

Section IX

Sight Word/Decodable Word List

Rationale

Once children are able to use several sources of information effectively while reading they will be on the way to becoming more fluent. Knowledge of sight words and efficiency in word recognition help children develop their understanding of increasingly complex pieces of written language. It helps them develop speed and accuracy. To establish instructional priorities for each child in the early stages of literacy development, the Sight Word/Decodable Word List assessment will be administered. This assessment helps teachers understand what individual children know specifically about word recognition. **Teachers' observations are crucial and critical factors informing their decisions about whom and when to assess.**

Definition

Word recognition has two equally important aspects. First, a reader must have a large sight word vocabulary (words recognized automatically). Second, a reader must have multiple strategies for decoding (using knowledge of symbol-sound correspondences) to identify unfamiliar words.

Assessment Guidelines

General Instructions

Children should be assessed individually. The assessment area should be quiet and free from major distraction. Generally, a small table where the teacher can sit beside the child is sufficient.

Procedure

1. Using a card or cover sheet, slowly expose one word at a time starting with the *Preprimer* word list. Move from one list to the next until the child either misses five consecutive words or seven words on one list.
2. If a child misses five consecutive words, remove the card or cover sheet, and ask the child, **Do you know any of the other words on the list?**
3. Place a check (✓) in the column next to the word if the child *correctly* identifies the word. Record *incorrect* responses (mispronunciations/substitutions) next to the word on the child's reporting form.

4. Total the number of correct responses in each completed column.
5. Identify and record on the student record sheet the score of the highest list where the student scored a minimum of 13.

Analysis

Analyze incorrect responses, mispronunciations, and substitutions to determine the child's strengths and areas for instruction. Examples of issues to consider in analysis are reversals, word families, chunking, recognition of decodable words, and words which are highly abstract or concrete. Another area to consider is the relationship of the child's performance on this assessment and her/his writing and oral reading performance.

Sight Word/Decodable Word List

Student's Name _____ Grade _____ Date _____

Emergent		First Grade		Second Grade		Third Grade	
Preprimer	Primer	First Grade		Second Grade		Third Grade	
and	there	each	still	complete			
to	do	like	food	anything			
you	how	through	room	wear			
that	about	new	money	sheep			
was	some	good	morning	nation			
they	these	any	noticed	blow			
his	would	right	begins	peace			
at	has	also	weather	climate			
from	him	come	friend	rough			
I	see	because	sent	struck			
not	could	does	insects	speaking			
had	make	say	trade	magic			
what	who	give	clock	lion			
all	get	air	gate	crowded			
an	look	boy	pain	removed			
said	big	mother	breathe	wool			
man	home	point	pride	worried			
stop	red	move	promise	claws			
map	run	true	clue	stamps			
bad	dog	road	hatch	senses			
Total	Total	Total	Total	Total			

The interlocking circles at the top of this page are to encourage teachers to remember that while the lists are presented under specific grade headings a student may be within a developmental stage that is not tightly aligned with a grade level designation. A teacher at any specific grade provides instruction to students who possess a range of knowledge and performance levels.

Adapted from: Taylor, B.; Dewitz, F.; & Pearson, P.D. (1997). The CIERA early assessment battery for studying schools that beat the odds. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.

Sight Word/Decodable Word List

and

not

to

had

you

what

that

all

was

an

they

said

his

man

at

stop

from

map

I

bad

Sight Word/Decodable Word List

there

could

do

make

how

who

about

get

some

look

these

big

would

home

has

red

him

run

see

dog

Sight Word/Decodable Word List

each

does

like

say

through

give

new

air

good

boy

any

mother

right

point

also

move

come

true

because

road

Sight Word/Decodable Word List

still

insects

food

trade

room

clock

money

gate

morning

pain

noticed

breathe

begins

pride

weather

promise

friend

clue

sent

hatch

Sight Word/Decodable Word List

complete

speaking

anything

magic

wear

lion

sheep

crowded

nation

removed

blow

wool

peace

worried

climate

claws

rough

stamps

struck

senses