

Sight Words Fluency Intervention

Rationale: One important step in fluency is reading faster. In order to read fluently a child must be able to read faster, smoother, and more expressively. A way to do this is to improve sight word recognition. The more a child reads the more fluent they will become with the words in that text. Becoming a fluent reader makes reading much more enjoyable for children. This lesson will help children increase their fluency of reading isolated Sight Words, which will increase their overall reading fluency (<http://www.auburn.edu/~murraba/illum/bradygf.html>).

Materials: List of Sight Words (K-2)
Scoring Sheet/Data Collection Sheet
Stop Watch
Pens/Pencil (2)
Sight Word Flashcards (student use)
Race Track
Clipboard (optional)

Step one/Baseline: On the first day, find your student(s)' current number of known vs. unknown sight words. This step can be referred to as baseline in the data collection process. To do this, test your student on his or her current level by giving the student a list of sight words in which they will be learning. This list should consist off ALL sight words to be learned including previous years' lists. The examiner should keep hidden a list separate from the students' list in which the examiner can keep track of words correct and incorrect.

THE WORD LIST

1. Have the student sit across the table from the examiner.
2. Lay the list of Sight Words face down in front of the student.
3. The examiner should have the same list of Sight Words, but positioned where the student cannot see what the examiner marks (clipboard works well).
4. Explain to the student that you will be trying to find how many words he or she can read and that it is not for a grade. Let the student know that he or she will be timed, but not to hurry through the list.
5. Turn over the student's list of Sight Words.
6. Point to the first column and say, "Start here. Read down this way. When you finish with this column go to the next, and so on. Read each word aloud so I can hear you. Read each word as best you can. Do you have any questions?"
7. If the student does not have any questions, say "Are you ready?" Wait for a response. Then instruct the student to begin.
8. Start timing as soon as the student reads the first word.
9. Offer reinforcement by saying things such as "You are doing a great job!" and "Keep going, you are doing great!"
10. Examiner should mark each word missed.

11. When the student finishes, record time in minutes and seconds and number CORRECT over total.

Step two: Find the level at which the student should start. Each word on the examiner's list is marked with either a K, 1, or 2, which represents each grade level's Sight Word list. The examiner will separate each missed word and write the number INCORRECT over total number of words in that grade level. If more than 10% is incorrect at any grade level, starting point should be at the lowest grade level where 10% was incorrect. Move up racetracks by grade level once all racetracks at that grade level is mastered. Mastered is equivalent to the following:

- a. Kindergarten: ___ words with zero errors or 5 sessions on a given RACETRACK
- b. First Grade: 80 words per minute with zero errors or 5 sessions on a given RACETRACK
- c. Second Grade: 90 words per minute with zero errors or 5 sessions on a given RACETRACK

Step three: Prepare or select the RACETRACK using the determined level (found at step two) at which the student should start. Once made, you can laminate and continue to use the same racetracks as long as they are at the individual student's level. You can use the drawn racetrack provided or make your own. **Remember, it is important that it works for the examiner and for the individual student.*

THE TOTAL NUMBER OF READING RACETRACKS

1. Each RACETRACK should contain 28 cells consisting of 7 target Sight Words that were repeated in random order. Every fifth RACETRACK should be a review list with all 28 words that were introduced in the four previous RACETRACKS.
2. To find the total number of RACETRACKS needed for a given level, divide each grade level's (K, 1, or 2) Sight Word list by 7.
3. If a grade level ends in a number not divisible by 4 add 1-3 to make the number divisible by 4.
4. The number added (1-3) will be the number of additional RACETRACKS needed. These *additional* RACETRACKS usually consist of the more difficult Sight Words that would be beneficial for the student to review.
5. Every fifth RACETRACK should be a Review RACETRACK containing ALL 28 Sight Words from the four previous Target RACETRACKS. *See ___ for current number of Sight Word RACETRACKS needed at each grade level. *These Sight Word RACETRACKS were adapted from the Sight Words compiled by Brunner Elementary Literacy Team, March 2005.*

MAKING THE TARGET RACETRACK

1. Using an 11" x 15" sheet of paper, draw an OVAL large enough to reach four end points on the page.

2. Draw a second OVAL within the first OVAL leaving one to two inch space between the two OVALS. This is your racetrack.
3. Divide you racetrack into 28 cells.
4. Select 7 Sight Words from the list at the previously determined level in which the student is to start. **See Baseline to determine starting level.*
5. In RANDOM order fill each cell with one Sight Word. Each of the seven Sight Words should be RANDOMLY placed in four cells within the RACETRACK. **Make certain that each Sight Word is facing in the same direction so the student will not have to turn the RACETRACK during administration. Having to do so will interfere with his reading fluency.*
6. Once all Target RACETRACKS are complete, you can create the Review RACETRACKS.

MAKING THE REVIEW RACETRACKS

1. Select four Target RACETRACKS you would like to administer first.
2. Using the same Racetrack design from the Target RACETRACK, fill in each cell with all 28 Sight Words (7 from each RACETRACK).
3. Create a New Review RACETRACK for every 4 Target RACETRACKS. **See _____ for total number of Review RACETRACKS at each grade level.*

Step four: Once baseline is collected for known words, starting grade level is determined, and RACETRACKS are prepared, you can begin the intervention. Please note that baseline for fluency occurs on DAY ONE of the intervention. This is the median (middle) score for words read per minute during for each of the three, one-minute intervals occurring on DAY ONE of the RACETRACK intervention.

