

SIGHT WORD FLUENCY PASSAGES

for reading intervention

Name _____

Directions: Highlight or color the words in the passage.
Read the passage 3 times. Color a happy face after each time you read.

a and big blue

A big dog and a blue bird went outside. The big dog said, "It is a good day to be outside." The blue bird and the big dog ran and played all day. Then they sat down to rest. The big dog looked at the blue bird and said, "You are blue like the sky." The blue bird looked at the big dog and said, "You are big like the sky." They were happy to be playing and running under a big, blue sky.

Illustrate the story.

Created ©2012 By Christina DeCarbo www.secondgradesugarandspice.blogspot.com 84 words

Story #1

Highlight or color the words in the passage.
Read the passage 3 times. Color a happy face after each time you read.

ow all two

Sam had a yellow stuffed bear. He loved to play with it. One day, he lost it. He was sad when he was told that he had to take his yellow stuffed bear home. He had black eyes, a pink nose, and a happy face. He was happy to have his yellow stuffed bear back.

Illustrate the story.

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BY MISS DECARBO

EFFECTIVE. ENGAGING. EASY TO USE!

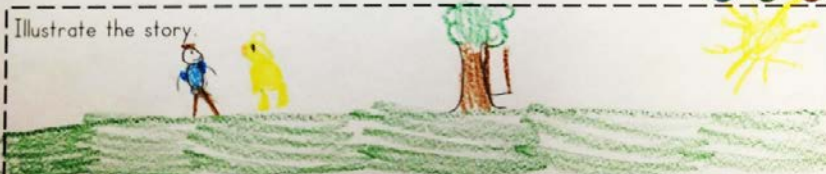
Name Gothella Story #10

Directions: Highlight or color the words in the passage.
Read the passage 3 times. Color a happy face after each time you read.

yellow all two to

Sam had a yellow stuffed animal he loved to play with. His mom gave it to him when he was two years old. Out of all of his stuffed animals, he loved his yellow one the best. He played with it all the time. Sam liked to take his yellow stuffed animal to school all the time. It had two black eyes, a pink nose, and a small tail. It was a teddy bear! Sam was happy to have his yellow teddy bear at school.

Illustrate the story.



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Students will have fun going on a "sight word hunt" with their crayons or highlighters!

They love illustrating the story after they complete their three repeated readings.


Story #11

Directions: Highlight or color the words in the passage.
Read the passage 3 times. Color a happy face after each time you read.

am be at came

I am at the library. It is a good place to be! I came here with my mom and dad. I am glad to be here. When I first came, I gave my old books to the woman at the desk. Then, I checked out new books. I sat at a table to read my new books. I must be very quiet when I am at the library. I am happy we came to the library!

Illustrate the story.



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HELLO TEACHERS!

I created this product after I noticed a particular difficulty four of my struggling students were having with sight words. While they did an excellent job identifying the sight words quickly on flashcards, they were unable to remember the word when they saw it within the context of a story or passage. Although each page focuses on four sight words at a time, the passages are JAM PACKED with tons of sight words, giving your students lots of practice and review as they practice reading and building fluency. Using this pack is easy!

Students will:

- 1.) Read and identify the sight words prior to reading the passage by highlighting or coloring the words within the passage.
- 2.) Read the passage three times for fluency practice.
- 3.) Illustrate the passage to demonstrate comprehension of what he or she read.

Each passage focuses on four sight words at a time and is based off of the Dolch Word Lists. The words are first shown in a box to represent a flashcard. This requires the student to then transfer his or her knowledge of the word into the text. I use these passages during small group reading instruction for fluency practice with my struggling readers. These passages would be great to use in an RTI setting or even as a homework program for your struggling readers. Each passage is also typed in a Times New Roman font to help students identify the words using a font they encounter frequently in most printed books. In addition, the word count for each passage is printed at the bottom of the page. I hope you enjoy this sight word fluency pack!

INTERVENTION SUGGESTIONS AND IDEAS FOR USE:

- Use this packet within a small group setting. Give the same story to each student in the group, or mix and match according to each child's needs. You know your students best, so please use this packet to best meet the needs of your kiddos.
- Use the flashcards to go with the story prior to reading the passage. This will help students become familiar with the four targeted words. It will also require them to transfer their "imprint" of the word from the flashcard to the text.
- Give highlighters or have students use crayons to color code the targeted words in the passage first. Then, have students read the passage three times. You may want to read the passage with the children the first time through. After the child reads the passage, he or she colors in a happy face to keep track of their repeated readings.
- Give the child time to illustrate the passage to demonstrate an understanding of what he or she read.
- The words per minute at the bottom of the page are provided, should you choose to use these passages as fluency assessments for your students. There are many options and possibilities with this packet!
- The first 33 passages contain words from the Pre-Primer through First Grade Dolch word list.
- The second and third grade sight word passages start at Story #34 and run through the end of the packet.

