



## Sight Words

### Overview of the Assessment

Some words simply must become automatically recognizable to the reader. They must be recognized on sight and thus have been labeled as "sight words". These sight words are necessary because:

- ❖ Approximately 100 high-frequency words make up at least 50 percent of everything that we read as adults. For students, who read less complex reading material, these 100 words are encountered even more frequently.
- ❖ Many of these words are not pronounced or spelled in regular ways – that is, they cannot be "sounded out", nor do they follow any predictable spelling pattern (e.g., the, they, of). Thus, they must be learned so that each time they are encountered, the student does not need to struggle with decoding. Struggling is painful and reduces the meaning of the reading because too much effort goes into decoding.

A strong bank of high-frequency words is a vital support to students growing skills as readers, as they are freed from problem-solving on each word while reading for meaning. (*Kindergarten Teacher's Resource Book*, by Miriam Trehearne, page 68)

### Expectations

By the end of Kindergarten, children will:  
(Language Overall)

- B. Demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher;
- C. Use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials;
- D. Communicate in writing, using strategies that are appropriate for beginners.

### How to Administer the Assessment

1. Ask the student to read the list of words. If a student needs help focusing on one word at a time, mask the words not yet read with a blank card or paper.
2. Check off each word read correctly on the recording sheet using the legend provided. Record all attempts in the same way one would record attempts to problem-solve words in a running record. This provides valuable information on what strategies students use when problem-solving words out of context.

### Resources

- The Kindergarten Program, 2006
- Kindergarten Teacher's Resource Book by Miriam Trehearne pages 68-71, 93-94

A Guide to Effective Instruction in Reading Kindergarten to Grade 3, page 9.3-9.7, 9.16-9.22

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