The Effect of Sight Word Learning Strategies

on Kindergarten Students' Retention of Sight Words

By Jessica K. Carrier

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ABSTRACT

The purpose of this study was to determine the impact of sending sight word boxes and a list of activities home with students on the number of sight words they were able to retain by the end of the kindergarten school year. The participants in this study consisted of twenty-one kindergarten students enrolled at an elementary school in Maryland. The participants were provided with sight word instruction and practice aligned with the Common Core State Standards as well as the local school system's English Language Arts curriculum. In addition to instruction, students were provided with sight word boxes (plastic index card boxes), sight word cards (index cards with the sight word written on them), and a list of ten activities for practicing sight words at home. The analysis of data revealed the interventions had a positive impact on the retention of sight words. The number of sight words read fluently increased when the pre-and post-test data were compared.

CHAPTER I

INTRODUCTION

Overview

The purpose of this study is to examine how students best retain sight word knowledge and fluency. Sight words are commonly used words that are often also called high frequency words. Sight words occur more times than other words in the spoken or written language. Many sight words are chosen from a word list called the Dolce List of 220 Basic Sight Words. Examples of sight words are "and", "to" and "me." Primary age students are encouraged to memorize these words by sight, or automatically, in print so that they do not have to use decoding strategies, and can better make meaning of the text (Jasmine & Schiesl, 2009, p. 301).

Many sight words are difficult to learn because they do not follow grapheme-phoneme correspondence pattern and cannot be sounded out. Even if students are receiving phonics instruction, they may still have difficulty learning high frequency, or sight words. Learning to read is a developmental process including three major elements, outlined by the National Institute of Child Health and Development (NICHD). These major elements include phonemic awareness, knowledge of high-frequency sight words, and the ability to decode words (Brown, 2014). Students should be able to read sight words automatically and quickly so that they are better able to focus on making meaning of what they are reading, instead of focusing on decoding words that do not follow "normal" phonics patterns.

In order for students to become successful readers, it is imperative for them to learn foundational reading skills. A major cause of poor performance in struggling readers is a lack of foundational skills (Brown, 2014). There are several challenges both students and educators face

when teaching reading foundational skills. Early intervention has been found to benefit students and aid in the learning of literacy skills.

This study examines several sight word learning strategies to determine if one strategy, or a combination of strategies, will help students be more successful in the learning and retention of their sight words. With the proper implementation of sight word strategies, students will learn the foundational skills and knowledge that are essential to helping students built confidence and become successful readers.

Statement of Problem

Many students have difficulty retaining sight word knowledge and fluency. The purpose of this study is to discover if sending sight word boxes home with students that contain flash cards, along with a list of sight word activities, will help students retain fluency and knowledge of sight words.

Hypothesis

The null hypothesis is that sending sight word boxes and a list of activities home with kindergarten students will have no effect on the number of sight words students are able to retain when assessed periodically using the kindergarten sight word list.

Operational Definitions

The dependent variable in this study was the number of *sight words* students can identify (retain) after the sight word boxes and activities are sent home. Sight words are commonly used words in text and spoken language that occur more frequently than other words, and do not always follow a "normal" letter-sound relationship. Students were assessed using a list of ninety-

nine sight words taken from the Dolche List of 220 Basic Sight Words. The dependent variable is defined as the number of words students can correctly identify on the post-test compared to the pre-test.

The independent variable of this study was *sight word boxes* and *list of activities* that are sent home. A sight word box is a plastic index card box. Each time a sight word is introduced to students, an index card with the sight word written on the card is added to the sight word box. The sight word boxes are sent home with students every week so they can practice at home. At the beginning of the year, a list of ten activities was sent home with students. The list of activities provides parents and students with different activities they do to practice the sight words in their sight word boxes. A few examples of the activities include, "rainbow writing," where students practice writing their sight words in different colored markers, "tactile tracing," where students trace their sight words with a crayon and then trace over the words with their finger while they say the word, and "play dough words," where students write their sight word using play dough. The independent variable is defined as the list of sight words kindergarten students are taught.

