LESSON 19A

Also called the Student Reading Wall
The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

short a

cash sack catch pass passed past

woman

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

cash	pass	Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words The 5 sections can be used for 5 students						
sack	catch	To record times for more students use File #34 Chart L R L R L R L R L R						
catch	sack	3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2						
pass	cash	3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.8						
passed	past	4.0 4.1 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.4						
past	passed	4.5 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9						
woman	woman	5 5 5 5 5 5 5 5 5 5 6 6 6 7 7 7 7 7 7 7						

LESSON 19B

Also called the Student Reading Wall The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

short e

bend bent dress shell tenth pen

women

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, 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

dress pen "R" is for saying right column words The 5 sections can be used for 5 students To record times for more students use File #34 Chart L R bend bent Ceiling 3.2 bent bend 3.6 3.7 dress pen 3.8 shell tenth 4.3 4.4 4.5 4.5 4.6 4.6 tenth shell 4.7 5 5 6 6 6 6 6 6 6 6 6 7 7 7 7 women women Initials

LESSON 19C

Also called the Student Reading Wall
The steps below incorporate effective memorization techniques for
dramatically improved mastery of LEVEL 2 Reading Vocabulary

short i

ill bill kiss chin stick winter

built

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 that are spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

built

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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

Fluency Time Chart
Place "X" in box after timing student on words

ill	chin	"L" is for saying left column words "R" is for saying right column words The 5 sections can be used for 5 students
1 111	• • •	To record times for more students use File #34 Chart
bill	ill	Ceiling 3.0
		3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1
kiss	kiss	3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3
KISS	KISS	3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5
1 •	1 '11	3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7
chin	bill	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8
		4.0 4.0
stick	winter	4.2 4.3 4.3
	VV 111001	4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4
minton	oti olz	4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7
winter	stick	4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8
		5 5 5 5 5 5 5 5
4 •4	4 •4	6 6 6 6 6 6 6 6

built

LESSON 19D

Also called the Student Reading Wall The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

short a – o - u

spot bunch stuck bank hang song

front

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

Fluency Time Chart

Place "X" in box after timing student on words bank spot "L" is for saying left column words "R" is for saying right column words The 5 sections can be used for 5 students To record times for more students use File #34 Chart

L R L R L R L R L R L R hang song Ceilin hang song

bank spot

bunch stuck

stuck bunch

front

front

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

LESSON 20A

Also called the Student Reading Wall
The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

1 Consonant Rule

used idea paper eleven broken fever

animal

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

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

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 that are 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

used	eleven	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 5 sections can be used for 5 students To record times for more students use File #34 Char
idea	paper	Ceiling L R L R L R L R L R
	Papor	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
	• 1	3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2
paper	idea	3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4
r		3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6
4	1	3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6
eleven	used	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8
	abca	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9
	_	4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1
broken	fever	4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3
UIUKUII		4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4
		4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5
fever	broken	4.6 4.6 4.6 4.6 4.6 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7
	DIOKEII	4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8
		4.9 4.9 4.
		6 6 6 6 6 6 6 6 6
animal	animal	7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7
aiiiiiai	ammal	8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8
]

LESSON 20B

Also called the *Student Reading Wall*The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

ea – long e ea – short e

team weak please bread measure ahead

heard

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 that are 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

		Fluency Time Chart Place "X" in box after timing student on words
team	bread	"L" is for saying left column words "R" is for saying right column words
		The 5 sections can be used for 5 students
4	•	To record times for more students use File #34 Chart
weak	please	Ceiling
VV Culk	prease	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
		3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2
nlagea	weak	3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3
please	weak	3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4
_		3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6
1	4	3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7
bread	team	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8
		4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0
		4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1
measure	measure	4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3
measure	measare	4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4
		4.5 4.5 4.5 4.5 4.5 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6
ahead	ahead	4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0
antau	aneau	4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8
		4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9
		5 5 5 5 5 5 5 5 5 5 6 6 6 6 6 6 6 6
hoord	hoord	7 7 7 7 7 7 7 7 7 7 7
heard	heard	8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8
		Initials

LESSON 20C

Also called the *Student Reading Wall*The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

Final-e Rule Long Vowels

line shape true live alike alone

roll

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 that are 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

		Fluency Time Chart	-
line	live	Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words	
		The 5 sections can be used for 5 students To record times for more students use File #34 Chart	
1		LR LR LR LR	1
shape	true	Ceiling	
Sire p c	ci a c	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0	•
		3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2	1
+10110	chana	3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3	
true	shape	3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4	
	1	3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5	
		3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7	1
live	line	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8	
IIVC	11110	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9	
		4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0	
1 • 1	4	4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1	
alike	alone	4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3	1
arric	arone	4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4	
		4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5	
. 1	. 1:1	4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7	
alone	alike	4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8	1
		4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9	1
		5 5 5 5 5 5 5 5	
	4.4	6 6 6 6 6 6 6	
roll	roll	7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	•
		Initials	1

LESSON 20D

Also called the Student Reading Wall
The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

short a

bait wait mail maid chain chair

break

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

bait maid 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 5 sections can be used for 5 students To record times for more students use File #34 Ch

		The 5 sections can be used for 5 students										
		To record tir	nes i	or n	nore s	studer	<u>nts</u> υ	ıs <u>e F</u>	ile #	#34 <u>C</u>	Chart	
wait	mail	Ceiling L	₹	L	R	-	R	L	R	L	R	۱
Walt	IIIaII	3.0 3	.0	3.0		3.0 3		_	3.0	3.	.0 3.0	ı
		3.1 3	.1	3.1		3.1 3	_		3.1	_	.1 3.1	41
	:4	3.3 3	.3	3.3		3.3	-	-	-		.3 3.3	
mail	wait	3.4 3	.4	3.4	3.4	3.4 3	_	3.4	3.4	3.4	.4 3.4	1
		3.5 3	.5	3.5		3.5 3		-	3.5	_	.5 3.5 .6 3.6	41
	4	3.7 3	.7	3.7		3.7 3			-		.7 3.7	41
maid	bait	3.8 3	.8	3.8		3.8 3	_	-	3.8	3.8	.8 3.8	1
IIIdid	oart	3.9 3	.9	3.9	_	3.9	_		3.9		.9 3.9	
		4.0 4	.1	4.0 4.1		4.0 4		4.0	-		.0 4.0 .1 4.1	
chain	chair	4.2 4	.2	4.2	4.2	4.2 4	_	-	4.2	4.2	.2 4.2	1
CITATII	CHall	4.3 4	.3	4.3	4.3	4.4 4	.3	-	4.4	_	.3 4.3 .4 4.4	41
		4.5 4	.5	4.5	4.5	4.5	.5		4.5	_	.5 4.5	41
1 •	1 •	4.6 4	.6	4.6	_	4.6	_	-	4.6	_	.6 4.6	41
chair	chain	4.7 4		4.7		4.7 4 4.8 4	_	-	4.7	_	.7 4.7 .8 4.8	JI
		4.9 4	.9	4.9		4.9 4	_	- 1	4.9		.9 4.9	
		5	5	5	5	5	5	5	5	_	5 5	۱
1 1	1 1	Ⅱ ⊩⊣⊢	7	7		6 7	6 7	7	6 7	 	6 6 7 7	۱
break	break	8+ 8	_	8+		8+ 8	<u>.</u> 3+	_	8+	_	+ 8+	
Olomi			1				7					۱

LESSON 21A

Also called the Student Reading Wall
The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

2 Consonant Rule Short Vowels

kitten children problem without hundred whether

across

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

kitten	without
children	problem
problem	children
without	kitten
hundred	whether
whether	hundred
across	across

TI	The 5 sections can be used for 5 students											
To reco	o record times for more students use File #34 Chart											
	L	R		L	R		L	R	L	R	L	R
Ceiling												
	3.0	3.0		3.0	3.0		3.0	3.0	3.0	3.0	3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2		3.2	3.2		3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4	3.4	3.4	3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5	3.5	3.5	3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6	3.6	3.6	3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7	3.7	3.7	3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8	3.8	3.8	3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9	3.9	3.9	3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4	4.4	4.4	4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5	4.5	4.5	4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.6	4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.7	4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8	4.8	4.8	4.8	4.8
	4.9	4.9		4.9	4.9		4.9	4.9	4.9	4.9	4.9	4.9
	5	5		5	5		5	5	5	5	5	5
	6	6		6	6		6	6	6	6	6	6
	7	7		7	7		7	7	7	7	7	7
	8+	8+		8+	8+		8+	8+	8+	8+	8+	8+
Initials												

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

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LESSON 21B

Also called the *Student Reading Wall*The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

