

ReadingKEY Vocabulary Builder

LESSON 10A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short a

damp match track trap pattern insects

travel

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

damp

trap

match

track

track

match

trap

damp

rabbit

rabbit

pattern

pattern

travel

travel

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME

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ReadingKEY Vocabulary Builder

LESSON 10B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short e

slept rent mend melt bless necklace exit

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

slept

rent

rent

slept

mend

necklace

melt

bless

bless

melt

necklace

mend

exit

exit

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

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ReadingKEY Vocabulary Builder

LESSON 10C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short i

pin bid ditch drill trim digit pint

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.)

STEP 3 - READ EACH WORD SLOWLY

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STEP 4 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

pin

drill

bid

bid

ditch

pin

drill

ditch

trim

digit

digit

trim

pint

pint

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

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ReadingKEY Vocabulary Builder

LESSON 10D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short o-u

rod toss fond hut mud subtract	calm
DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video	
<p>STEP 1 - TEACH THE VOWEL SOUND Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com</p> <p>STEP 2 - STOP AT THE VOWEL SOUND Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.)</p> <p>STEP 3 - READ EACH WORD SLOWLY The student next says <u>only</u> the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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>STEP 4 – Word Recognition - Fluency Practice The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.</p>

rod	fond
toss	toss
fond	rod
hut	subtract
mud	mud
subtract	hut
calm	calm

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
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 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

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 LEVEL 3-2

ReadingKEY Vocabulary Builder

LESSON 11A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

Final-e Rule

dine cute cane cape stove vote

favorite

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

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STEP 4 – Word Recognition - Fluency Practice

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dine

cane

cute

stove

cane

cape

cape

cute

stove

vote

vote

dine

favorite

favorite

Fluency Time Chart

“FILL-IN” box at fastest time
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L	R	B
3.0	3.0	6.0
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3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME

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ReadingKEY Vocabulary Builder

LESSON 11B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ai

aim gain pain pail paint straight captain

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

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aim pain
 gain gain
 pain aim
 pail straight
 paint paint
 straight pail
 captain captain

Fluency Time Chart

"FILL-IN" box at fastest time
 "L" is for saying left column words
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 2 sections below – use with 2 students

L	R	B
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3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME

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 LEVEL 3-2

ReadingKEY Vocabulary Builder

LESSON 11C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ee oa

reef creek queen oats toast coast television

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

reef

oats

creek

queen

queen

toast

oats

coast

toast

creek

coast

reef

television

television

Fluency Time Chart

“FILL-IN” box at fastest time

“L” is for saying left column words

“R” is for saying right column words

“B” is for saying both columns of word

2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 11D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ee ea
long e

speed geese speak beach real repeat **thread**

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

speed

geese

geese

beach

speak

real

beach

repeat

real

speak

repeat

speed

thread

thread

Fluency Time Chart

“FILL-IN” box at fastest time
“L” is for saying left column words
“R” is for saying right column words
“B” is for saying both columns of word
2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME

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ReadingKEY Vocabulary Builder

LESSON 12A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ly ry cy ty

jolly ferry lonely fancy copy history

supply

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

jolly

ferry

ferry

jolly

lonely

history

fancy

copy

copy

fancy

history

lonely

supply

supply

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 12B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

"le" ending

turtle battle pickle saddle puzzle possible	hospital
DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video	
<p>STEP 1 - TEACH THE VOWEL SOUND Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com</p> <p>STEP 2 - STOP AT THE VOWEL SOUND Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)</p> <p>STEP 3 - READ EACH WORD SLOWLY The student next says <u>only</u> the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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>STEP 4 – Word Recognition - Fluency Practice The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.</p>

turtle battle pickle saddle puzzle possible <div style="border: 1px solid black; padding: 5px; text-align: center; width: 100%;">hospital</div>	pickle battle turtle possible puzzle saddle <div style="border: 1px solid black; padding: 5px; text-align: center; width: 100%;">hospital</div>
---	---

Fluency Time Chart

"FILL-IN" box at fastest time
 "L" is for saying left column words
 "R" is for saying right column words
 "B" is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15
NAME _____		

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15
NAME _____		

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ReadingKEY Vocabulary Builder

LESSON 12C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

oo (2)

rooster foolish screw view crook woolen	viewed
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DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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STEP 4 – Word Recognition - Fluency Practice

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rooster	screw
foolish	foolish
screw	rooster
view	view
crook	woolen
woolen	crook
viewed	viewed

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

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ReadingKEY Vocabulary Builder

LESSON 12D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ow (2)

grapes shaded saving crow elbow Halloween **folks**

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com

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Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly from top to bottom with no errors, proceed to STEP 4 Fluency Practice.

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grapes

saving

shaded

shaded

saving

grapes

crow

Halloween

elbow

elbow

Halloween crow

folks

folks

Fluency Time Chart

“FILL-IN” box at fastest time

“L” is for saying left column words

“R” is for saying right column words

“B” is for saying both columns of word

2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
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3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

LEVEL 3-2

ReadingKEY Vocabulary Builder

1 Consonant Rule

LESSON 13A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

bacon hotel frozen sizes equal equally	business
DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video	
<p>STEP 1 - TEACH THE VOWEL SOUND Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com</p> <p>STEP 2 - STOP AT THE VOWEL SOUND Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)</p> <p>STEP 3 - READ EACH WORD SLOWLY The student next says <u>only</u> the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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>STEP 4 – Word Recognition - Fluency Practice The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.</p>

bacon	sizes
hotel	frozen
frozen	equally
sizes	hotel
equal	bacon
equally	equal
business	business

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15
NAME _____		

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

2 Consonant Rule

LESSON 13B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

insect cotton gallon lettuce subject pumpkin **respect**

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

insect

pumpkin

c**o**tton

lettuce

g**a**llon

gallon

l**e**ttuce

subject

s**u**bject

cotton

p**u**mpkin

insect

respect

respect

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

2 Consonant Rule

LESSON 13C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

wedding thunder donkey pocket member gather secret

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

wedding member

thunder pocket

donkey donkey

pocket gather

member thunder

gather wedding

secret

secret

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 13D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

Final-e Rule

wipe hike dove rise value cone	glove
DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video	
<p>STEP 1 - TEACH THE VOWEL SOUND Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com</p> <p>STEP 2 - STOP AT THE VOWEL SOUND Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.)</p> <p>STEP 3 - READ EACH WORD SLOWLY The student next says <u>only</u> the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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>STEP 4 – Word Recognition - Fluency Practice The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.</p>

wipe	dove
hike	wipe
dove	value
rise	cone
value	rise
cone	hike
glove	glove

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com
 LEVEL 3-2

ReadingKEY Vocabulary Builder

LESSON 14A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ar

cart carpet garden carve scarf carton paragraph

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

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cart

carpet

carpet

carve

garden

garden

carve

carton

scarf

scarf

carton

cart

paragraph

paragraph

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com
 LEVEL 3-2

ReadingKEY Vocabulary Builder

LESSON 14B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

er ur

border burst turkey theater underneath thermometer **worth**

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

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border

turkey

burst

burst

turkey

theater

theater

thermometer

underneath

underneath

thermometer

border

worth

worth

Fluency Time Chart

“FILL-IN” box at fastest time

“L” is for saying left column words

“R” is for saying right column words

“B” is for saying both columns of word

2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

LEVEL 3-2

ReadingKEY Vocabulary Builder

LESSON 14C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

or

fort pork bore forest porch ordered **reward**

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

fort

bore

pork

pork

bore

fort

forest

ordered

porch

porch

ordered

forest

reward

reward

Fluency Time Chart

“FILL-IN” box at fastest time

“L” is for saying left column words

“R” is for saying right column words

“B” is for saying both columns of word

2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 14D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ar-or
"endings"

doctor sailor harbor behavior calendar popular **area**

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

doctor	harbor
sailor	sailor
harbor	doctor
behavior	popular
calendar	calendar
popular	behavior
area	area

Fluency Time Chart

"FILL-IN" box at fastest time
"L" is for saying left column words
"R" is for saying right column words
"B" is for saying both columns of word
2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15
NAME _____		

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15
NAME _____		

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 15A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