CHAPTER II
REVIEW OF THE LITERATURE

The purpose of this literature review is to examine early reading skills and challenges in learning how to read. In addition, strategies for learning high frequency words, also known as sight words, are explored. Section one will go into detail about early reading skills and the critical areas for effective reading instruction and success. Section two will include challenges for students learning to read and educators teaching reading. Section three will examine strategies for building sight word knowledge and recognition. The National Reading Panel (NRP) of the National Institute of Child Health and Development (NICHD) identified fluency as one of the five areas that are critical for effective reading instruction (Brown, 2014). Being able to fluently read and recognize high frequency words, allows students to focus on the meaning of what they are reading. It is important for emergent readers to recognize high-frequency words instantly because many high-frequency words cannot be sounded out.

Early Reading Skills

Early reading skills or foundational skills are critical for children to develop in order to learn how to read. "Reading requires the mastery, integration and application of numerous skills and knowledge" (Brown, 2014, p.35). Learning to read can be described as a "developmental continuum" rather than as "an all-or-nothing phenomenon" (Anonymous, 1998, p.198). Before children are taught reading skills in school, they begin to acquire knowledge early in life that sets the stage for later reading success. "Long before they can exhibit reading and writing production skills, they begin to acquire some basic understandings of the concepts about literacy and its functions" (p. 198). In addition, children learn to combine their oral language, use symbols, print, pictures, and play in order to create and communicate meanings in different ways. Interactions

and experiences with adults also play a role in beginning reading skills. Children learn to process letter sound relationships in order to read words and gain knowledge of the alphabetic system).

Early literacy instruction is often looked at from two different views, the constructivist and the behaviorist view. The behaviorist view argues that children should know letter and alphabet sounds before they are reading to learn to read and write. The constructivist view argues that the focus should be on children making sense as they read and write from their earliest experiences. In addition the constructivist view argues that children develop literary knowledge and construct meaning based on "authentic literacy experiences" (Goodman, 2008, p.322). Some educators also believe in balanced literacy - instruction that is a mix of the constructivist and behaviorist view.

Effective reading instruction is a combination of several skills identified by the National Reading Panel (NRP) of the National Institute of Child Health and Development (NICHD) including; phonemic awareness, phonics, vocabulary, fluency and instruction. (Brown, 2014). Brown states, "Learning to read is a developmental process. Most children follow a similar pattern and sequence of reading behaviors as they learn how to read: from an appreciation for and awareness of print to phonological and phonemic awareness to phonics and word recognition" (p. 35). In the primary grades, foundational skills are especially important, and should be developed during this time. Skills, set the foundation for children so that they can develop higher-level reading skills and later become proficient readers.

Early reading skills can be grouped into categories with three elements, according to the NICHD; phonemic awareness, knowledge of high-frequency sight words, and the ability to decode words. Phonemic awareness is described as being aware that spoken words are made up of individual sounds that are called phonemes. Phonemic awareness also involves the ability to

change or manipulate phoneme sounds. Knowledge of high-frequency words is described as the knowledge of the most common words. High-frequency words are also known as sight words and students should be able to read the words automatically and fluently (Brown, 2014). According to Jasmine and Schiesl (2009), "reading fluency is the primary element in the reading process" (p. 301). Good readers have the ability to achieve fluency if they are able to recognize words quickly and are able to build upon words to aid in comprehension.

"Research has shown that phonics and word study are valuable strategies for improving childrens' ability to recognize words and decode text (Ehri, 2005 as referenced in Brown, 2014, p.42). Word recognition can be defined as the "ability of a reader to recognize written words correctly and virtually effortlessly" (p. 42). It is important for emergent readers to be able to recognize and learn high-frequency words because most of them are not spelled phonetically. In addition, word recognition is an important early reading skill so that students will be able to read and recognize high frequency words in text without spending the time sounding out, and therefore they will be able to focus on deriving the meaning of text. "Children must learn to identify words quickly and fluently so that they can focus on the meaning of what they are reading" (Brown, 2014, p.42).

Challenges in Learning How to Read

Learning to read is not a simple task for all individuals. There are several challenges that both children and educators face. Educators are challenged due to the fact that there are many controversies and differences in how experts believe reading is best taught. Beliefs in best practice have changed over time and continue to change according to the latest research. According to Goodman (2008), research has found one thing in common - teachers play the most important role in student achievement. Therefore, Goodman (2008) believes that teachers should

express their own beliefs about writing and literacy, and the principals that inform the ways they teach reading and writing.

