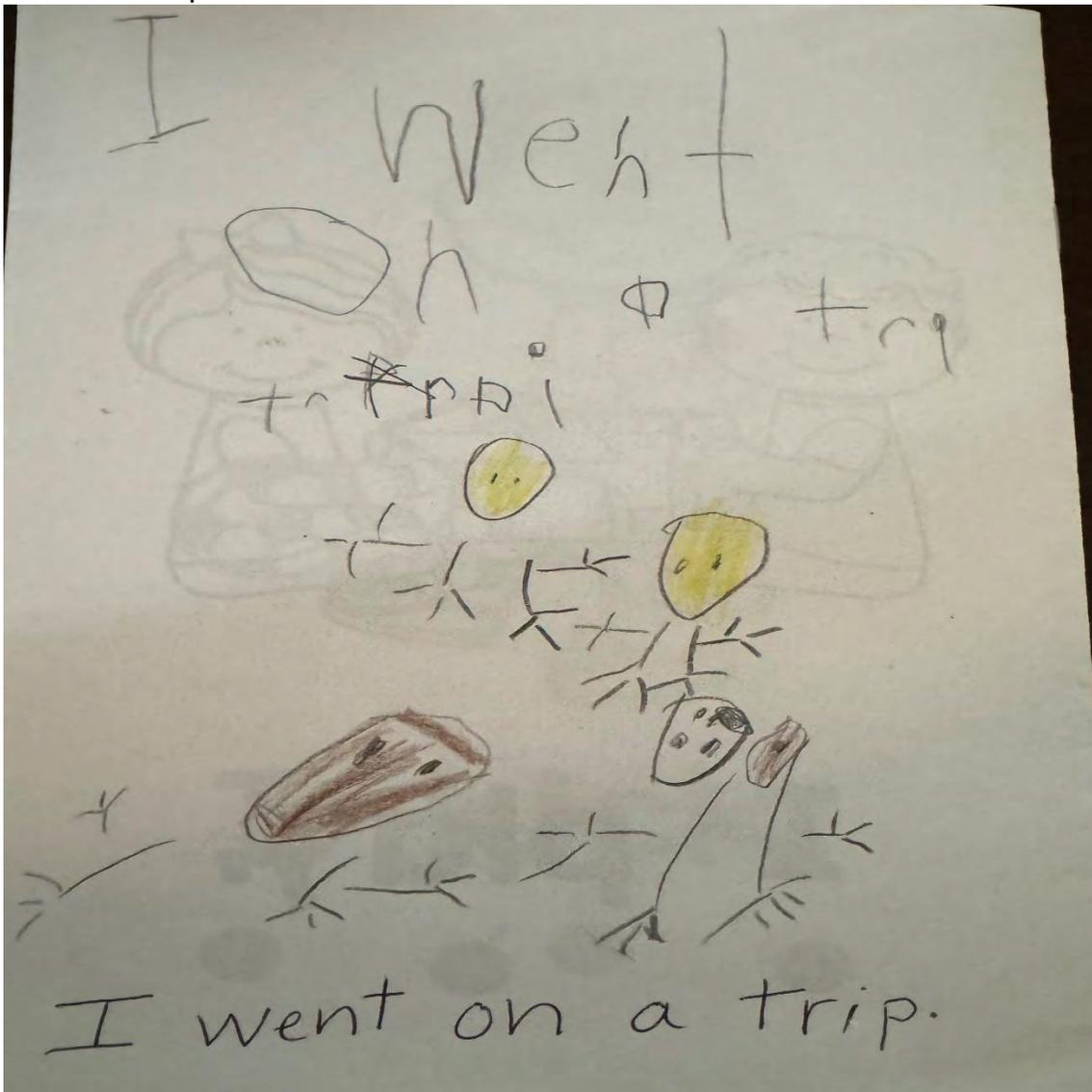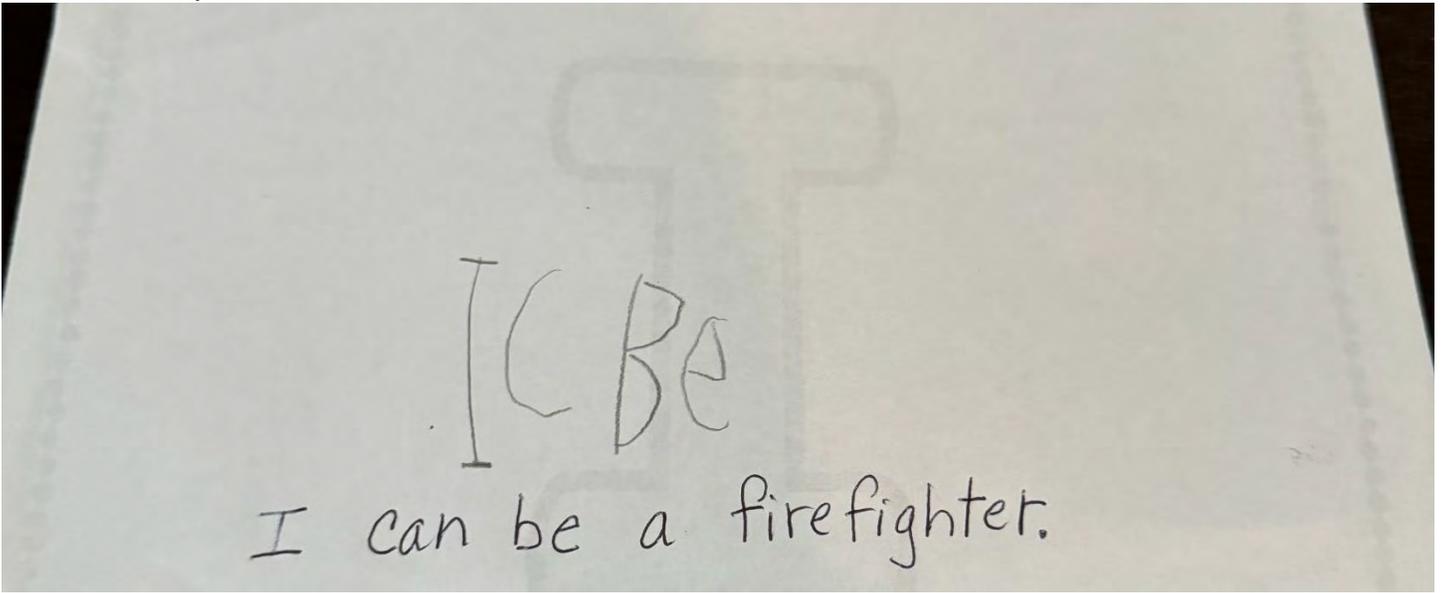
What could be an instructional focus for this student?

_____

_____

_____

Word Scramble

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

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.
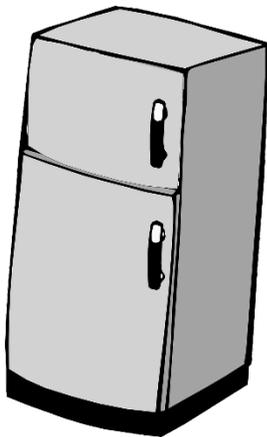**Step 4:** Students continue until all words have been read.
Step 5: Students switch roles and repeat the practice.

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

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

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