



Red Sight Words: Instructional Routine

The goal of this routine to promote orthographic mapping so students can recognize high-utility words by sight. Sight words are introduced and reviewed during the Reinforcing Lessons.

- 1 Display the first red Word Card.**

You will see this word when you read and write. It is on a red card because it has some letters that spell the expected sounds and some letters that do not.
- 2 Say the word for students and use it in a sentence.**

This word is said. He said that he was not hungry.
- 3 Say the word again and segment the sounds. Have students repeat. Then, draw attention to both regular and irregular sound-spelling patterns in the word.**

The word is said, /s/ /ě/ /d/. (said, /s/ /ě/ /d/)
Which letters are spelling the expected sounds? (s, d)
Which letters are not spelling the expected sounds? (a, i)
- 4 Highlight any letters in the word that do not spell the expected sounds.**

In the word said, the letters a and i spell /ě/.
- 5 Have students read the word. Then, have students write the word while saying each sound.**

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