



TEXAS CENTER
for
LEARNING
DISABILITIES

Sight Word Fluency Lists

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About the Texas Center for Learning Disabilities

The Texas Center for Learning Disabilities is a research center that investigates the classification, early intervention, and remediation of learning disabilities. The National Institutes of Health funds research activities, which are conducted at the University of Houston, The University of Texas at Austin, The University of Texas Health Science Center at Houston, and St. Louis University. To learn more about the Texas Center for Learning Disabilities, visit www.texasldcenter.org

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Overview

These lesson materials can help students with sight word fluency and word recognition skills. With these materials, students practice reading sight word lists for 3 to 7 minutes several days per week.

The lists begin with more frequently found words and words students commonly miss while reading. The lists progress to less frequently used words and academic words found in texts used in school. Every fifth list is a cumulative review list.

Routines

Choose one of the following routines for reading sight word lists.

Untimed

- Reading words aloud as a group (untimed)
- Partner reading (one student reads aloud while the other listens for errors)
- Taking turns (each student reads aloud five words in a row)
- Repeated reading of whole lists (students read faster each time)
- Pairs reading lists together while the teacher works with students
- Students checking off lists they have mastered (optional)

Timed

- Reading words aloud as a group (timed)
- Students reading words quietly to themselves for 15 to 20 seconds
- Partner reading
- Students reading the whole list while timed
- Setting a time goal for the list and then trying to beat previous times with repeated readings
- Students graphing timed readings (optional)

Procedures

Modeling

Model and practice the routines. In particular, model what it sounds like to read lists fluently (smoothly, accurately, and quickly, like in normal conversation). Read a list fluently without slowing down and then ask students to try it. If needed, the whole group can read new lists aloud with you before students read lists independently.

Student Mastery

Determine mastery of word lists by listening to students read. Listen to each student daily or listen to different students weekly on designated word reading fluency days, ensuring that all students have a chance to read lists to the teacher.

Error Correction

1. Model how to read a difficult word by telling the student the word. Students should not sound out sight words.
2. Have the student repeat the word correctly.
3. If a student has difficulty learning frequently used sight words (e.g., *the, for, to, said*), make flash cards or provide a list of the words on cardstock and use them for quick review before reading all words.

Student Accommodations

- Allow students experiencing difficulties to read fewer words on the lists.
- Read the lists with students before they read them independently.
- Pair students so that more advanced students read lists to struggling students.
- Set the goal for timed reading at more than 15 seconds, depending on how many of the words students can read.
- Make cards with 5 to 10 words for extra practice.
- If timers are distracting or being misused, have students practice reading quickly without a timer.
- Have students practice reading two to three lists while you rotate and listen to select students read one list for mastery.

Examples

Daily Routine

1. Have students practice reading lists fluently to themselves or a partner at least twice, checking off practice readings.
2. Listen to a student read a list or lists to check for mastery (no more than one error).
3. Tell the student which words he or she missed and have the student reread the corresponding lists.
4. Check off the mastered lists. When a list is mastered, have the student move on to practicing the next list.
5. Listen to another student who is ready to read. Meanwhile, the rest of the students keep practicing.

Timed Practice

1. Students state their goal for a list in seconds. If the goal is too easy, come up with a shorter time goal with the student. The idea is for students to read faster each day.
2. Students set a timer for their selected time goal and practice reading the list fluently to themselves or a partner.
3. Listen to a student read the list.
4. If mastered—reading it with no more than one error in the selected time—have the student check off the list. If not mastered, tell the student which words he or she missed and have the student reread the list.
5. Have the student move on to practice the next list.

Name: _____

Check off lists after mastering them.

Sight Word List	Check Off	Sight Word List	Check Off
List 1		List 36	
List 2		List 37	
List 3		List 38	
List 4		List 39	
List 5: Review		List 40: Review	
List 6		List 41	
List 7		List 42	
List 8		List 43	
List 9		List 44	
List 10: Review		List 45: Review	
List 11		List 46	
List 12		List 47	
List 13		List 48	
List 14		List 49	
List 15: Review		List 50: Review	
List 16		List 51	
List 17		List 52	
List 18		List 53	
List 19		List 54	
List 20: Review		List 55: Review	
List 21		List 56	
List 22		List 57	
List 23		List 58	
List 24		List 59	
List 25: Review		List 60: Review	
List 26		List 61	
List 27		List 62	
List 28		List 63	
List 29		List 64	
List 30: Review		List 65: Review	
List 31		List 66	
List 32		List 67	
List 33		List 68	
List 34		List 69	
List 35: Review		List 70: Review	

Name: _____

Word List Graphing Chart

Date														
Time in Seconds	20													
	19													
	18													
	17													
	16													
	15													
	14													
	13													
	12													
	11													
	10													
	9													
	8													
	7													
	6													
	5													
	4													
	3													
	2													
	1													
Word List														
Number Correct														