Final-e Rule Long Vowels

fine mine brake change grade wrote

care

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 that are 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

		Fluency Time Chart
fine	change	Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words
	•	The 5 sections can be used for 5 students To record times for more students use File #34 Chart
mine	brake	Ceiling LR LR LR LR
	Ularc	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
		3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2
brake	mine	3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3
DIake	IIIIIIE	3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4
		3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6
		3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7
change	fine	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8
change		3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9
		4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0
1		4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1
grade	wrote	4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3
Sidde	WIOLE	4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4
		4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5
4	1	4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6
wrote	grade	4.7 4.7 4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8
***	81440	4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0
		5 5 5 5 5 5 5 5 5
		6 6 6 6 6 6 6 6
0000	0010	7 7 7 7 7 7 7 7 7 7 7
care	care	8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+
		Initials I I I I I I I I I I I I I I I I I I I

LESSON 21C

Also called the Student Reading Wall
The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

or

fork wore worn corner sport north

work

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

		Fluency Time Chart
fork	corner	Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words
		The 5 sections can be used for 5 students To record times for more students use File #34 Chart
		LR LR LR LR
wore	worn	Ceiling
***************************************	WOIII	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
		3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2
		3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3
worn	wore	3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4
***	***************************************	3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5
		3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6
0.0410.04	fault	3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7
corner	fork	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9
		4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0
	_	4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1
cnort	north	4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3
sport	1101111	4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.4 4.4 4.4
•		4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5
. •		4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6
north	sport	4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7
	Sport	4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9
		5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
		1 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6
xxx041z	*******1-	7 7 7 7 7 7 7 7 7 7
work	work	8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+
		Initials

LESSON 21D

Also called the *Student Reading Wall*The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

short a - o - u

pants crack lock strong bunch hunt

truth

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

Fluency Time Chart

pants	strong	Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words The 5 sections can be used for 5 students							
crack	lock	To record times for more students use File #34 Chart L R L R L R L R L R Ceiling 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1							
lock	crack	3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.3							
strong	pants	3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6							
bunch	hunt	4.1 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.4							
h <mark>u</mark> nt	bunch	4.5 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9							
truth	truth	5 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6							

LESSON 22A

Also called the Student Reading Wall
The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

oo long oo sound

cool fool tooth spoon choose smooth

lose

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 that are 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

		Fluency Time Chart
cool	spoon	Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words The 5 sections can be used for 5 students
		To record times for more students use File #34 Chart
fool	tooth	Ceiling
1001	tootii	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
		3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1
	C 1	3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2
tooth	fool	3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4
	1001	3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5
		3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6
	1	3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7
spoon	cool	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8
SP COM	0001	
		4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1
a 1 a a a a a	a 41-	4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2
choose	smooth	4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3
	, ,	4.4 4.4 4.4 4.4 4.4 4.4 4.4 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 4.6 4.6 4.6 4.6
smooth	choose	4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7
SIIIOUUI	CHOOSE	4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8
		4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9
		5 5 5 5 5 5 5 5 5
-	_	6 6 6 6 6 6 6 6
lose	llose	7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+
1030	1030	Initials

LESSON 22B

Also called the *Student Reading Wall*The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

oo 2 Sounds

boot noon balloon hook brook stood

loose

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

boot	hook	Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words
noon	balloon	The 5 sections can be used for 5 students To record times for more students use File #34 Chart Ceiling 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
balloon	noon	3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1
hook	boot	3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7
brook	stood	4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.5
stood	brook	4.6 4.7 4.7
loose	loose	S S S S S S S S S S

LESSON 22C

broom

Also called the Student Reading Wall
The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

00 - ew

root broom goose grew flew threw

through

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, 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 5 sections can be used for 5 students To record times for more students use File #34 Chart

goose

goose	broom

C-10 C TT I	#0.0t
grew	root

flew	threw

threw	flew

through through

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

LESSON 22D

Also called the *Student Reading Wall*The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

Final-e Rule oi sound

nose save phone boil noise noisy

none

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 that are 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

		Fluency Time Chart
nose	boil	Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words
		The 5 sections can be used for 5 students To record times for more students use File #34 Chai
	nhono	Ceiling L R L R L R
save	phone	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
	•	3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1
1	00770	3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3
phone	save	3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4
1		3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6
1 •1		3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7
boil	nose	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8
		4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0
•	•	4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1
noise	noisy	4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3
		4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4
		4.5 4.5 4.5 4.5 4.5 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6
noisy	noise	4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7
norby	110150	4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8
		5 5 5 5 5 5 5 5
		6 6 6 6 6 6 6 6 6 6 6 7
none	none	8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8
		Initials

