

A review of selected research on methods of teaching sight words.

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Type of Review: Narrative.

Purpose: To review literature on the different approaches of teaching sight words as a way to teach reading.

Inclusion Criteria: Not Reported.

Search Method: Not Reported.

Review Method: Not Reported.

Number of Studies: 32

Population of Participants: (1) Low to high SES.
(2) Beginning and disabled readers.

Age of Participants: Kindergarten to Grade 2

Concerns Raised: Not Reported.

Outcome Measures of Interest: (1) Reading measures (words in sentences and words in isolation).

Conclusion/Results: Learning to read individual words can be enhanced through procedures that highlight the distinctive features of words. Procedures that focus on single words with the aid of pictures to enhance comprehension may be most facilitative to word learning. However, no one method or procedure alone is best for teaching sight words to each beginning readers.

Comments: