

ReadingKEY Student Vocab Builder

LESSON 10A

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

Final-e Rule

name home here like

some

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor.
Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE

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

name

home

home

name

here

like

like

here

some

some

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

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

ReadingKEY Student Vocab Builder

LESSON 10B

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

Final-e Rule

five gave take came

come

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE

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

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

five

came

gave

take

take

gave

came

five

come

come

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

ReadingKEY Student Vocab Builder

LESSON 11A

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

ar

are car far dark

orange

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to 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

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STEP 4 - FLUENCY PRACTICE

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

are

far

car

car

far

dark

dark

are

orange

orange

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

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

ReadingKEY Student Vocab Builder

LESSON 11B

Also called the *Student Reading Wall*,
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or

or for more before

color

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to 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

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

STEP 4 - FLUENCY PRACTICE

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

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

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

or

more

for

or

more

before

before

for

color

color

ReadingKEY Student Vocab Builder

LESSON 12A

Also called the *Student Reading Wall*,
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ay – long a

day way play say

says

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor.
Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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STEP 4 – FLUENCY PRACTICE

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Fluency Time Chart

Place “X” in box after timing student on words

“L” is for saying left column words

“R” is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

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

day

play

way

day

play

say

say

way

says

says

ReadingKEY Student Vocab Builder

LESSON 12B

Also called the *Student Reading Wall*,
the steps below incorporate memorization techniques for
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ai ee ie oa

rain see lie road

they

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor.
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Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

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

rain

see

see

rain

lie

road

road

lie

they

they

ReadingKEY Student Vocab Builder

LESSON 13A

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

short a

ran hat has flat

you

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor.
Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE

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

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

ran

has

hat

hat

has

flat

flat

ran

you

you

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

ReadingKEY Student Vocab Builder

LESSON 13B

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

short a

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

| | |
|-------|-------|
| back | black |
| black | back |
| that | fast |
| fast | that |

your

your

Fluency Time Chart

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

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

ReadingKEY Student Vocab Builder

LESSON 14A

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

short e

jet well left head

very

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor.
Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE

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

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

jet

well

well

jet

left

head

head

left

very

very

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

ReadingKEY Student Vocab Builder

LESSON 14B

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

short e

when then them went

want

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor.
Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE

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

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

when then

then then

them went

went when

want

want

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

ReadingKEY Student Vocab Builder

LESSON 15A

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

short i

six big with this

pretty

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE

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

six

with

big

big

with

this

this

six

pretty

pretty

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

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

ReadingKEY Student Vocab Builder

LESSON 15B

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

short i

will hill think little

giving

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE

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

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

will

hill

hill

little

think

think

little

will

giving

giving

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

ReadingKEY Student Vocab Builder

LESSON 16A

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

short o

box hot mom lost

walk

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor.
Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE

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

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

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

box

mom

hot

box

mom

lost

lost

hot

walk

walk

ReadingKEY Student Vocab Builder

LESSON 16B

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

“all” sound

all ball call fall

small

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor.
Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE

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

Fluency Time Chart

Place “X” in box after timing student on words

“L” is for saying left column words

“R” is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

all

fall

ball

ball

call

call

fall

all

small

small

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

ReadingKEY Student Vocab Builder

LESSON 17A

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

short u

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

just

must

must

just

jump

lunch

lunch

jump

push

push

Fluency Time Chart

Place “X” in box after timing student on words

“L” is for saying left column words

“R” is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

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

ReadingKEY Student Vocab Builder

LESSON 17B

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

short u

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

cut

much

much

cut

such

thumb

thumb

such

pull

pull

Fluency Time Chart

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

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

ReadingKEY Student Vocab Builder

LESSON 18A

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

oo
long sound

too soon food moon

move

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE

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

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

too

food

soon

soon

food

moon

moon

too

move

move

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

ReadingKEY Student Vocab Builder

LESSON 18B

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

00
short sound

foot good look took

put

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 Steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE

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

Fluency Time Chart

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

foot

look

good

good

look

took

took

foot

put

put

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