Early education practitioners are also faced with challenges depending on students' backgrounds. Some students come to school with vast knowledge and exposure to literacy, while other students possess little to none. Kindergarten classes include a mix of children who have been in Pre-K programs or school settings and children who have never been in a school setting. There are students of mixed ability levels coming into kindergarten, including students with disabilities that have already been identified and students with "exceptional" abilities. Some students are reading already while other students are in the beginning stages of acquiring basic literacy skills and knowledge. Along with diversity of skills and background, students in the United States come from diverse cultures and may speak English as their second language, which is an additional challenge for educators. "Diversity is to be expected and embraced, but it can be overwhelming when teachers are expected to produce uniform outcomes for all, with no account taken of the initial range in abilities, experiences, interests, and personalities of individual children" (Anonymous, 1998, p. 197).

Students have their own set of challenges involved in learning how to read. "Student reading difficulties can be like many forms of cancer: relatively easy to treat if detected early, but more and more difficult to remedy if allowed to persist" (Goodwin, 2012, p.80). Gaskins and Labbo (2007) wrote that early learning experiences in preschool and kindergarten can put children at risk for achieving success in learning to read, but if given interventions early, children have more of a chance to overcome obstacles. Children cannot control their early learning experiences therefore, some students are given more exposure to literature rich experiences, and early reading skills, while others may lack these experiences prior to kindergarten. Some

children will have to work harder to learn these skills if they are not exposed to them early on in their lives.

Students must develop several skills when learning how to read. Some of these skills include understanding print conventions, the awareness that speech is made up of different sounds, the understanding that letters represent sounds, the development of working vocabularies, and the ability to distinguish phonemes. Many students enter kindergarten behind in these crucial skills that, in turn, slows some students' reading progress (Goodwin, 2012). If students are not given the opportunity to start to develop some of these early reading skills, they may have difficulty becoming good readers.

According to Goodwin (2012), the *Matthew effect* has been long observed by educational researchers. The *Matthew effect* refers to a passage from the Gospel of Matthew that says the rich get richer and the poor get poorer. When applied to reading, it can be described as students who come to school rich in phonemic and alphabetic awareness progress at a faster rate toward automaticity and reading that becomes more enjoyable for the child. When reading is more enjoyable, children will read more and therefore develop and learn more concepts and vocabulary. When children come to school with phonemic and alphabetic knowledge, they become better or richer readers. Students entering school without much phonemic and alphabetic awareness tend to enjoy reading less and become "poor" readers. These students will need to work harder to catch up with the "rich" readers.

Struggling readers are also often less motivated when it comes to reading and may develop low self-esteem in regard to their reading skills. In addition struggling readers may become unmotivated as learners and may begin to display low self-esteem in regard to their

reading skills. There is also the risk of struggling readers developing learned helplessness when they begin to internalize their lack of reading ability.

Traditionally, the teaching of reading occurs during scheduled blocks of times, especially as students get past the primary years of their school experiences. Many students rely on one teacher to provide reading instruction throughout the course of the year. In order to become successful readers, students need to be exposed to reading in various different times throughout their day. According to Croninger and Valli (2009), if the teaching of reading as an isolated activity done by one teacher is not as successful a method as when reading is a shared responsibility by teachers in all subject areas.

Sight Word Learning Strategies

Learning sight word vocabulary is a vital skill for beginning readers. "Lack of a sight word vocabulary in beginning readers can contribute to a decrease in comprehension and motivation. Additionally, sight word vocabulary can assist young readers with finding a purpose for reading. Reading can become slow and discouraging without a knowledge of high frequency sight words" (Monroe & Staunton, 2000, p. 14). Furthermore, Monroe and Staunton note that if children are able to read words fluently, their reading comprehension will improve because they will not have to rely on trying to make meaning of words. The National Reading Panel recognizes that phonics is a vital piece of any reading program but all words do not have a grapheme-phoneme correspondence, making some words difficult to be sounded out (Kupzyk, Daly & Andersen, 2011).

One strategy for learning sight words is called the flash card method. Sight words are written on flash cards and used to help students learn sight words that cannot always be decoded

by using phonics. The flash cards are used repeatedly with students over a period of time, or throughout the school year to help students recognize the words automatically and fluently. Flash cards "help focus children's attention on the printed form of words in isolation" (Monroe & Staunton, 2000, p. 14).