Final-e Rule

pole file frame dare sometime rhyme

gasoline

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

pole

file

file

pole

frame

dare

dare

rhyme

sometime

sometime

rhyme

frame

gasoline

gasoline

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com
 LEVEL 3-2

ReadingKEY Vocabulary Builder

LESSON 15B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

OU

outfit scout wound bound fountain group source

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

outfit

bound

scout

scout

wound

outfit

bound

fountain

fountain

wound

group
source

source
group

Fluency Time Chart

“FILL-IN” box at fastest time

“L” is for saying left column words

“R” is for saying right column words

“B” is for saying both columns of word

2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 15C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ee – long e

weed deer freeze sleeve cheese squeeze	equivalent
DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video	
<p>STEP 1 - TEACH THE VOWEL SOUND Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com</p> <p>STEP 2 - STOP AT THE VOWEL SOUND Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)</p> <p>STEP 3 - READ EACH WORD SLOWLY The student next says <u>only</u> the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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>STEP 4 - FLUENCY PRACTICE – Single Columns “Timed Reading” is a highly effective technique for achieving fluency while also solidifying memorization and increasing student motivation. Use a stopwatch or watch timer to determine how fast your student can say the list words in the left column. In the Time Chart column under letter “L” - fill-in the box showing the student’s time only on a completely successful attempt. When a mastery time of 3-4 seconds is reached (preferably 3, but can be increased for students with significant learning problems), repeat STEPS - 2 – 3 and 4 with the right column words. When mastery time is reached again for the right column words proceed to STEP 5.</p> <p>STEP 5 – FLUENCY PRACTICE – Both Columns You should now practice both columns of words together to further solidify memorization. This can be done with either timing or not timing the student (depending on student’s skill level). If you do not time your student, then have them say the columns twice without an error for “passing.” When this is done, put a “P” in the space at the top of the “B” column above the red line. If you do time your student, you need to aim for under 6-7 seconds.</p>

weed	freeze
deer	weed
freeze	cheese
sleeve	squeeze
cheese	deer
squeeze	sleeve
equivalent	equivalent

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B	L	R	B
3.0	3.0	6.0	3.0	3.0	6.0
3.1	3.1	6.1	3.1	3.1	6.1
3.2	3.2	6.2	3.2	3.2	6.2
3.3	3.3	6.3	3.3	3.3	6.3
3.4	3.4	6.4	3.4	3.4	6.4
3.5	3.5	6.5	3.5	3.5	6.5
3.6	3.6	6.6	3.6	3.6	6.6
3.7	3.7	6.7	3.7	3.7	6.7
3.8	3.8	6.8	3.8	3.8	6.8
3.9	3.9	6.9	3.9	3.9	6.9
4.0	4.0	7.0	4.0	4.0	7.0
4.1	4.1	7.1	4.1	4.1	7.1
4.2	4.2	7.2	4.2	4.2	7.2
4.3	4.3	7.3	4.3	4.3	7.3
4.4	4.4	7.4	4.4	4.4	7.4
4.5	4.5	7.5	4.5	4.5	7.5
4.6	4.6	7.6	4.6	4.6	7.6
4.7	4.7	7.7	4.7	4.7	7.7
4.8	4.8	7.8	4.8	4.8	7.8
4.9	4.9	7.9	4.9	4.9	7.9
5	5	8	5	5	8
6	6	9	6	6	9
7	7	10	7	7	10
8	8	15	8	8	15
NAME _____					

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 15D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

au – aw
short o

fault haul naughty raw hawk awful **drawer**

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Single Columns

“Timed Reading” is a highly effective technique for achieving fluency while also solidifying memorization and increasing student motivation. Use a stopwatch or watch timer to determine how fast your student can say the list words in the left column. In the Time Chart column under letter “L” - fill-in the box showing the student’s time only on a completely successful attempt. When a mastery time of 3-4 seconds is reached (preferably 3, but can be increased for students with significant learning problems), repeat STEPS - 2 – 3 and 4 with the right column words. When mastery time is reached again for the right column words proceed to STEP 5.

STEP 5 – FLUENCY PRACTICE – Both Columns

You should now practice both columns of words together to further solidify memorization. This can be done with either timing or not timing the student (depending on student’s skill level). If you do not time your student, then have them say the columns twice without an error for “passing.” When this is done, put a “P” in the space at the top of the “B” column above the red line. If you do time your student, you need to aim for under 6-7 seconds.

fault

raw

haul

naughty

naughty

awful

raw

hawk

hawk

haul

awful

fault

drawer

drawer

Fluency Time Chart

“FILL-IN” box at fastest time

“L” is for saying left column words

“R” is for saying right column words

“B” is for saying both columns of word

2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 16A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