LESSON 23A

Also called the Student Reading Wall
The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

ty (ending)

forty sixty seventy fifty ninety thirty

eighty

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

		i lucitoy i ilile Chart
forty	fiftx	Place "X" in box after timing student on words "L" is for saying left column words
forty	fifty	"R" is for saying right column words
•	•	The 5 sections can be used for 5 students To record times for more students use File #34 Chart
•		
sixty	seventy	Ceiling
SIALY	30 venty	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
		3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1
4	•	3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.3 3.3
seventy	sixty	3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4
be verify	Sincy	3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5
		3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6
C: C	C4	3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7
fifty	forty	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8
		4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0
		4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1
ninotri	thintr	4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2
ninety	thirty	4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3
-	2	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 4.6 4.6 4.6 4.6
thirty	ninety	4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7
tiiii ty	mmety	4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8
•	•	4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9
		5 5 5 5 5 5 5 5 5 5 5 6 6 6 6 6 6 6 6 6
• 1 4	• 1 ,	7 7 7 7 7 7 7 7 7 7
eighty	eighty	8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+
		Initials

LESSON 23B

Also called the Student Reading Wall
The steps below incorporate effective memorization techniques for
dramatically improved mastery of LEVEL 2 Reading Vocabulary

ight

might fight bright flight frighten tonight

knight

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

might	flight
fight	bright
bright	fight
flight	might
frighten	tonight
tonight	frighten
knight	knight

"R" is for saying right column words													
The 5 sections can be used for 5 students													
To reco	To record times for more students use File #34 Char												
	L	R		L	R		L	R		L	R	L	R
Ceiling													
	3.0	-		-	3.0		3.0	3.0		3.0	3.0	3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1	3.1	3.1
	3.2			3.2	3.2		3.2	3.2		3.2		3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3	3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4	3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5	3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6	3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7	3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8	3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9	3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0	4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1	4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2	4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4	4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5	4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8	4.8	4.8
	4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9	4.9	4.9
	5	5		5	5		5	5		5	5	5	5
	6	6		6	6		6	6		6	6	6	6
	7	7		7	7		7	7		7	7	7	7
	8+	8+		8+	8+		8+	8+		8+	8+	8+	8+

Fluency Time Chart
Place "X" in box after timing student on words
"L" is for saying left column words

LESSON 23C

Also called the Student Reading Wall
The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

ow – long o

owner blow grown throw thrown shown

known

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

owner	throw	Place "X" in box after timing student on word "L" is for saying left column words "R" is for saying right column words	s
1 1		The 5 sections can be used for 5 students To record times for more students use File #34 (L R L R L R L R L R L R L R L R L R L	Chart L R
blow	grown		3.0 3.0
	1 1	3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2	3.1 3.1 3.2 3.2 3.3 3.3
grown	blow	3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4	3.4 3.4 3.5 3.5
. 1		3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7	3.6 3.6 3.7 3.7
throw	owner	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9	3.8 3.9 3.9
. 1	1	4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1	i.0 4.0 i.1 4.1 i.2 4.2
thrown	shown	4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3	1.3 4.3 1.4 4.4
1	.1	4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6	4.5 4.6 4.6
shown	thrown	4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8	4.7 4.8 4.8 4.9
		5 5 5 5 5 5 5	5 5
known	known		7 7 8+ 8+
		Initials	

LESSON 23D

Also called the *Student Reading Wall*The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

ow - ou

town clown flower found thousand county

country

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 that are 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

