

# ReadingKEY Student Vocab Builder

LESSON 28A

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

2 Cons. Rule

cannot into hello often

given

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to [www.tampareads.com/video](http://www.tampareads.com/video)

**STEP 1 - TEACH THE VOWEL SOUND**

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

**STEP 2 - STOP AT THE VOWEL SOUND**

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

**STEP 3 - READ EACH WORD SLOWLY**

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

**STEP 4 – FLUENCY PRACTICE**

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

**Fluency Time Chart**

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

cannot

hello

into

cannot

hello

often

often

into

given

given

	L	R		L	R		L	R
Ceiling								
	3.0	3.0		3.0	3.0		3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1
	3.2	3.2		3.2	3.2		3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8
	4.9	4.9		4.9	4.9		4.9	4.9
	5	5		5	5		5	5
	6	6		6	6		6	6
	7	7		7	7		7	7
	8	8		8	8		8	8
Initials								

# ReadingKEY Student Vocab Builder

LESSON 28B

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

2 Cons. Rule

basket yellow bottom sister

again

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to [www.tampareads.com/video](http://www.tampareads.com/video)

**STEP 1 - TEACH THE VOWEL SOUND**

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

**STEP 2 - STOP AT THE VOWEL SOUND**

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

**STEP 3 - READ EACH WORD SLOWLY**

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

**STEP 4 - FLUENCY PRACTICE**

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

**Fluency Time Chart**

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

ba**sk**et

bo**tt**om

ye**ll**ow

ye**ll**ow

bo**tt**om

si**st**er

si**st**er

ba**sk**et

again

again

	L	R		L	R		L	R
Ceiling								
	3.0	3.0		3.0	3.0		3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1
	3.2	3.2		3.2	3.2		3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8
	4.9	4.9		4.9	4.9		4.9	4.9
	5	5		5	5		5	5
	6	6		6	6		6	6
	7	7		7	7		7	7
	8	8		8	8		8	8
Initials								

# ReadingKEY Student Vocab Builder

## LESSON 29A

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

short a

sad pat flag drank

cold

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

### STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

### Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

sad

pat

pat

drank

flag

flag

drank

sad

cold

cold

	L	R		L	R		L	R
Ceiling								
	3.0	3.0		3.0	3.0		3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1
	3.2	3.2		3.2	3.2		3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8
	4.9	4.9		4.9	4.9		4.9	4.9
	5	5		5	5		5	5
	6	6		6	6		6	6
	7	7		7	7		7	7
	8	8		8	8		8	8
Initials								

# ReadingKEY Student Vocab Builder

## LESSON 29B

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

short a

man bath sang thank

could

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

### STEP 4 - FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds (or faster) is reached have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the column words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

### Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

man

sang

bath

bath

sang

thank

thank

man

could

could

	L	R	L	R	L	R
Ceiling						
	3.0	3.0	3.0	3.0	3.0	3.0
	3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4	3.4	3.4	3.4	3.4
	3.5	3.5	3.5	3.5	3.5	3.5
	3.6	3.6	3.6	3.6	3.6	3.6
	3.7	3.7	3.7	3.7	3.7	3.7
	3.8	3.8	3.8	3.8	3.8	3.8
	3.9	3.9	3.9	3.9	3.9	3.9
	4.0	4.0	4.0	4.0	4.0	4.0
	4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4	4.4	4.4	4.4	4.4
	4.5	4.5	4.5	4.5	4.5	4.5
	4.6	4.6	4.6	4.6	4.6	4.6
	4.7	4.7	4.7	4.7	4.7	4.7
	4.8	4.8	4.8	4.8	4.8	4.8
	4.9	4.9	4.9	4.9	4.9	4.9
	5	5	5	5	5	5
	6	6	6	6	6	6
	7	7	7	7	7	7
	8	8	8	8	8	8
Initials						

# ReadingKEY Student Vocab Builder

LESSON 30A

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

short a

fat map pan hand

would

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

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This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

### Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

	L	R	L	R	L	R
Ceiling						
	3.0	3.0	3.0	3.0	3.0	3.0
	3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4	3.4	3.4	3.4	3.4
	3.5	3.5	3.5	3.5	3.5	3.5
	3.6	3.6	3.6	3.6	3.6	3.6
	3.7	3.7	3.7	3.7	3.7	3.7
	3.8	3.8	3.8	3.8	3.8	3.8
	3.9	3.9	3.9	3.9	3.9	3.9
	4.0	4.0	4.0	4.0	4.0	4.0
	4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4	4.4	4.4	4.4	4.4
	4.5	4.5	4.5	4.5	4.5	4.5
	4.6	4.6	4.6	4.6	4.6	4.6
	4.7	4.7	4.7	4.7	4.7	4.7
	4.8	4.8	4.8	4.8	4.8	4.8
	4.9	4.9	4.9	4.9	4.9	4.9
	5	5	5	5	5	5
	6	6	6	6	6	6
	7	7	7	7	7	7
	8	8	8	8	8	8
Initials						

fat

map

map

fat

pan

hand

hand

pan

would

would

# ReadingKEY Student Vocab Builder

LESSON 30B

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

short e

fed best next twenty

should

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**STEP 3 - READ EACH WORD SLOWLY**

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

**STEP 4 – FLUENCY PRACTICE**

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

**Fluency Time Chart**

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

fed next  
best fed  
next twenty  
twenty best

should

should

	L	R		L	R		L	R
Ceiling								
	3.0	3.0		3.0	3.0		3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1
	3.2	3.2		3.2	3.2		3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8
	4.9	4.9		4.9	4.9		4.9	4.9
	5	5		5	5		5	5
	6	6		6	6		6	6
	7	7		7	7		7	7
	8	8		8	8		8	8
Initials								



# ReadingKEY Student Vocab Builder

## LESSON 31A

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

ee – long e

feel feet need meet

been

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the “Stop at the Vowel Sound” technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last “boxed” word significantly slows student progress you can skip this word and study separately. The boxed word is called the “Word of the Day” and usually does not follow the phonics rules or is difficult for students to learn.

### STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to “time” how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an “X” in the correct time box in the “L” column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right “R” column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you’ll then see the words have been truly mastered!

## Fluency Time Chart

Place “X” in box after timing student on words

“L” is for saying left column words

“R” is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

feel

need

feet

feet

need

meet

meet

feel

been

been

	L	R	L	R	L	R
Ceiling						
	3.0	3.0	3.0	3.0	3.0	3.0
	3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4	3.4	3.4	3.4	3.4
	3.5	3.5	3.5	3.5	3.5	3.5
	3.6	3.6	3.6	3.6	3.6	3.6
	3.7	3.7	3.7	3.7	3.7	3.7
	3.8	3.8	3.8	3.8	3.8	3.8
	3.9	3.9	3.9	3.9	3.9	3.9
	4.0	4.0	4.0	4.0	4.0	4.0
	4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4	4.4	4.4	4.4	4.4
	4.5	4.5	4.5	4.5	4.5	4.5
	4.6	4.6	4.6	4.6	4.6	4.6
	4.7	4.7	4.7	4.7	4.7	4.7
	4.8	4.8	4.8	4.8	4.8	4.8
	4.9	4.9	4.9	4.9	4.9	4.9
	5	5	5	5	5	5
	6	6	6	6	6	6
	7	7	7	7	7	7
	8	8	8	8	8	8
Initials						

# ReadingKEY Student Vocab Builder

## LESSON 31B

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

ee – long e

week tree sleep street	<b>friend</b>
<p><b>DIRECTIONS FOR STUDENT READING WALL</b> – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to <a href="http://www.tampareads.com/video">www.tampareads.com/video</a></p>	
<p><b>STEP 1 - TEACH THE VOWEL SOUND</b> Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com</p> <p><b>STEP 2 - STOP AT THE VOWEL SOUND</b> Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.</p> <p><b>STEP 3 - READ EACH WORD SLOWLY</b> After successfully doing the “Stop at the Vowel Sound” technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last “boxed” word significantly slows student progress you can skip this word and study separately. The boxed word is called the “Word of the Day” and usually does not follow the phonics rules or is difficult for students to learn.</p>	<p><b>STEP 4 – FLUENCY PRACTICE</b> This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to “time” how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an “X” in the correct time box in the “L” column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right “R” column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you’ll then see the words have been truly mastered!</p>

week	street
tree	sleep
sleep	tree
street	week

friend

friend

### Fluency Time Chart

Place “X” in box after timing student on words  
 “L” is for saying left column words  
 “R” is for saying right column words  
 The 3 sections can be used for 3 students  
 To record times for class use chart in File #19