Final-e Rule

vine grove rose cave scare

machine prove

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

vine

rose

grove

grove

rose

scare

cave

cave

scare

vine

machine
prove

prove
machine

Fluency Time Chart

“FILL-IN” box at fastest time
“L” is for saying left column words
“R” is for saying right column words
“B” is for saying both columns of word
2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 16B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ai
long a

jail trail main faint grain **greater greatest**

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

jail

grain

trail

faint

main

main

faint

trail

grain

jail

greater
greatest

greatest
greater

Fluency Time Chart

“FILL-IN” box at fastest time
“L” is for saying left column words
“R” is for saying right column words
“B” is for saying both columns of word
2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 16C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ea
long e

bead seal least tear wheat search diamond

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

bead

least

seal

seal

least

bead

tear

wheat

wheat

tear

search
diamond

diamond
search

Fluency Time Chart

“FILL-IN” box at fastest time
“L” is for saying left column words
“R” is for saying right column words
“B” is for saying both columns of word
2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 16D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ea - oa

tea streak loaf roast roam boast

board

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

tea

loaf

streak

streak

loaf

roast

roast

tea

roam

boast

boast

roam

board

board

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 17A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short a

tax ranch blast tramp hatch cabin **attack**

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

tax

blast

ranch

hatch

blast

cabin

tramp

tramp

hatch

ranch

cabin

tax

attack

attack

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 17B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short e

nest gem crept stretch theft segment **metal**

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

nest

theft

gem

stretch

crept

segment

stretch

crept

theft

gem

segment

nest

metal

metal

Fluency Time Chart

“FILL-IN” box at fastest time

“L” is for saying left column words

“R” is for saying right column words

“B” is for saying both columns of word

2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 17C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short i

sin tin mist rich snip myth	quilt
DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video	
<p>STEP 1 - TEACH THE VOWEL SOUND Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com</p> <p>STEP 2 - STOP AT THE VOWEL SOUND Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.)</p> <p>STEP 3 - READ EACH WORD SLOWLY The student next says <u>only</u> the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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>STEP 4 – Word Recognition - Fluency Practice The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.</p>

sin	snip
tin	rich
mist	myth
rich	mist
snip	tin
myth	sin
quilt	quilt

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com
 LEVEL 3-2

ReadingKEY Vocabulary Builder

LESSON 17D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short i
short u

picnic whistle sincerely gun lump

congruent bull

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

picnic

lump

whistle

gun

sincerely sincerely

gun

whistle

lump

picnic

congruent
bull

bull
congruent

Fluency Time Chart

“FILL-IN” box at fastest time

“L” is for saying left column words

“R” is for saying right column words

“B” is for saying both columns of word

2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

LEVEL 3-2

ReadingKEY Vocabulary Builder

LESSON 18A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

Final-e Rule

hike pine ripe stage trade sphere | ache

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

hike

stage

pine

ripe

ripe

sphere

stage

pine

trade

trade

sphere

hike

ache

ache

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

2 Consonant
Rule

LESSON 18B

Incorporating highly effective memorization techniques to
achieve accelerated mastery of Grade Level Reading Vocabulary

slipper slippery skipper whisper buffalo annual	liver
DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video	
<p>STEP 1 - TEACH THE VOWEL SOUND Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com</p> <p>STEP 2 - STOP AT THE VOWEL SOUND Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)</p> <p>STEP 3 - READ EACH WORD SLOWLY The student next says <u>only</u> the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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>STEP 4 – Word Recognition - Fluency Practice The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.</p>

slipper	skipper
slippery	slippery
skipper	annual
whisper	slipper
buffalo	buffalo
annual	whisper
liver	liver

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15
NAME _____		

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15
NAME _____		

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 18C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

"C" Rule

notice ceiling raced scissors success cylinder	medicine
DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video	
<p>STEP 1 - TEACH THE VOWEL SOUND Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com</p> <p>STEP 2 - STOP AT THE VOWEL SOUND Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.)</p> <p>STEP 3 - READ EACH WORD SLOWLY The student next says <u>only</u> the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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>STEP 4 – Word Recognition - Fluency Practice The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.</p>

notice	raced
ceiling	notice
raced	cylinder
scissors	success
success	scissors
cylinder	ceiling
medicine	medicine

Fluency Time Chart

"FILL-IN" box at fastest time
 "L" is for saying left column words
 "R" is for saying right column words
 "B" is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com
 LEVEL 3-2

ReadingKEY Vocabulary Builder

LESSON 18D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ly ny ty ry

likely pony duty really strawberry symmetry **deny**

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

likely

duty

pony

likely

duty

symmetry

really

strawberry

strawberry really

symmetry pony

deny

deny

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com
 LEVEL 3-2