

ReadingKEY Student Vocab Builder

LESSON 1A

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

REVIEW Grade 2
Short a

am and ran has that flag can't

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 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 4 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 4 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!

am and
and am
ran has
has ran
that can't
flag flag
can't that

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 | | | | | | |
| 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 |
| 5.0 | 5.0 | | 5.0 | 5.0 | 5.0 | 5.0 |
| 5.1 | 5.1 | | 5.1 | 5.1 | 5.1 | 5.1 |
| 5.2 | 5.2 | | 5.2 | 5.2 | 5.2 | 5.2 |
| 5.3 | 5.3 | | 5.3 | 5.3 | 5.3 | 5.3 |
| 5.4 | 5.4 | | 5.4 | 5.4 | 5.4 | 5.4 |
| 5.5 | 5.5 | | 5.5 | 5.5 | 5.5 | 5.5 |
| 5.6 | 5.6 | | 5.6 | 5.6 | 5.6 | 5.6 |
| 5.7 | 5.7 | | 5.7 | 5.7 | 5.7 | 5.7 |
| 5.8 | 5.8 | | 5.8 | 5.8 | 5.8 | 5.8 |
| 5.9 | 5.9 | | 5.9 | 5.9 | 5.9 | 5.9 |
| 6 | 6 | | 6 | 6 | 6 | 6 |
| 7 | 7 | | 7 | 7 | 7 | 7 |
| 8 | 8 | | 8 | 8 | 8 | 8 |
| 10+ | 10+ | | 10+ | 10+ | 10+ | 10+ |
| Initials | | | | | | |

ReadingKEY Student Vocab Builder

LESSON 1B

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

REVIEW Grade 2
Short e

red get yes wet went best never

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 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 4 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 4 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!

red never
get best
yes went
wet wet
went yes
best get
never red

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 | | | | | | |
| 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 |
| 5.0 | 5.0 | | 5.0 | 5.0 | 5.0 | 5.0 |
| 5.1 | 5.1 | | 5.1 | 5.1 | 5.1 | 5.1 |
| 5.2 | 5.2 | | 5.2 | 5.2 | 5.2 | 5.2 |
| 5.3 | 5.3 | | 5.3 | 5.3 | 5.3 | 5.3 |
| 5.4 | 5.4 | | 5.4 | 5.4 | 5.4 | 5.4 |
| 5.5 | 5.5 | | 5.5 | 5.5 | 5.5 | 5.5 |
| 5.6 | 5.6 | | 5.6 | 5.6 | 5.6 | 5.6 |
| 5.7 | 5.7 | | 5.7 | 5.7 | 5.7 | 5.7 |
| 5.8 | 5.8 | | 5.8 | 5.8 | 5.8 | 5.8 |
| 5.9 | 5.9 | | 5.9 | 5.9 | 5.9 | 5.9 |
| 6 | 6 | | 6 | 6 | 6 | 6 |
| 7 | 7 | | 7 | 7 | 7 | 7 |
| 8 | 8 | | 8 | 8 | 8 | 8 |
| 10+ | 10+ | | 10+ | 10+ | 10+ | 10+ |
| Initials | | | | | | |

ReadingKEY Student Vocab Builder

LESSON 1C

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

REVIEW Grade 2
Short i

if it his will with this wish

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 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 4 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 4 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!