	L	R	L	R	L	R
Ceiling						
	3.0	3.0	3.0	3.0	3.0	3.0
	3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4	3.4	3.4	3.4	3.4
	3.5	3.5	3.5	3.5	3.5	3.5
	3.6	3.6	3.6	3.6	3.6	3.6
	3.7	3.7	3.7	3.7	3.7	3.7
	3.8	3.8	3.8	3.8	3.8	3.8
	3.9	3.9	3.9	3.9	3.9	3.9
	4.0	4.0	4.0	4.0	4.0	4.0
	4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4	4.4	4.4	4.4	4.4
	4.5	4.5	4.5	4.5	4.5	4.5
	4.6	4.6	4.6	4.6	4.6	4.6
	4.7	4.7	4.7	4.7	4.7	4.7
	4.8	4.8	4.8	4.8	4.8	4.8
	4.9	4.9	4.9	4.9	4.9	4.9
	5	5	5	5	5	5
	6	6	6	6	6	6
	7	7	7	7	7	7
	8	8	8	8	8	8
Initials						



# ReadingKEY Student Vocab Builder

## LESSON 32A

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

## Final-e Rule

use same game while

old

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

### STEP 4 - FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

use

game

same

same

game

while

while

use

old

old

### Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

	L	R	L	R	L	R
Ceiling						
	3.0	3.0	3.0	3.0	3.0	3.0
	3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4	3.4	3.4	3.4	3.4
	3.5	3.5	3.5	3.5	3.5	3.5
	3.6	3.6	3.6	3.6	3.6	3.6
	3.7	3.7	3.7	3.7	3.7	3.7
	3.8	3.8	3.8	3.8	3.8	3.8
	3.9	3.9	3.9	3.9	3.9	3.9
	4.0	4.0	4.0	4.0	4.0	4.0
	4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4	4.4	4.4	4.4	4.4
	4.5	4.5	4.5	4.5	4.5	4.5
	4.6	4.6	4.6	4.6	4.6	4.6
	4.7	4.7	4.7	4.7	4.7	4.7
	4.8	4.8	4.8	4.8	4.8	4.8
	4.9	4.9	4.9	4.9	4.9	4.9
	5	5	5	5	5	5
	6	6	6	6	6	6
	7	7	7	7	7	7
	8	8	8	8	8	8
Initials						

# ReadingKEY Student Vocab Builder

## LESSON 32B

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

## Final-e Rule

ate cake side write

told

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

### STEP 4 - FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

ate

side

cake

cake

side

write

write

ate

told

told

### Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

	L	R	L	R	L	R
Ceiling						
	3.0	3.0	3.0	3.0	3.0	3.0
	3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4	3.4	3.4	3.4	3.4
	3.5	3.5	3.5	3.5	3.5	3.5
	3.6	3.6	3.6	3.6	3.6	3.6
	3.7	3.7	3.7	3.7	3.7	3.7
	3.8	3.8	3.8	3.8	3.8	3.8
	3.9	3.9	3.9	3.9	3.9	3.9
	4.0	4.0	4.0	4.0	4.0	4.0
	4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4	4.4	4.4	4.4	4.4
	4.5	4.5	4.5	4.5	4.5	4.5
	4.6	4.6	4.6	4.6	4.6	4.6
	4.7	4.7	4.7	4.7	4.7	4.7
	4.8	4.8	4.8	4.8	4.8	4.8
	4.9	4.9	4.9	4.9	4.9	4.9
	5	5	5	5	5	5
	6	6	6	6	6	6
	7	7	7	7	7	7
	8	8	8	8	8	8
Initials						

# ReadingKEY Student Vocab Builder

## LESSON 33A

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

ea – long e

dear leave clean easy

try

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the “Stop at the Vowel Sound” technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last “boxed” word significantly slows student progress you can skip this word and study separately. The boxed word is called the “Word of the Day” and usually does not follow the phonics rules or is difficult for students to learn.

### STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to “time” how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an “X” in the correct time box in the “L” column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right “R” column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you’ll then see the words have been truly mastered!

### Fluency Time Chart

Place “X” in box after timing student on words

“L” is for saying left column words

“R” is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

dear

leave

leave

dear

clean

easy

easy

clean

try

try

	L	R	L	R	L	R
Ceiling						
	3.0	3.0	3.0	3.0	3.0	3.0
	3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4	3.4	3.4	3.4	3.4
	3.5	3.5	3.5	3.5	3.5	3.5
	3.6	3.6	3.6	3.6	3.6	3.6
	3.7	3.7	3.7	3.7	3.7	3.7
	3.8	3.8	3.8	3.8	3.8	3.8
	3.9	3.9	3.9	3.9	3.9	3.9
	4.0	4.0	4.0	4.0	4.0	4.0
	4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4	4.4	4.4	4.4	4.4
	4.5	4.5	4.5	4.5	4.5	4.5
	4.6	4.6	4.6	4.6	4.6	4.6
	4.7	4.7	4.7	4.7	4.7	4.7
	4.8	4.8	4.8	4.8	4.8	4.8
	4.9	4.9	4.9	4.9	4.9	4.9
	5	5	5	5	5	5
	6	6	6	6	6	6
	7	7	7	7	7	7
	8	8	8	8	8	8
Initials						

# ReadingKEY Student Vocab Builder

## LESSON 33B

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

ay – long a

lay may gray today

buy

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the “Stop at the Vowel Sound” technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last “boxed” word significantly slows student progress you can skip this word and study separately. The boxed word is called the “Word of the Day” and usually does not follow the phonics rules or is difficult for students to learn.

### STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to “time” how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an “X” in the correct time box in the “L” column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right “R” column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you’ll then see the words have been truly mastered!

### Fluency Time Chart

Place “X” in box after timing student on words

“L” is for saying left column words

“R” is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

	L	R	L	R	L	R
Ceiling						
	3.0	3.0	3.0	3.0	3.0	3.0
	3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4	3.4	3.4	3.4	3.4
	3.5	3.5	3.5	3.5	3.5	3.5
	3.6	3.6	3.6	3.6	3.6	3.6
	3.7	3.7	3.7	3.7	3.7	3.7
	3.8	3.8	3.8	3.8	3.8	3.8
	3.9	3.9	3.9	3.9	3.9	3.9
	4.0	4.0	4.0	4.0	4.0	4.0
	4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4	4.4	4.4	4.4	4.4
	4.5	4.5	4.5	4.5	4.5	4.5
	4.6	4.6	4.6	4.6	4.6	4.6
	4.7	4.7	4.7	4.7	4.7	4.7
	4.8	4.8	4.8	4.8	4.8	4.8
	4.9	4.9	4.9	4.9	4.9	4.9
	5	5	5	5	5	5
	6	6	6	6	6	6
	7	7	7	7	7	7
	8	8	8	8	8	8
Initials						

lay

gray

may

may

gray

today

today

lay

buy

buy

# ReadingKEY Student Vocab Builder

LESSON 34A

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

short i

mix pink pick quick

child

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to [www.tampareads.com/video](http://www.tampareads.com/video)

**STEP 1 - TEACH THE VOWEL SOUND**

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

**STEP 2 - STOP AT THE VOWEL SOUND**

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

**STEP 3 - READ EACH WORD SLOWLY**

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

**STEP 4 - FLUENCY PRACTICE**

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

mix

pick

pink

pink

pick

quick

quick

mix

child

child

**Fluency Time Chart**

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

	L	R	L	R	L	R
Ceiling						
	3.0	3.0	3.0	3.0	3.0	3.0
	3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4	3.4	3.4	3.4	3.4
	3.5	3.5	3.5	3.5	3.5	3.5
	3.6	3.6	3.6	3.6	3.6	3.6
	3.7	3.7	3.7	3.7	3.7	3.7
	3.8	3.8	3.8	3.8	3.8	3.8
	3.9	3.9	3.9	3.9	3.9	3.9
	4.0	4.0	4.0	4.0	4.0	4.0
	4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4	4.4	4.4	4.4	4.4
	4.5	4.5	4.5	4.5	4.5	4.5
	4.6	4.6	4.6	4.6	4.6	4.6
	4.7	4.7	4.7	4.7	4.7	4.7
	4.8	4.8	4.8	4.8	4.8	4.8
	4.9	4.9	4.9	4.9	4.9	4.9
	5	5	5	5	5	5
	6	6	6	6	6	6
	7	7	7	7	7	7
	8	8	8	8	8	8
Initials						

