**Fidelity Checklist**

Word Recognition and Reading Fluency

Word recognition plays an important role in a student’s reading fluency and his or her ability to read with proper speed and accuracy. According to the National Reading Panel (2000), fluency is recognized as a key component in achieving overall reading success (Huang et al., 2008). Fluent readers are better able to achieve reading fluency and reading comprehension when they can easily and quickly recognize words in a reading passage (Jasmine & Schiesl, 2009). A strategy that is useful to help a student recognize high frequency words, improve his word recognition, and therefore improve his fluency is the repeated reading strategy. The repeated reading strategy is an evidence-based strategy designed to increase reading fluency and comprehension (Therrien, 2004). In a study conducted to examine the effectiveness of the repeated reading strategy, the results indicate a significant increase in sight word vocabulary over the course of a ten-week time period when a repeated reading strategy was involved (Huang et al., 2008).

**Science of Reading connection**: Reading fluency and word recognition relate to the science of reading. The science of reading contains principles drawn from scientific evidence that intend to support and strengthen reading comprehension. When implemented appropriately, the science of reading framework should increase aspects of reading in a student including skills such as word recognition. Included in the science of reading framework is Scarborough’s Rope. Scarborough’s Rope presents a visual that includes the necessary skills to become a successful reader (Scarborough, 2001). One of the necessary skills is word recognition. The strategy presented in this checklist includes the use of high-frequency words to improve word recognition in a student’s reading.

Date: Activity/Class:

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| **Word list preview and Repeated Reading strategy** | **YES** | **NO** | **COMMENTS** |
| 1. Teacher creates a list of ten sight words that are grade level appropriate. |  |  |  |
| 2. Teacher begins by reading each word on the list out loud. Teacher asks the student to follow along as she reads each word. |  |  |  |
| 3. The student will read the word list aloud three times in a row. The teacher will record the amount of time it takes the student to say each word on the list. |  |  |  |
| 4. If the student gets a word wrong or cannot say it within **three** seconds, the teacher corrects the student by saying, “This word is \_\_\_\_\_\_\_” , “Say \_\_\_\_\_\_” Once the student says the word correctly, he or she continues to read the word list until it has been repeated correctly three times. |  |  |  |
| 5. Teacher records the words the student mastered. Teacher uses data results to prepare a sight word list for next session. |  |  |  |
|  | | | |
| Total steps completed accurately: |  | | |
| Percentage of steps completed accurately: |  | | |

Additional notes or comments: