



QUICK START

THE FIVE STEPS OF THE *ESSENTIAL SIGHT WORDS READING PROGRAM*

1. Pretest

The easy-to-use pretest strips are used with the included tachistoscope to present sight words to a student one at a time. The student is asked to read each word. Responses are recorded on the Individual Test Record form provided with the program.

2. Activity Sheets

There are either two or four reproducible activity sheets provided for every word in the program. The varied activities are designed to give multiple opportunities to identify, comprehend, read, and write each sight word. Students only complete activity sheets for the words they did not correctly identify during the pretest.

3. Mastery Test

After a student learns a word through the activity sheets, he or she demonstrates knowledge of the word through a mastery test. Each mastery test consists of a list of 20 words; the target word occurs five times in random order and is interspersed with six previously taught words and nine unfamiliar distractor words.

4. Books

Essential Sight Words Level 2 books feature high-interest stories that use the sight words students have learned along with a few proper nouns and up to 55 special words. The first book in Level 2 can be read after the student demonstrates mastery of Words 101–112. Each successive book is read after students learn eight to twelve more words.

5. Posttest

Using the same material provided for the pretest, the teacher administers a posttest to ensure long-term student recall of the sight words. Results are recorded on the Individual Test Record form.



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ADMINISTERING THE PRETEST AND POSTTEST

Materials Needed: Level 2 Pre-/Posttest strips, tachistoscope, Level 2 Individual Test Record form, and pencil or pen.

1. Tear off one copy of the Individual Test Record form and have it ready to record the student's responses.
2. Put the first strip (Pre-/Posttest: Words 101–120) in the tachistoscope so the first word on the list can be seen through the slot. Sit opposite the student or to the student's side, so the student will be able to see the word easily when it is exposed. Do not show the word to the student yet.
3. Tell the student, *"There are some words on this card that you may know how to read. There may be some you do not know. I will show them to you one at a time. If you know the word, tell me what it is. If you don't know the word, say, 'Pass.' Are you ready?"*
4. Turn the tachistoscope toward the student, and hold it steady for one-half second.
5. Record ✓ if the student reads the word immediately (within one-half second) and correctly. Record ✗ if the student fails to read it immediately and correctly. Record the following behaviors as "Incorrect."
 - saying "Pass"
 - hesitating and then pronouncing the word
 - audibly sounding out the word
 - repeating the word
 - mispronouncing the word and then correcting the mispronunciation
 - no response
6. Adjust the strip so the second word on the list is exposed in the slot, and present the new word to the student for one-half second. Continue in this manner until all the words on the strip have been presented.

NOTE: Administer the pretest or posttest two times. For Trial 2, the words are listed in *reverse* order (word 120 first, word 101 last), so it will be necessary for you to begin at the bottom of the list on the Individual Test Record to record those responses.



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ACTIVITY SHEETS

NOTE: Activity sheets are intended for guided instruction with individual students. They are not appropriate for independent seatwork.

Word Introduction (see Teacher Instructions, pages XX and XX)

- Read the two sentences at the top of the first page aloud to the student.
- Have the student point to the underlined word in each of the sentences and say it aloud.
- Discuss what is humorous or absurd about the picture-sentence combinations, or let the student tell about related experiences he or she has had.

Circle and Say (see Teacher Instructions, pages XX and XX)

- Ask the student to circle the target word and say it aloud each time it occurs.
- Demonstrate by circling the first occurrence of the word and saying it aloud.
- Do not ask the student to pronounce words other than the target word. Do not pronounce those words yourself. They should not be read aloud.

Fill in the Missing Letters (see Teacher Instructions, pages XX and XX)

- Ask the student to complete each example of the word by writing the missing letters in the blanks.
- Tell the student to complete line one, then line two, etc.
- Let the student proceed. Occasionally have the student pronounce the word.

Game or Puzzle (see Teacher Instructions, page XX)

- Read the directions aloud to the student.
- Provide assistance if the student is unable to complete the game or puzzle.