if wish
it this
his with
will will
with his
this it
wish if

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 | | | | | | |
| 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 |
| 5.0 | 5.0 | | 5.0 | 5.0 | 5.0 | 5.0 |
| 5.1 | 5.1 | | 5.1 | 5.1 | 5.1 | 5.1 |
| 5.2 | 5.2 | | 5.2 | 5.2 | 5.2 | 5.2 |
| 5.3 | 5.3 | | 5.3 | 5.3 | 5.3 | 5.3 |
| 5.4 | 5.4 | | 5.4 | 5.4 | 5.4 | 5.4 |
| 5.5 | 5.5 | | 5.5 | 5.5 | 5.5 | 5.5 |
| 5.6 | 5.6 | | 5.6 | 5.6 | 5.6 | 5.6 |
| 5.7 | 5.7 | | 5.7 | 5.7 | 5.7 | 5.7 |
| 5.8 | 5.8 | | 5.8 | 5.8 | 5.8 | 5.8 |
| 5.9 | 5.9 | | 5.9 | 5.9 | 5.9 | 5.9 |
| 6 | 6 | | 6 | 6 | 6 | 6 |
| 7 | 7 | | 7 | 7 | 7 | 7 |
| 8 | 8 | | 8 | 8 | 8 | 8 |
| 10+ | 10+ | | 10+ | 10+ | 10+ | 10+ |
| Initials | | | | | | |

ReadingKEY Student Vocab Builder

LESSON 1D

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

REVIEW Grade 2
Short o

got top off long rock drop wrong

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

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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 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 4 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 4 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!

| | |
|-------|-------|
| got | top |
| top | got |
| off | wrong |
| long | drop |
| rock | rock |
| drop | long |
| wrong | off |

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 1E

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

REVIEW Grade 2
Short u

up us run jump just such thumb

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 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 4 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 4 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!

up

jump

us

run

run

us

jump

up

just

thumb

such

such

thumb

just

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 | | | | | | |
| 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 |
| 5.0 | 5.0 | | 5.0 | 5.0 | 5.0 | 5.0 |
| 5.1 | 5.1 | | 5.1 | 5.1 | 5.1 | 5.1 |
| 5.2 | 5.2 | | 5.2 | 5.2 | 5.2 | 5.2 |
| 5.3 | 5.3 | | 5.3 | 5.3 | 5.3 | 5.3 |
| 5.4 | 5.4 | | 5.4 | 5.4 | 5.4 | 5.4 |
| 5.5 | 5.5 | | 5.5 | 5.5 | 5.5 | 5.5 |
| 5.6 | 5.6 | | 5.6 | 5.6 | 5.6 | 5.6 |
| 5.7 | 5.7 | | 5.7 | 5.7 | 5.7 | 5.7 |
| 5.8 | 5.8 | | 5.8 | 5.8 | 5.8 | 5.8 |
| 5.9 | 5.9 | | 5.9 | 5.9 | 5.9 | 5.9 |
| 6 | 6 | | 6 | 6 | 6 | 6 |
| 7 | 7 | | 7 | 7 | 7 | 7 |
| 8 | 8 | | 8 | 8 | 8 | 8 |
| 10+ | 10+ | | 10+ | 10+ | 10+ | 10+ |
| Initials | | | | | | |

ReadingKEY Student Vocab Builder

LESSON 2A

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

REVIEW Grade 2
Long Vowels

rain three read road say day play

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 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 4 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 4 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!

| | |
|-------|-------|
| rain | road |
| three | read |
| read | three |
| road | rain |
| say | play |
| day | day |
| play | say |

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 | | | | | | |
| 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 |
| 5.0 | 5.0 | | 5.0 | 5.0 | 5.0 | 5.0 |
| 5.1 | 5.1 | | 5.1 | 5.1 | 5.1 | 5.1 |
| 5.2 | 5.2 | | 5.2 | 5.2 | 5.2 | 5.2 |
| 5.3 | 5.3 | | 5.3 | 5.3 | 5.3 | 5.3 |
| 5.4 | 5.4 | | 5.4 | 5.4 | 5.4 | 5.4 |
| 5.5 | 5.5 | | 5.5 | 5.5 | 5.5 | 5.5 |
| 5.6 | 5.6 | | 5.6 | 5.6 | 5.6 | 5.6 |
| 5.7 | 5.7 | | 5.7 | 5.7 | 5.7 | 5.7 |
| 5.8 | 5.8 | | 5.8 | 5.8 | 5.8 | 5.8 |
| 5.9 | 5.9 | | 5.9 | 5.9 | 5.9 | 5.9 |
| 6 | 6 | | 6 | 6 | 6 | 6 |
| 7 | 7 | | 7 | 7 | 7 | 7 |
| 8 | 8 | | 8 | 8 | 8 | 8 |
| 10+ | 10+ | | 10+ | 10+ | 10+ | 10+ |
| Initials | | | | | | |

