

# Build sight word fluency with the Sight Word Fluency Builders





# **Sight Word Fluency Builders**

### **Pescription:**

The sightwordtools.com Fluency Builders provide repeated practice with the sight words from an assigned set. Personal goal setting keeps students motivated as they attempt to read more words than were read during the previous session. The Fluency Builder can be done in three ways: Teacher/Student, Student/Student, or Parent/Student.

#### Materials Needed:

Fluency Builder page, timer, pencil or pen

#### Procedure:

- 1) Place Fluency Builder page in front of the student.
- 2) Explain that the words on the page are the same words the student has been practicing in his/her video lesson.\*
- 3) Point to the first word on the first row.
- 4) Tell the student he/she will read across the rows (demonstrate with your finger) until the timer goes off.
- 5) Set the timer for one minute and instruct the student to begin.
- 6) Start the timer when the first word is read. If a word is read incorrectly, say "That word is \_\_\_\_\_. What is that word?" Wait for response, then instruct the student to move on.
- 7) When time has expired, count the number of words the student read correctly and record the wpm (words per minute) at the bottom of the page. Save the page to use in subsequent sessions.
- 8) When beginning the next session, review the student's previous wpm and challenge him/her to beat that "score".
- 9) Repeat steps 1-8 until the student can fluently read all words.



Fluency Builder Sample



Alternate "PLUS ONE" Fluency Builder Sample- See Assessment Instructions for Details

\*Before assigning a Fluency Builder activity, students should be assessed using the sightwordtools.com Sight Word Assessment to determine the needed list and set for practice. The Fluency Builder activity is most effective when used in conjunction with the corresponding sight word video.



# List B, Set 1

Student Name:	Mastery Date:

over	take	new	only	little	sound
little	sound	only	new	over	take
new	take	over	sound	take	only
only	new	sound	over	little	sound
sound	little	new	take	over	little
little	over	take	only	new	only

Date	WPM*	Date	WPM*	Date	WPM*

<sup>\*</sup> WPM= Words Per Minute



# List B, Set 1 PLUS ONE

Student Name:	Mastery Date:
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over	take	new	only	little	sound
little	sound	only	new	over	
new	take		sound	take	only
only	new	sound	over	little	sound
	little	new	take	over	
little	over	take	only	new	only

Date	WPM*	Date	WPM*	Date	WPM*

<sup>\*</sup> WPM= Words Per Minute



# List B, Set 2

Student Name:	Mastery Date:
Student Name:	Mastery Date:

work	years	know	live	place	me
		,•			
place	me	live	know	work	years
know	years	work	me	years	live
live	know	me	work	place	me
me	place	know	years	work	place
place	work	years	live	know	live

Date	WPM*	Date	WPM*	Date	WPM*

<sup>\*</sup> WPM= Words Per Minute



# List B, Set 2 PLUS ONE

Student Name:	Mastery Date:

work	years	know	live	place	me
place	me	live	know	work	
know	years		me	years	live
live	know	me	work	place	me
	place	know	years	work	
place	work	years	live	know	live

Date	WPM*	Date	WPM*	Date	WPM*

<sup>\*</sup> WPM= Words Per Minute



# List B, Set 3

Student Name:	Mastery Date:

back	very	give	after	most	thing
most	thing	after	give	back	very
give	very	back	thing	very	after
after	give	thing	back	most	thing
thing	most	give	very	back	most
most	back	very	after	give	after

Date	WPM*	Date	WPM*	Date	WPM*

<sup>\*</sup> WPM= Words Per Minute



# List B, Set 3 PLUS ONE

Student Name:	Mastery Date:
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back	very	give	after	most	thing
most	thing	after	give	back	
give	very		thing	very	after
after	give	thing	back	most	thing
	most	give	very	back	
most	back	very	after	give	after

Date	WPM*	Date	WPM*	Date	WPM*

<sup>\*</sup> WPM= Words Per Minute

## End of Sample

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