A study was conducted by Joseph and Nist (2006), to examine the effectiveness of flashcard drill instructional methods. The study consisted of three conditions; a high-p sequencing, an intersepersal word procedure, and a traditional drill and practice flashcard method. The traditional drill and practice method consisted of six words unknown to the participants. The intersepersal method involved the participant being shown three known words interspersed with the presentation of an unknown word first presented. Using the high-p method, the participants were shown three known words presented prior to each unknown word, totaling six unknown words and eighteen known words (Feng & Phillips, 2012). The same procedures were used for each of the three conditions of the study. The researchers found that participants read and learned words correctly under all three conditions. "However, participants read more words accurately and maintained more words under the traditional flashcard method" (Feng & Phillips, 2012, p. 5). In the study by Joseph and Nist (2006), the flashcard drill and practice methods proved to be more effective for learning new words and maintaining sight word recognition.

According to Kupzyk, et al. (2011) using flash cards as a way to learn sight words is a convenient and simple method for learning words. "Sight words can be presented singly while the instructor delivers prompts, reinforcement, and corrective feedback," also known as the "three-term contingency" (p. 781). The use of the "three-term contingency" has been found to be effective in helping students learn sight words.

Another popular method found to be successful in helping students learn sight words is the multisensory method of learning. The multisensory technique involves using visual, auditory, and kinesthetic interactions (Feng & Phillips, 2012). The VAKT, developed by Kirk, is another example of the multisensory technique. The VAKT stands for visual, auditory, kinesthetic, and tactile. This technique involves "seeing the word, saying it, tracing it with a finger and writing it without looking at the word. The process repeats itself until mastery occurs and the child can read and write the word in isolation" (Monroe & Staunton, 2000, p. 15).

In a study done by Roberts and Coleman (as cited in Monroe & Staunton, 2000), it was found that struggling readers learned new words more effectively when tactile and multisensory techniques were present. "In the study, the struggling readers that learned new words with tracing strategies had a higher retention rate than that of readers that learned words through the more widely used approaches of visual and auditory learning" (Monroe & Staunton, 2000, p. 16).

Joshi, Dahlgren, and Boulware-Gooden conducted a study in 2002 to see if reading achievement in first grade students improved due to the implementation of a multisensory technique of learning words. The Orton-Gillingham multisensory technique was used with the study participants. The Orton-Gillingham multisensory technique involves using systematic and explicit instruction using auditory, visual, and kinesthetic methods. "The results of the study showed statistical significance that the multisensory approach was more effective over the traditional reading basal instruction as prescribed" (Feng & Phillips, 2012, p. 12). The study demonstrates that, when learning meets the diverse learning styles of the participants, there is success in learning new words.

Summary

Foundational reading skills are extremely important for early readers to be successful. Reading fluency is one of these important early reading skills, which can be achieved through sight word instruction. Teachers and students face difficulties teaching and learning early reading skills. Students can be set up to succeed if multiple strategies are used to teach students how to be fluent readers. The flashcard method and the multisensory method of teaching sight words have both been found to be successful strategies in multiple studies.

CHAPTER III

METHODS

The goal of this research was to determine if sending home sight word boxes, containing sight word flash cards and a list of activities, would have an effect on the number of sight words retained by kindergarten students. The null hypothesis of no effect on the number of sight words retained by kindergarten students due to use of sending home sight word boxes with flash cards was adopted as the statistical hypothesis for testing.

Design

The research was based on a quasi-experimental design using a pre-and post-test. The independent variable was the sight words and list of activities sent home in the sight word boxes. The dependent variable was the number of sight words students retained after administering the post-test.

Participants

The research for this study was conducted in a in a suburban elementary school. The treatment group consisted of a class of twenty-one kindergarten students, in one of the six kindergarten classes at the elementary school. The class consisted of 12 male students and 9 female students. The students in this kindergarten class have mixed reading ability levels. Some students came to kindergarten with previous experience in school settings while some students had little or no experience in the school setting before attending kindergarten. The students in the treatment group are six and seven years old. Three students are Caucasian, one student is Asian, and 17 students are African American. The population of the class is also very diverse economically and academically.

Instrument

A pre-test and a post-test using the kindergarten sight word list were the instruments used in this study. The pre and post-test contains 99 sight words from the kindergarten sight word list used at his particular elementary school. The words on the sight word list are high frequency words that cannot be easily sounded out. On the pre-test and the post-test students were shown one word at a time and asked to say the word out loud. If students could automatically read the word out loud they earned one point. If students hesitated for a long period of time or did not know they word they did not receive any points. The pre-test was given in September and the post-test was given in May.

