

ReadingKEY Student Vocab Builder

LESSON 19A

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

ir - ur

first girl bird turn

they're

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

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 | | | | | | |

first

girl

girl

first

bird

turn

turn

bird

they're

they're

ReadingKEY Student Vocab Builder

LESSON 19B

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

er

| | |
|--|--|
| her mother together were | where |
| <p>DIRECTIONS FOR STUDENT VOCAB BUILDER – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video</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> |

her were

mother mother

together together

were her

where

where

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 20A

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

ou

out our house round

four

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

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

out house
our our
house round
round out

four

four

| | 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 20B

Also called the *Student Reading Wall*,
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oy oi

boy toy joy coin

does

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

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE

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

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

| | 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 | | | | | | |

boy

coin

toy

joy

joy

toy

coin

boy

does

does

ReadingKEY Student Vocab Builder

LESSON 21A

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

contractions

| | |
|--|--|
| isn't didn't don't we're | doesn't |
| <p>DIRECTIONS FOR STUDENT VOCAB BUILDER – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video</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> |

isn't

don't

didn't

didn't

don't

we're

we're

isn't

doesn't

doesn't

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 21B

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

short a

ant bat bag can't

wasn't

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

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 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

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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!

ant

bat

bat

ant

bag

can't

can't

bag

wasn't

wasn't

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 22A

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

Final-e Rule

nine ride bike time

done

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

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!

nine

ride

ride

nine

bike

time

time

bike

done

done

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 22B

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

Final-e Rule

| | |
|--|--|
| make made blue white | gone |
| DIRECTIONS FOR STUDENT VOCAB BUILDER – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video | |
| <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> |

| | |
|-------|-------|
| make | made |
| made | make |
| blue | white |
| white | blue |

gone

gone

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 23A

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

ee – long e

seen keep green three

their

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

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!

seen

keep

keep

seen

green

three

three

green

their

their

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 23B

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

ea – long e

eat read near year

because

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

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 | | | | | | |

eat

year

read

near

near

read

year

eat

because

because

ReadingKEY Student Vocab Builder

LESSON 24A

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

short a

dad bad last after

father

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

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

dad

last

bad

bad

last

dad

after

after

father

father

| | 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 24B

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

short a

ask sat mad than

laugh

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

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 | | | | | | | | |

ask

sat

sat

ask

mad

than

than

mad

laugh

laugh

ReadingKEY Student Vocab Builder

LESSON 25A

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

short e

bed pet leg help

seven

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

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

bed

pet

pet

bed

leg

help

help

leg

seven

seven

| | 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 25B

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

short e

men end less never

eight

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

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!

men

end

end

men

less

never

never

less

eight

eight

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 26A

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

short i

sit hit drink inch

both

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

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

sit

hit

hit

sit

drink

inch

inch

drink

both

both

| | 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 26B

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

short i

bit dish still which

myself

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

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

bit

still

dish

bit

still

which

which

dish

myself

myself

| | 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 27A

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

ow – long o

low slow know tomorrow

once

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

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 | | | | | | | | |

low

slow

slow

low

know

tomorrow

tomorrow

know

once

once

ReadingKEY Student Vocab Builder

LESSON 27B

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

ow (says ou)

| | |
|--|--|
| now down brown how | who |
| <p>DIRECTIONS FOR STUDENT VOCAB BUILDER – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video</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> |

now

down

down

now

brown

how

how

brown

who

who

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 | | | | | | | | |