Using Different Strategies to Aid in the Acquisition of Sight Words for Students with Specific Learning Disabilities

Amy Ersland

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Janne Lillestol

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Abstract
The objective of my research was to establish a differentiated learning plan to support students who struggle with the acquisition of common sight words, thus experience difficulty reading. The research was conducted in my second grade classroom with two students who had been identified with specific learning disabilities. Both students were reading at a kindergarten level and experienced great difficulty with memorization of words. My research-based interventions included gradual introduction and daily repetition of common sight words, frequent rereading of leveled text, and various multisensory activities to aid with rote memorization of sight words. My data revealed a significant increase in the acquisition of sight words. In addition, the reading fluency rate of my students doubled, while confidence flourished.

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