ReadingKEY Student Vocab Builder

LESSON 2B

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

REVIEW Grade 2
Final-e Rule

name home here make time while write

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 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 4 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 4 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!

name

make

home

here

here

home

make

name

time

write

while

while

write

time

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 | | | | | | |
| 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 |
| 5.0 | 5.0 | | 5.0 | 5.0 | 5.0 | 5.0 |
| 5.1 | 5.1 | | 5.1 | 5.1 | 5.1 | 5.1 |
| 5.2 | 5.2 | | 5.2 | 5.2 | 5.2 | 5.2 |
| 5.3 | 5.3 | | 5.3 | 5.3 | 5.3 | 5.3 |
| 5.4 | 5.4 | | 5.4 | 5.4 | 5.4 | 5.4 |
| 5.5 | 5.5 | | 5.5 | 5.5 | 5.5 | 5.5 |
| 5.6 | 5.6 | | 5.6 | 5.6 | 5.6 | 5.6 |
| 5.7 | 5.7 | | 5.7 | 5.7 | 5.7 | 5.7 |
| 5.8 | 5.8 | | 5.8 | 5.8 | 5.8 | 5.8 |
| 5.9 | 5.9 | | 5.9 | 5.9 | 5.9 | 5.9 |
| 6 | 6 | | 6 | 6 | 6 | 6 |
| 7 | 7 | | 7 | 7 | 7 | 7 |
| 8 | 8 | | 8 | 8 | 8 | 8 |
| 10+ | 10+ | | 10+ | 10+ | 10+ | 10+ |
| Initials | | | | | | |

ReadingKEY Student Vocab Builder

LESSON 2C

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

REVIEW Grade 2
oo – 2 sounds

too food soon foot good look took

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 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 4 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 4 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!

too
food
soon
foot
good
look
took

foot
soon
food
too
took
look
good

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 | | | | | | |
| 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 |
| 5.0 | 5.0 | | 5.0 | 5.0 | 5.0 | 5.0 |
| 5.1 | 5.1 | | 5.1 | 5.1 | 5.1 | 5.1 |
| 5.2 | 5.2 | | 5.2 | 5.2 | 5.2 | 5.2 |
| 5.3 | 5.3 | | 5.3 | 5.3 | 5.3 | 5.3 |
| 5.4 | 5.4 | | 5.4 | 5.4 | 5.4 | 5.4 |
| 5.5 | 5.5 | | 5.5 | 5.5 | 5.5 | 5.5 |
| 5.6 | 5.6 | | 5.6 | 5.6 | 5.6 | 5.6 |
| 5.7 | 5.7 | | 5.7 | 5.7 | 5.7 | 5.7 |
| 5.8 | 5.8 | | 5.8 | 5.8 | 5.8 | 5.8 |
| 5.9 | 5.9 | | 5.9 | 5.9 | 5.9 | 5.9 |
| 6 | 6 | | 6 | 6 | 6 | 6 |
| 7 | 7 | | 7 | 7 | 7 | 7 |
| 8 | 8 | | 8 | 8 | 8 | 8 |
| 10+ | 10+ | | 10+ | 10+ | 10+ | 10+ |
| Initials | | | | | | |

ReadingKEY Student Vocab Builder

LESSON 2D

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

REVIEW Grade 2
ou ow oi oy

out our house now know boy coin

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 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 4 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 4 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!

| | |
|-------|-------|
| out | now |
| our | house |
| house | our |
| now | out |
| know | coin |
| boy | boy |
| coin | know |