Procedure

During the first week of school in September, students were assessed on the number of sight words they knew using the kindergarten sight word list containing 99 high frequency words. Also during the first week of school, empty sight word boxes (index card boxes) were sent home with each student. Each week, two-three new sight words were introduced to students. After the introduction of each new sight word, sight word flash cards were sent home to be added to the sight word box. A list of sight word practice activities were also sent home with students to use in addition to their flash cards. Throughout the year, the sight words were practiced in class and with the cooperation of parents, practiced at home.

In May students were assessed using the same sight word list as used on the pre-test. The same procedure was used on the pre and post-test. One word at a time was shown to students. If students read the word without hesitation and automatically, they would receive one point. For words not identified or not read automatically, students would not receive any points. Student

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progress was monitored through the use of classroom observation during whole and small group

instruction, and quarterly sight word assessments.

CHAPTER IV

RESULTS

The goal of this research was to determine if sending home sight word boxes, containing sight word flash cards and a list of activities, would have an effect on the number of sight words retained by kindergarten students. The null hypothesis of no effect on the number of sight words retained by kindergarten students due to use of sending home sight word boxes with flash cards was formulated as the statistical hypothesis for testing.

Pre-and post-test data were gathered from 21 students. The pre-and post-tests were identical and taken from the Dolch word list. There was sufficient time between pre-and post-testing to insure that no possible contamination would occur from memory of the pre-to the post-test.

A dependent or paired *t* test was run to see if there were statistically significant differences between the pre-and post-test. The dependent *t* or paired *t* as it is sometimes known was the appropriate test because the pre-and post-test were on the same students. Results of the test were statistically significant and are displayed in the Tables 1 and 2 below.

Table 1

Measures of Central Tendency

	N	Mean	Std. Deviation	Std. Error Mean
Pre-Test	21	16.38	13.317	2.906
Post-Test	21	79.05	24.065	5.252

Table 2

Dependent *t* test of the Pre-and Post-Tests

	t	df	Sig. (2-tailed)	Mean Difference
Pre-Test	5.637	20	.000	16.381
Post-Test	15.052	20	.000	79.048

P<.05

CHAPTER V

DISCUSSION

The null hypothesis was formulated for this study stating that the implementation of the use of sight word boxes and activities would have no effect on students' retention of sight words. The results did not support the null hypothesis. Students' post-test results demonstrated a significant increase in retention of sight words over the treatment time. This increase was due to sight word boxes and list of activities being sent home during this study.

Implications of the Results

The implementation of sending home sight word boxes containing sight words and a list of activities for students to practice their words did assist kindergarten students in the retention of their sight words. The post-test scores provided information about how many sight words the treatment group was able to retain by the end of this study. The structure and consistency of sending sight words home in sight word boxes and practicing the words at home using the list of activities contributed to the success of students being able to retain their sight words.

Not only did the data show an increase in the retention of sight words, but students also demonstrated their retention of the words during in-class activities. Students were able to start reading and writing the words that they had learned without relying on the word wall in class or their sight word boxes for assistance. Students were more motivated and engaged to read and write because they knew how to read and write the basic words required to read and write basic texts and sentences. Small group and individual reading demonstrated knowledge of basic sight words. In addition journal writing and sentence writing demonstrated students retained sight words and were able to write sentences more independently. Through observation it was noted

that students were more motivated, confident and engaged during reading and writing activities because they had gained the knowledge of basic sight words to do so. When reading and writing, students were more confident and, therefore, wanted to engage more in reading and writing activities.

Threats to Validity

Although the data proved an increase in the retention of sight words, there were threats to the validity of the results of this study. These threats included frequency of sight word practice at home, parental support, maturation, and utilization and frequency of the sight word activities that were sent home.

The first threat to validity, frequency of sight word practice at home, could have an impact on the validity of this study because it is unknown how often students actually practiced their sight words. Suggested frequency and times were given to students but the researcher did not keep track of how often and for how long the words were studied.

The second threat to validity is parental support. For many students, they needed their parents to help them work on their sight words because since the words were new to students they required assistance to successfully study them. In addition, students needed parental support to facilitate the time and frequency of working on learning the new words sent home in the sight word box.