# ReadingKEY Student Vocab Builder

LESSON 34B

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

short i

lip win sick wish

kind

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to [www.tampareads.com/video](http://www.tampareads.com/video)

**STEP 1 - TEACH THE VOWEL SOUND**

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

**STEP 2 - STOP AT THE VOWEL SOUND**

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

**STEP 3 - READ EACH WORD SLOWLY**

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

**STEP 4 - FLUENCY PRACTICE**

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

**Fluency Time Chart**

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

	L	R	L	R	L	R
Ceiling						
	3.0	3.0	3.0	3.0	3.0	3.0
	3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4	3.4	3.4	3.4	3.4
	3.5	3.5	3.5	3.5	3.5	3.5
	3.6	3.6	3.6	3.6	3.6	3.6
	3.7	3.7	3.7	3.7	3.7	3.7
	3.8	3.8	3.8	3.8	3.8	3.8
	3.9	3.9	3.9	3.9	3.9	3.9
	4.0	4.0	4.0	4.0	4.0	4.0
	4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4	4.4	4.4	4.4	4.4
	4.5	4.5	4.5	4.5	4.5	4.5
	4.6	4.6	4.6	4.6	4.6	4.6
	4.7	4.7	4.7	4.7	4.7	4.7
	4.8	4.8	4.8	4.8	4.8	4.8
	4.9	4.9	4.9	4.9	4.9	4.9
	5	5	5	5	5	5
	6	6	6	6	6	6
	7	7	7	7	7	7
	8	8	8	8	8	8
Initials						

lip

wish

win

win

sick

lip

wish

sick

kind

kind



# ReadingKEY Student Vocab Builder

## LESSON 35A

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

short o

odd frog drop wrong

hold

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

### STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

### Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

odd

frog

frog

odd

drop

wrong

wrong

drop

hold

hold

	L	R	L	R	L	R
Ceiling						
	3.0	3.0	3.0	3.0	3.0	3.0
	3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4	3.4	3.4	3.4	3.4
	3.5	3.5	3.5	3.5	3.5	3.5
	3.6	3.6	3.6	3.6	3.6	3.6
	3.7	3.7	3.7	3.7	3.7	3.7
	3.8	3.8	3.8	3.8	3.8	3.8
	3.9	3.9	3.9	3.9	3.9	3.9
	4.0	4.0	4.0	4.0	4.0	4.0
	4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4	4.4	4.4	4.4	4.4
	4.5	4.5	4.5	4.5	4.5	4.5
	4.6	4.6	4.6	4.6	4.6	4.6
	4.7	4.7	4.7	4.7	4.7	4.7
	4.8	4.8	4.8	4.8	4.8	4.8
	4.9	4.9	4.9	4.9	4.9	4.9
	5	5	5	5	5	5
	6	6	6	6	6	6
	7	7	7	7	7	7
	8	8	8	8	8	8
Initials						

# ReadingKEY Student Vocab Builder

LESSON 35B

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

short o

lot job rock along

won't

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to [www.tampareads.com/video](http://www.tampareads.com/video)

**STEP 1 - TEACH THE VOWEL SOUND**

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

**STEP 2 - STOP AT THE VOWEL SOUND**

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

**STEP 3 - READ EACH WORD SLOWLY**

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

**STEP 4 - FLUENCY PRACTICE**

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

**Fluency Time Chart**

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

lot                      rock  
job                      job  
rock                      along  
along                      lot