Write the Word (see Teacher Instructions, pages XX and XX)

- Have the student look at the example of the target word and pronounce it.
- Have the student cover the example (and other occurrences of the word on the page) and write the word *from memory* in each set of blank lines provided.
- Do not allow the student to copy the word directly from a model.
- Ask the student to pronounce the word aloud each time after writing it.

Read the Sentences (see Teacher Instructions, pages XX and XX)

- Ask the student to circle each occurrence of the target word in the sentences.
- If the student has little reading skill, read all the words except the circled ones to the student.
- If the student has some reading skill, pronounce only the unknown words.
- If the student has difficulty attending, read the entire sentence aloud along with the student.

ADMINISTERING THE MASTERY TESTS

Materials Needed: Level 2 Mastery Test strips, tachistoscope, copy of the Level 2 Mastery Test Record form (see Teacher Instructions, pages XX–XX), and pencil or pen.

1. Make one copy of the Mastery Test Record form and have it ready to record the student’s responses.
2. Put the mastery strip for the word being tested in the tachistoscope so the first word on the list can be seen through the slot. Sit opposite the student or to the student’s side, so the student will be able to see the word easily when it is exposed. Do not show the word to the student yet.
3. Tell the student, *“There are some words on this card that you will know how to read. There are some you do not know. I will show them to you one at a time. If you know the word, tell me what it is. If you don’t know the word, say, ‘Pass.’ Are you ready?”*
4. Turn the tachistoscope toward the student, and hold it steady for one-half second.
5. Adjust the strip so the second word on the list is exposed in the slot, and present the new word to the student for one-half second. Continue in this manner until all the words on the strip have been presented.
6. As the student proceeds through a mastery test, record ✓ in the Mastery Test column of the Mastery Test Record form each time the student reads the target word correctly. If four or five responses are correct, the student has demonstrated immediate recall for that target word.
7. Do not record incorrect responses to the distractor words as they are irrelevant. However, if the student identifies one of the distractors as the target word, such a response should be considered an error and noted in the Mastery Test column with X.
8. If the student reads the target word more than five times (by incorrectly reading another word as the target word) or if the student correctly reads the target word three or fewer times, the word has not been mastered, and additional work with the word is necessary.
9. Record the student’s responses to the six previously taught words in the appropriate Review columns for those words on the Mastery Test Record form.



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BOOKS

NOTE: If the student has difficulty identifying the “other words” in the Level 2 books, you can have the student read aloud while you pronounce the unknown words. Or, you can teach the student a strategy for identifying unfamiliar words such as the one presented in Teacher Instructions, Appendix C (pages xx–xx), Using Context and Consonants.

Before reading

1. Introduce the book to the reader by reading its title aloud. Then let the student read the title to you.
2. Have the student look at the picture on the book cover. Ask the student:
 - What do you think this book will be about?
 - What do you want to find out as you read?
3. Direct the student’s attention to the Contents page at the beginning of the book, and read the first chapter title aloud. Ask the student to read the title after you.
4. Find the lists of proper nouns and “other words” at the end of the book. Pronounce all of the words in the first list. Then pronounce the “other words” for the first chapter. Have the student pronounce each word after you.
5. When all lists have been read in this way, have the student reread the words in them.

Reading the book

6. Have the student read aloud Chapter 1 of the book. Encourage the student to use the “context and consonants” strategy from Appendix C. Or, pronounce any words the student does not recognize automatically.
7. Repeat steps 3 through 6 for each chapter in the book in subsequent sessions.
8. Have the student continue with oral reading of the remainder of the book, or direct the student to read the remainder of it silently.

After reading

9. Ask the student to retell or comment on events after reading each chapter. After the student has read all the chapters, lead a discussion of the incidents and characters to insure that the student understood the plot.

NOTE: See Teacher Instructions, Appendix D (pages xx and xx), for a list of which words must be mastered before a student reads each of the Level 2 books.