Maturation is an additional threat to validity in this study. Maturation is when a mental or physical change occurs over time. Kindergarten age students go through many mental and physical changes over the course of the school year. The score increase on the post-test could be due to mental and physical growth that usually occurs during the course of the kindergarten

school year. Since the pre-test was given in August and the post-test was given in May, there is a large window of time for students to change physically and/or mentally. Students may have increased their sight word retention due to maturation instead of the intervention in this study. It is difficult for the researcher to come to the conclusion of whether the increase in the retention of sight words is due to the use of sight word boxes and activities or due to maturation.

The final threat to validity for this study is the frequency and utilization of the list of sight word practice activities that were sent home. It is unknown how often and for how long students utilized the list of sight word activities that were sent home. It is difficult to determine if using the list of sight words to practice the sight words made a difference in the post-test results.

Connections to Prior Research

Additional research has been conducted in order to determine strategies that assist students in learning sight words. There are a plethora of strategies that have been used in studies to determine how students best learn and retain sight words. The following studies found positive results when implementing various sight word learning strategies with varying populations of students.

Kaufman, McLaughlin, Derby and Waco (2011) conducted a study to determine the effect of the pairing of sight word flashcards and Reading Racetracks for the teaching of sight words to students with learning disabilities. Reading Racetracks, as explained in the study, are an instructional and review strategy that focuses on improving reading fluency of sight words. Reading Racetracks resembles a racetrack and is similar to a board game with different squares around the track containing sight words. The researchers in this study stressed the importance of reading and noted that poor reading skills are associated with difficulties in life and education. In

addition, the researchers agree that "quick and effortless word identification in a fluent reader is important because when one can read words automatically, one's limited cognitive resources can be used for comprehension" (Kaufman, et al., 2011, p. 25). The researchers in this study determined that pairing flashcards with reading racetracks was an effective strategy in the teaching of unknown sight words to the treatment group. Furthermore, they discovered that word recognition was maintained through the duration of working on the review reading racetracks demonstrating the retention of sight words through the use of the strategies used in this study.

Jasmine and Schiesl (2009) studied the effects of word walls and word wall activities on the reading fluency of first grade students. One researcher was a first grade teacher and the other researcher was a college professor and student teacher field supervisor. The treatment group consisted of twenty first-grade students. Students in the treatment group participated in a comprehensive literacy program that was integrative as strategies and skills were taught in context. In addition the language arts block integrated lessons on grammar, phonics, spelling and fluency using literature-based stories. Whole and small group instruction was also part of the language arts block, in addition to teacher-guided center time. When writing, students were encouraged to use the word wall. The centers included a list of activities students would complete using the word wall. The researchers concluded that the treatment group did demonstrate an increase in words read per minute, and the word wall and activities might have helped strengthen and build students' high-frequency word vocabulary. The results of this study suggest that word walls and word wall activities may be one strategy to help increase reading fluency. The researchers also noted that students in the treatment group expressed enthusiasm for the word wall activities that may have had a positive effect on the post-running record scores. These researchers clarify that the word wall and word wall activities used in their study might be

effective in increasing reading fluency if they are used as a component in a balanced literacy program.

Implications for Future Research

Further research on the efficacy of the use of sight word flash cards and corresponding activities for at-home practice would be beneficial in determining the best methods for students to learn and retain sight words. According to the Dolch Basic Sight Word List, there are 220 words that children in preschool through third grade should be able to read fluently without the need to decode (Yaw, Skinner, Parkhurst, Taylor, Booher & Chambers, 2011). Since these words cannot always be sounded out or follow phonics patterns, they need to be learned by sight. The list of words is extensive and students most likely will not learn them without any kind of sight word strategies or instruction. Learning to read sight words helps children progress toward becoming efficient and fluent readers. Reading fluency is dependent upon recognition of sight words (Bush & Huebner, 1970). Because sight word recognition, retention, and fluency are vital components of becoming a fluent reader, it would be in future researchers' best interest to determine additional successful sight word learning strategies. In addition future researchers should take into consideration threats to validity when conducting similar research. Threats to validity such as frequency of sight word practice at home, parental support, maturation, and utilization and frequency of the sight word activities should be reflected upon. This study examines two successful strategies for the retention of sight words in kindergarten students, however further research may reveal additional effective strategies.

Conclusion/Summary

In conclusion, the null hypothesis was not supported in this study. The results of this study proved sending sight word boxes and a list of activities home for students to practice is an effective method for retaining sight words. Additional research and adjustment of classroom instruction would be necessary in order to determine the most effective way primary students retain sight words.

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