won't

won't

	L	R	L	R	L	R
Ceiling						
	3.0	3.0	3.0	3.0	3.0	3.0
	3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4	3.4	3.4	3.4	3.4
	3.5	3.5	3.5	3.5	3.5	3.5
	3.6	3.6	3.6	3.6	3.6	3.6
	3.7	3.7	3.7	3.7	3.7	3.7
	3.8	3.8	3.8	3.8	3.8	3.8
	3.9	3.9	3.9	3.9	3.9	3.9
	4.0	4.0	4.0	4.0	4.0	4.0
	4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4	4.4	4.4	4.4	4.4
	4.5	4.5	4.5	4.5	4.5	4.5
	4.6	4.6	4.6	4.6	4.6	4.6
	4.7	4.7	4.7	4.7	4.7	4.7
	4.8	4.8	4.8	4.8	4.8	4.8
	4.9	4.9	4.9	4.9	4.9	4.9
	5	5	5	5	5	5
	6	6	6	6	6	6
	7	7	7	7	7	7
	8	8	8	8	8	8
Initials						

# ReadingKEY Student Vocab Builder

LESSON 36A

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

short i

dig kick milk fish

most

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to [www.tampareads.com/video](http://www.tampareads.com/video)

**STEP 1 - TEACH THE VOWEL SOUND**

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

**STEP 2 - STOP AT THE VOWEL SOUND**

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

**STEP 3 - READ EACH WORD SLOWLY**

After successfully doing the “Stop at the Vowel Sound” technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last “boxed” word significantly slows student progress you can skip this word and study separately. The boxed word is called the “Word of the Day” and usually does not follow the phonics rules or is difficult for students to learn.

**STEP 4 – FLUENCY PRACTICE**

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to “time” how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an “X” in the correct time box in the “L” column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right “R” column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you’ll then see the words have been truly mastered!

**Fluency Time Chart**

Place “X” in box after timing student on words

“L” is for saying left column words

“R” is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

dig

kick

kick

dig

milk

fish

fish

milk

most

most

	L	R	L	R	L	R
Ceiling						
	3.0	3.0	3.0	3.0	3.0	3.0
	3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4	3.4	3.4	3.4	3.4
	3.5	3.5	3.5	3.5	3.5	3.5
	3.6	3.6	3.6	3.6	3.6	3.6
	3.7	3.7	3.7	3.7	3.7	3.7
	3.8	3.8	3.8	3.8	3.8	3.8
	3.9	3.9	3.9	3.9	3.9	3.9
	4.0	4.0	4.0	4.0	4.0	4.0
	4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4	4.4	4.4	4.4	4.4
	4.5	4.5	4.5	4.5	4.5	4.5
	4.6	4.6	4.6	4.6	4.6	4.6
	4.7	4.7	4.7	4.7	4.7	4.7
	4.8	4.8	4.8	4.8	4.8	4.8
	4.9	4.9	4.9	4.9	4.9	4.9
	5	5	5	5	5	5
	6	6	6	6	6	6
	7	7	7	7	7	7
	8	8	8	8	8	8
Initials						

# ReadingKEY Student Vocab Builder

## LESSON 36B

Also called the *Student Reading Wall*,  
the steps below incorporate memorization techniques for  
dramatically improved learning of Grade Level Reading Vocabulary

short vowel mix

neck second hop cup

son

**DIRECTIONS FOR STUDENT READING WALL** – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

### STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

### STEP 4 - FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

### Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

neck

cup

second

hop

hop

second

cup

neck

son

son

	L	R	L	R	L	R
Ceiling						
	3.0	3.0	3.0	3.0	3.0	3.0
	3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4	3.4	3.4	3.4	3.4
	3.5	3.5	3.5	3.5	3.5	3.5
	3.6	3.6	3.6	3.6	3.6	3.6
	3.7	3.7	3.7	3.7	3.7	3.7
	3.8	3.8	3.8	3.8	3.8	3.8
	3.9	3.9	3.9	3.9	3.9	3.9
	4.0	4.0	4.0	4.0	4.0	4.0
	4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4	4.4	4.4	4.4	4.4
	4.5	4.5	4.5	4.5	4.5	4.5
	4.6	4.6	4.6	4.6	4.6	4.6
	4.7	4.7	4.7	4.7	4.7	4.7
	4.8	4.8	4.8	4.8	4.8	4.8
	4.9	4.9	4.9	4.9	4.9	4.9
	5	5	5	5	5	5
	6	6	6	6	6	6
	7	7	7	7	7	7
	8	8	8	8	8	8
Initials						