Question: What effect will individualized exposure to sight words have on student’s automaticity?

**Why is this important?**

- The ability to recognize words automatically allows for improved fluency when reading.
- Comprehension improves because the reader’s attention is not taken up by determining unknown words.
- This specific plan allowed differentiation of sight word instruction to occur.

**Demographics of Classroom?**

- 21 students in kindergarten (12 Boys, 9 girls)
- Diverse cultural backgrounds
- Diverse learning needs (English language learners, student receiving speech therapy)
- DRA levels ranging from 1-12

**The Plan**

- Students were given a sight word watch with a word they were not familiar with.
- Students were given a new word every Monday and Thursday; teacher gave students their watches and introduced their new word individually.
- Students used their sight word throughout the day in a variety of ways:
  1. Students worked with their sight word partners/buddies.
  2. Students were called to different activities according to their sight words (e.g., returning to their seats or going to math stations).
  3. Students needed to line up by looking for their sight word footprint.
Students were assessed on sight word vocabulary using the Recognizing high frequency words list I, II, III, IV. Words successfully recognized were highlighted and dated to keep record of each student's progress and to update unfamiliar words for each student.

Findings

1. The plan was implemented for a total of 5 weeks, allowing for each student to be assigned to up to 10 words. Students were assessed on the ten words they had been individually assigned to.
2. Pre and during method was used to identify additional words learned during the 5 weeks.

- All students successfully identified 3 or more words they had been assigned to.
- The mean number of words learned was 7.86.
- 7 out 21 students remembered all of their words.
- There seemed to be a correlation between DRA levels and recognition of words.

- 12 students could identify one or more sight words that had not been individually assigned to them.
- The graph shows only unassigned words that had been assigned to other classmates during the 5 week plan implementation.
- 1 student successfully identified four sight words that had been assigned to other students.

- All student successfully identified their sight word for trial #1.
- The mean number of students who identified their sight word per trial was 16.2 students.
- For trial 10, the least amount of students identified their word for that week (11 only).