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Illustrate the story.

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Illustrate the story.

a	a
and	and
big	big
blue	blue



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for choosing a Miss DeCarbo™ educational resource



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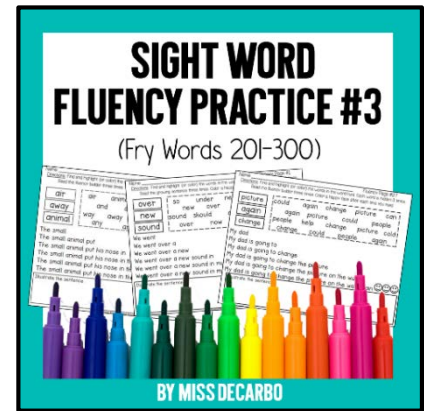
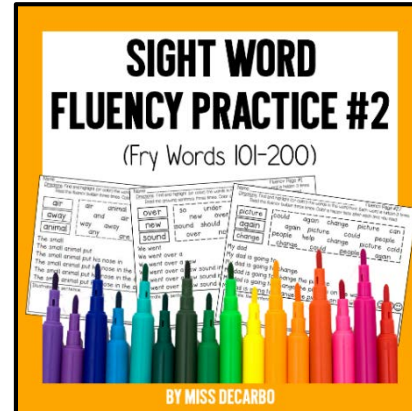
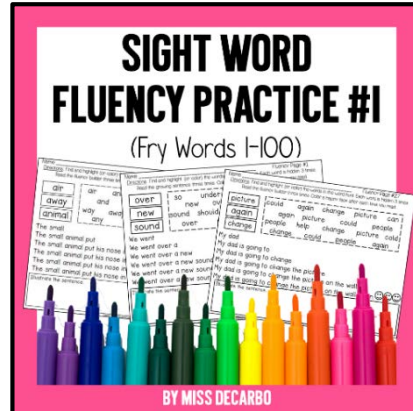
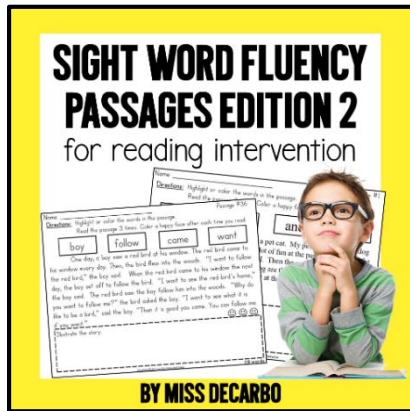
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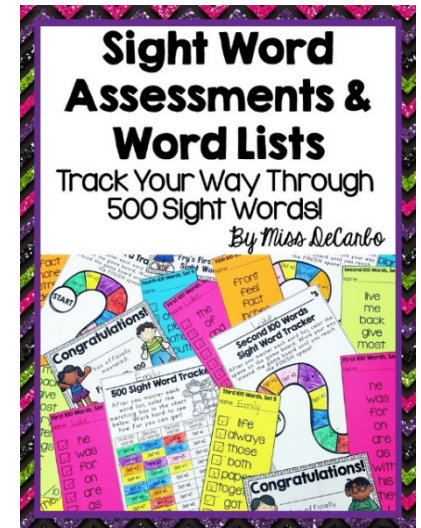
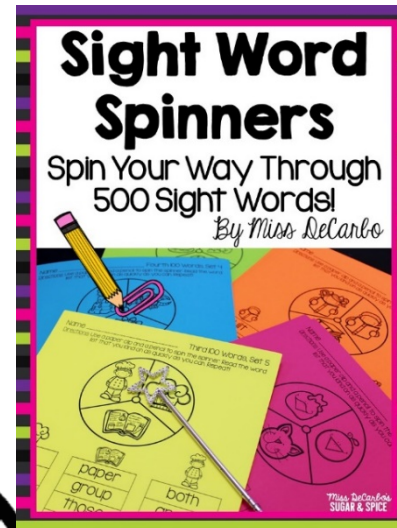
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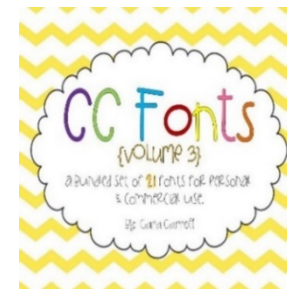
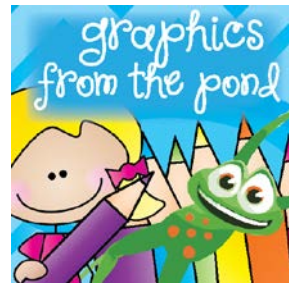
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