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 | | | | | | |
| 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 |
| 5.0 | 5.0 | | 5.0 | 5.0 | 5.0 | 5.0 |
| 5.1 | 5.1 | | 5.1 | 5.1 | 5.1 | 5.1 |
| 5.2 | 5.2 | | 5.2 | 5.2 | 5.2 | 5.2 |
| 5.3 | 5.3 | | 5.3 | 5.3 | 5.3 | 5.3 |
| 5.4 | 5.4 | | 5.4 | 5.4 | 5.4 | 5.4 |
| 5.5 | 5.5 | | 5.5 | 5.5 | 5.5 | 5.5 |
| 5.6 | 5.6 | | 5.6 | 5.6 | 5.6 | 5.6 |
| 5.7 | 5.7 | | 5.7 | 5.7 | 5.7 | 5.7 |
| 5.8 | 5.8 | | 5.8 | 5.8 | 5.8 | 5.8 |
| 5.9 | 5.9 | | 5.9 | 5.9 | 5.9 | 5.9 |
| 6 | 6 | | 6 | 6 | 6 | 6 |
| 7 | 7 | | 7 | 7 | 7 | 7 |
| 8 | 8 | | 8 | 8 | 8 | 8 |
| 10+ | 10+ | | 10+ | 10+ | 10+ | 10+ |
| Initials | | | | | | |

ReadingKEY Student Vocab Builder

LESSON 2E

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

REVIEW Grade 2
r-controlled vowels

her girl turn were are or more

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 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 4 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 4 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!

her were
girl turn
turn girl
were her
are more
or or
more are

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 | | | | | | |
| 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 |
| 5.0 | 5.0 | | 5.0 | 5.0 | 5.0 | 5.0 |
| 5.1 | 5.1 | | 5.1 | 5.1 | 5.1 | 5.1 |
| 5.2 | 5.2 | | 5.2 | 5.2 | 5.2 | 5.2 |
| 5.3 | 5.3 | | 5.3 | 5.3 | 5.3 | 5.3 |
| 5.4 | 5.4 | | 5.4 | 5.4 | 5.4 | 5.4 |
| 5.5 | 5.5 | | 5.5 | 5.5 | 5.5 | 5.5 |
| 5.6 | 5.6 | | 5.6 | 5.6 | 5.6 | 5.6 |
| 5.7 | 5.7 | | 5.7 | 5.7 | 5.7 | 5.7 |
| 5.8 | 5.8 | | 5.8 | 5.8 | 5.8 | 5.8 |
| 5.9 | 5.9 | | 5.9 | 5.9 | 5.9 | 5.9 |
| 6 | 6 | | 6 | 6 | 6 | 6 |
| 7 | 7 | | 7 | 7 | 7 | 7 |
| 8 | 8 | | 8 | 8 | 8 | 8 |
| 10+ | 10+ | | 10+ | 10+ | 10+ | 10+ |
| Initials | | | | | | |

ReadingKEY Student Vocab Builder

LESSON 3A

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

short a

add class grab shall have

wash

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 typically vowel sounds. If you need to review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters 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!

add

grab

class

class

grab

add

shall

have

have

shall

wash

wash

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 3B

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

short a

| | |
|---------------------------|--------|
| bell fell sell spell when | twelve |
|---------------------------|--------|

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 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!

bell sell
 fell fell
 sell bell
 spell when
 when spell

twelve

twelve

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 3C

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

short i

fill hid kid swim drink

bush

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 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!

fill

kid

hid

hid

kid

fill

swim

drink

drink

swim

busy

busy

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 3D

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

short o & u

doll cross hug drum much

other

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 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

doll

hug

cross

cross

hug

doll

drum

much

much

drum

other

other

| | 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 4A

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

Final-e Rule

| | |
|---------------------------|-----|
| late bite kite close made | eye |
|---------------------------|-----|

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 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!

late

kite

bite

bite

kite

late

close

made

made

close

eye

eye

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 4B

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

ai ee oa ie

| | |
|--|---|
| <h3 style="margin: 0;">tail bee boat tried three</h3> | <h3 style="margin: 0;">been</h3> |
| <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 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!</p> |

| | |
|-------|-------|
| tail | boat |
| bee | bee |
| boat | tail |
| tried | three |
| three | tried |

been

been

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 4C

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

ay – long a

stay away always say says yesterday

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 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!

