

Issue: Increasing high frequency words

Learning: Fast and fluent recognition of sight words

Expansion: Could be used for fast production of written sight words

1. Choose **one** high frequency word that matches what is useful for guided reading needs and that was present in the most current or recent guided reading text. For example, though the words /what/ and /the/ are both high frequency words that appear in a Level B text, teacher knowledge would signal that the word /the/ is most appropriate for the needs at this level. Once a word is automatic, it can be useful for review or for other activities, such as on an analogy chart. Each step in the procedure below is necessary, but the entire process should take only 1-2 minutes.
 - a. **What's missing?** Write the word on a whiteboard or make with magnetic letters. Do this in front of the students so they can see the left-to-right construction of the word. Say, "This was a word in the story. This is the word _____." Ask students to look at each letter in order. Then have students spell the word as you point to each letter in sequence. This prompts them to study the word by scanning left to right. Some students develop a haphazard approach to looking at print, which can lead to serial order problems later. Turn the board back toward you so that students cannot see the word. Say, "I'm going to take something away from the word and you need to tell me what's missing." Erase or remove one letter, then show the board and ask students to tell you what is missing. As they identify the missing part, you return the missing part to the word. Repeat the procedure two or three times by erasing one or more letters at a time, eventually moving toward having the entire word erased for students to tell what letters you need in order.
 - b. **Mix and fix:** Give each student the letters to make the new word. They should check your model to make sure they made the word correctly. Students check the word by sliding their finger under the word while they say it. Students should now pull each letter down to remake the word from left to right. Again, prompt for a slow check of the word. Now say, "mix and fix" and have students scramble the letters and then fix them to remake the word. Encourage slow checking after each mix and fix. Increase automaticity by saying, "Let's see if you can do it faster this time."
 - c. **Writing:** Students use their finger to "write" the word on the table or with a marker on a whiteboard. Encourage them to say the word as they write it. They are encouraged to write it from what it looks like in their mind, not by copying it unless they need another peek. Perhaps have them write it 2 times. Then as the student to write a completely different well-known word to them, like "the" or "can" or "and". Then have them write the new target word, again without looking at the model. Have them check it and run their finger under it and tell themselves the new word they have learned.

Adapted from Jan Richardson, *What's Next in Guided Reading*.