INTERVENTION

1. Have the student sit across the table from the examiner.
2. The Examiner should place a Target RACETRACK in front of the student.
3. The examiner should have the same RACETRACK or words equivalent to the RACETRACK, but positioned where the student cannot see what the examiner marks (a clipboard works well).
4. Explain to the student that you will be trying to find how many words he or she can read and that it is not for a grade. Let the student know that he or she will be timed.
5. Point to the first word in which the examiner has indicated with a starting arrow, and say, *"Start here. Read this way. Examiner should move finger clockwise around RACETRACK. Read each word aloud so I can hear you. Go as fast as you can and keep reading each word until I tell you to stop. Read each word as best you can. Do you have any questions?"*
6. If the student does not have any questions, say *"Are you ready?"* Wait for a response.
7. Then just like a race say *"On your mark, get set, GO."* Or *"Ready, Set, Go."*
8. Start timing as soon as the student reads the first word.

9. Offer reinforcement by saying things such as "*You are doing a great job!*" and "*Keep going, you are doing great!*"
10. As the student reads each Sight Word, the examiner should keep track of the number of words read by placing a mark (examiner copy) each time the student makes a complete circle around the track.
11. Examiner should mark errors of Sight Words each time there is an omission (O), Addition of a word (A), or Pronounced incorrectly (I). Error should not be counted if student self corrects his mistake (SC).
12. STOP TIMING after ONE MINUTE and say, "*STOP*".
13. **Examiner and Student** should mark the last Sight Word read from each one-minute interval and **Student** should self-record the data.
14. **Examiner** should tally the number of errors and give this number along with specific feedback to the student.
15. **Student** should record this data below the number correct.
16. **All data** should be documented by the examiner on the data collection sheet.
17. **Repeat TWO more times.**
18. After the data is recorded from the third interval, the examiner should review and teach the words that were missed by the student.

REVIEWING AND TEACHING OF MISSED WORDS

1. Examiner should first model the correct pronunciation of the word.
2. Then the examiner should say the word with the student.
3. Next, the student should read the word independently.
4. Finally, the examiner should ask the student to reread the word correctly five more times.
5. Students should remain on RACETRACK until they have reached the following criteria:
 - d. Kindergarten: Zero errors or 5 sessions on a given RACETRACK
 - e. First Grade: 80 words per minute with zero errors or 5 sessions on a given RACETRACK
 - f. Second Grade: 90 words per minute with zero errors or 5 sessions on a given RACETRACK

Step five: Once a student has completed ALL Target RACETRACKS and ALL Review RACETRACKS for a particular GRADE LEVEL, a posttest can be given. The posttest will enable the experimenter to determine whether or not the intervention was effect for that individual student. This list should consist off ALL sight words that were learned including previous years' lists (Similar to Baseline). The examiner should keep hidden a list separate from the students' list in which the examiner can keep track of words correct and incorrect. Part 1 and Part 2 should be administered on the same day.

POSTTEST PROCEDURE/ PART 1: To determine words learned

1. Have the student sit across the table from the examiner.
2. Lay the list of Sight Words face down in front of the student. This list should be current grade level learned and previous grade levels already learned.
3. The examiner should have the same list of Sight Words, but positioned where the student cannot see what the examiner marks (clipboard works well).
4. Explain to the student that you will be trying to find how many words he or she can read and that it is not for a grade. Let the student know that he or she will be timed, but not to hurry through the list.
5. Turn over the student's list of Sight Words.
6. Point to the first column and say, "Start here. Read down this way. When you finish with this column go to the next, and so on. Read each word aloud so I can hear you. Read each word as best you can. Do you have any questions?"
7. If the student does not have any questions, say "Are you ready?" Wait for a response. Then instruct the student to begin.
8. Start timing as soon as the student reads the first word.
9. Offer reinforcement by saying things such as "You are doing a great job!" and "Keep going, you are doing great!"
10. Examiner should mark each word missed.
11. When the student finishes, record time in minutes and seconds and number CORRECT over total.

POSTTEST PROCEDURE/ PART 2: To determine fluency

1. Have the student sit across the table from the examiner.
2. Lay the list of Sight Words face down in front of the student. This list should be current grade level learned and previous grade levels already learned.
3. The examiner should have the same list of Sight Words, but positioned where the student cannot see what the examiner marks (clipboard works well).
4. Explain to the student that you will be trying to find how many words he or she can read and that it is not for a grade. Let the student know that he or she will be timed.
5. Turn over the student's list of Sight Words.
6. Point to the first column and say, "Start here. Read down this way. Read each word aloud so I can hear you. Go as fast as you can and keep reading each word until I tell you to stop. Read each word as best you can. Do you have any questions?"
7. If the student does not have any questions, say "Are you ready?" Wait for a response.
8. Then just like a race say "On your mark, get set, GO." Or "Ready, Set, Go."
9. Start timing as soon as the student reads the first word.
10. Offer reinforcement by saying things such as "You are doing a great job!" and "Keep going, you are doing great!"
11. Examiner should mark errors of Sight Words each time there is an omission (O), Addition of a word (A), or Pronounced incorrectly (I). Error should not be counted if student self corrects his mistake (SC).
12. STOP TIMING after ONE MINUTE and say, "STOP".

13. **Examiner** should mark the last Sight Word read from each one-minute interval and **Examiner** should record the data.
14. **Repeat TWO more times.**