stay away
away stay
always says
say say
says always

yesterday

yesterday

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 4D

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

ar or

hard large horse short before

door

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 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 | | | | | | | | |

hard

horse

large

large

horse

hard

short

before

before

short

door

door

ReadingKEY Student Vocab Builder

LESSON 5A

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

ai – long a

fair hair train stairs again

great

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 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!

fair

train

hair

hair

train

fair

stairs

again

again

stairs

great

great

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 5B

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

ee ea – long e

seed each teach mean year

knee

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 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!

seed

each

each

year

teach

seed

mean

mean

year

teach

knee

knee

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 5C

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

ie – long i

pie tie tied cried lie

quiet

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 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!

pie

tied

tie

pie

tied

tie

cried

lie

lie

cried

quiet

quiet

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 5D

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

oa – long o

coat goat toad throat road

toe

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 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!

coat

toad

goat

goat

toad

coat

throat

road

road

throat

toe

toe

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 6A

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

ow – long o

own show grow window know

two

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 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

own

window

show

show

grow

own

window

know

know

grow

two

two

| | 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 6B

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

OW OU

owl cow cloud about our

yours

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 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!

owl

cloud

cow

cow

cloud

owl

about

our

our

about

yours

yours

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 6C

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

oo (2 sounds)

room school book cook foot

who

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 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!

room

book

school

school

book

room

cook

foot

foot

cook

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 | | | | | | |

ReadingKEY Student Vocab Builder

LESSON 6D

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

Consonant y

baby bunny story every pretty

fly

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 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!

baby

story

bunny

bunny

story

baby

every

pretty

pretty

every

fly

fly

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 7A

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

Final-e rule

wave dime bone rope wide

sure

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 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

wave

bone

dime

dime

bone

wave

rope

wide

wide

rope

sure

sure

| | 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 7B

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

ing

| | |
|--|---|
| sing king bring swing thing | 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 <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 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! |

sing

bring

king

king

bring

sing

swing

thing

thing

swing

giving

giving

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 7C

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

ight

right light night tight height

high

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 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!

right

night

light

light

night

right

tight

height

height

tight

high

high

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 7D

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

Consonant y

body happy carry penny ready

cry

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 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

body

carry

happy

happy

carry

body

penny

ready

ready

penny

cry

cry

| | 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 8A

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

ew (oo)

new blew knew drew you

few

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 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

new knew
blew blew
knew new
drew you
you drew

few

few

| | 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 8B

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

C-Rule

ice face nice twice once

city

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 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

ice

nice

face

face

nice

ice

twice

twice

once

once

city

city

| | 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 8C

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

ful

full helpful thankful hopeful beautiful

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 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 | | | | | | |

full

thankful

helpful

helpful

thankful

full

hopeful

beautiful

beautiful

hopeful

pull

pull

ReadingKEY Student Vocab Builder

LESSON 8D

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

le ending

table purple bottle people little

nickel

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 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

table

bottle

purple

purple

bottle

table

people

little

little

people

nickel

nickel

| | 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 9A

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

short a

| | |
|--------------------------|------|
| band land glad glass has | half |
|--------------------------|------|

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 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!

| | |
|-------|-------|
| band | glad |
| land | land |
| glad | has |
| glass | band |
| has | glass |

half

half

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 9B

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

short e

send sent self step head

again

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 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!

send

self

sent

sent

self

send

step

head

head

step

again

again

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 9C

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

short i

miss print thin thick which

find

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 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!

miss

thin

print

print

thin

which

thick

miss

which

thick

find

find

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 9D

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

short o

soft shop socks block wrong

knock

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 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!

soft

socks

shop

shop

socks

soft

block

wrong

wrong

block

knock

knock

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 | | | | | | | | |