

Sight Words

For New or Struggling Reader



Mrs. Karle's



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Reading Patch TM

Hi, my name is Madreen Karle and this is my daughter, Meeghan Karle Mousaw. We are a mother-daughter team.

I taught reading for 30 years in the classroom. I helped struggling readers: students whose first language was not English, special needs students, students with reading disabilities.... Any student who struggled at my school, I taught.



When I retired, I created the Reading Patch program. I wanted to reach more people because I knew I could help new and struggling readers.

My daughter has her Masters in Education. She found the program hidden in our basement and used the program with her own children. She put the program online and has now helped thousands of people learn to read online through the Reading Patch

We are here to help you. Never hesitate to reach out with questions!

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Today we are going to learn about _____ and how they will help you with teaching reading.

_____ is the second essential element you need when you are teaching reading. Anyone who teaches reading knows that children need to be able to _____ when learning to read.

_____ are the most frequently used words in the English language.

Many

They have strange phonetic patterns.
Examples include



_____ make up about
_____ of any written text that adults read.
_____ make up
_____ of text that
children read.

There are different levels of _____,
and different approved
_____ (Dolch and Fry) -generally
each level and list have very similar words but
some people teach from one list while other
teach from another.

Sight words promote _____:

Students will be able to read more fluently if
they have learned to recognize sight words
instantly.

Sight words promote _____



Because _____ make up at least
_____ of what a
student reads, a student will be able to read
fluently up to 80% of the time if they know the
sight words.

_____ promote reading
_____.

When you know the words, you can



_____ provide clues to the
_____ of the text.

It is easier to decode a story when you know
_____. (For instance:
Bear likes the blue ball.)

_____ should be
_____ and _____.

A word has little meaning when it is learned
alone - Learn _____ in the
context of other words and you will see that it
has rich meaning.

Students should know sight words
_____ (they should recognize
them immediately and without hesitation.)



Homework assignment: [Do the sight word test](#) – Do not assume you know what your student knows or does not know! This is an important step! I want you to test your reader using the test so that we can use the test as a benchmark on where to begin lessons. Remember, when you test your reader, in order to say that [sight-word-test.pdf](#) they know the sight word, they need to read the word without hesitation.

Sight Word Test

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For a beginning reader, use this test as a benchmark.

You will see what your reader knows and does not know. Even if a student does poorly on the reading test, he/she will still succeed at reading. It is good to know what skills your student knows and does not know so that you can work with the student on improving individual skills.

For a struggling reader, use this test as a benchmark.

You need to know where your student struggles before you begin helping them. With your help, your student will succeed at reading.



For a struggling reader, does your reader know these sight words? They need to be able to read these words fluently (automatically). If they hesitate in any way, they can't read the word.

- | | | |
|----------------------------------|---------------------------------|--------------------------------|
| <input type="checkbox"/> good | <input type="checkbox"/> brown | <input type="checkbox"/> can |
| <input type="checkbox"/> morning | <input type="checkbox"/> rabbit | <input type="checkbox"/> white |
| <input type="checkbox"/> see | <input type="checkbox"/> is | <input type="checkbox"/> dog |
| <input type="checkbox"/> a | <input type="checkbox"/> not | <input type="checkbox"/> boy |
| <input type="checkbox"/> red | <input type="checkbox"/> up | <input type="checkbox"/> play |
| <input type="checkbox"/> I | <input type="checkbox"/> down | <input type="checkbox"/> three |
| <input type="checkbox"/> yellow | <input type="checkbox"/> and | <input type="checkbox"/> come |
| <input type="checkbox"/> one | <input type="checkbox"/> black | <input type="checkbox"/> here |
| <input type="checkbox"/> blue | <input type="checkbox"/> cat | <input type="checkbox"/> we |
| <input type="checkbox"/> the | <input type="checkbox"/> it | <input type="checkbox"/> ball |
| <input type="checkbox"/> green | <input type="checkbox"/> bird | <input type="checkbox"/> all |
| <input type="checkbox"/> go | <input type="checkbox"/> big | <input type="checkbox"/> me |
| <input type="checkbox"/> bear | <input type="checkbox"/> little | <input type="checkbox"/> four |
| <input type="checkbox"/> too | <input type="checkbox"/> run | <input type="checkbox"/> for |
| <input type="checkbox"/> orange | <input type="checkbox"/> said | <input type="checkbox"/> girl |



Whether you have a new reader or a struggling reader, this test is a benchmark. You now know what your reader knows (or does not know).

If you can test your student, you can also teach your student! The Reading Patch is here to help you!

**Have questions? We are here to help you:
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