		Fluency Time Chart	
town	found	Place "X" in box after timing student on wor "L" is for saying left column words "R" is for saying right column words	ds
		The 5 sections can be used for 5 student To record times for more students use File #34	
4	C1		L R
clown	flower	Ceiling	
		3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1	3.0 3.0 3.1 3.1
		3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2	3.2 3.2
£1	-1	3.3 3.3 3.3 3.3 3.3 3.3 3.3	3.3 3.3
flower	clown	3.4 3.4 3.4 3.4 3.4 3.4 3.4	3.4 3.4
		3.5 3.5 3.5 3.5 3.5 3.5	3.5 3.5
		3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7	3.6 3.6 3.7 3.7
found	torus	3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8	3.7 3.7
Tound	town	3.9 3.9 3.9 3.9 3.9 3.9 3.9	3.9 3.9
		4.0 4.0 4.0 4.0 4.0 4.0 4.0	4.0 4.0
		4.1 4.1 4.1 4.1 4.1 4.1 4.1	4.1 4.1
thousand	county	4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3	4.2 4.2 4.3 4.3
mousanu	County	4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.4 4.4	4.4 4.4
	•	4.5 4.5 4.5 4.5 4.5 4.5 4.5	4.5 4.5
	. 4	4.6 4.6 4.6 4.6 4.6 4.6 4.6	4.6 4.6
county	thousand	4.7 4.7 4.7 4.7 4.7 4.7 4.7	4.7 4.7
County	mousuna	4.8 4.8 4.8 4.8 4.8 4.8 4.8	4.8 4.8
		4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	4.9 4.9 5 5
		5 5 5 5 5 5 5 5 6 6 6 6 6 6 6 6 6 6 6 6	6 6
		7 7 7 7 7 7 7 7	7 7
country	country	8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+	8+ 8+
J	J = 0.000 J	Initials	

LESSON 24A

Also called the Student Reading Wall
The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

1 Consonant Rule

begin began begun taken super potato

water

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 that are 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

begin	taken	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
began	begun	The 5 sections can be used for 5 students To record times for more students use File #34 Chart Ceiling 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
begun	began	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
		3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5
taken	begin	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9
super	potato	4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3
potato	super	4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 5 6 8 4 8 4 8 4 8 4 8 4 8 4 <t< th=""></t<>
water	water	6 6 6 6 6 6 6 6 6 6

LESSON 24B

Also called the Student Reading Wall The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

2 Consonant Rule

supper matter husband costume address distance

closet

3.7

5

6

6

6

7

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

Fluency Time Chart

Place "X" in box after timing student on words costume "L" is for saying left column words supper "R" is for saying right column words The 5 sections can be used for 5 students To record times for more students use File #34 Chart husband matter Ceiling husband matter costume supper distance address distance address 6 6 6 6 closet 7 closet

LESSON 24C

Also called the Student Reading Wall
The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

ee - ing

feed deep greet ring lying nothing

agree

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

Fluency Time Chart

			uen							
feet	ring	"R'	(" in box " is for s ' is for s sections	aying aying	g left o right	colur colu	nn wo mn w	ords ords		
		To record ti								nart
1	,	L	R L	R	L	R	L	R	L	R
deep	greet	Ceiling						Ш		
uccp	greet	3.0	_	3.0		3.0		3.0		3.0
_		3.1		1 3.1	3.1	3.1		3.1		3.1
	_	3.2		2 3.2	3.2	3.2	-	3.2		3.2
greet	deep			3.3	3.3	_		3.3		3.3
greet	uccp			1 3.4	3.4			3.4		3.4
\mathcal{C}	1	 		3.5	-	3.5	-	3.5	_	3.5
		- 1		3.6 7 3.7	-	3.6	-	3.6		3.6
101 10 0	$\mathbf{f}_{\alpha \alpha t}$			3.7	-	3.8	-	3.8	3.7	3.8
ring	feet			3.9		3.9		3.9		3.9
				0 4.0		4.0	_	4.0		
				1 4.1		4.1	4.1	_	4.0 4.1	4.1
1 •	1 '	4.2	1.2 4.2	2 4.2	4.2	4.2	4.2	-		4.2
lying	lying	4.3	1.3 4.3	3 4.3	4.3	4.3	4.3	4.3		4.3
191115	1,111,5	4.4	1.4 4.4	4.4	4.4	4.4	4.4	4.4		4.4
		4.5	4.5	5 4.5	4.5	4.5	4.5	4.5	4.5	4.5
. •	. 1	4.6	4.6	6 4.6	4.6	4.6	4.6	4.6		4.6
nothing	nothing	4.7	4.7	7 4.7	4.7	4.7	4.7			4.7
nounng	nouning			3 4.8		4.8		4.8		4.8
				4.9		4.9		4.9		4.9
		¬	5 5	-	5		5	5	5	5
		 	6 6	+	6	6	7	6	6 7	
20100	20100	II I I	7 7 3+ 8+	8+	7 8+	7	-	7		
agree	agree	8+	5+ 84	0+	0+	8+	8+	8+	0+	8+

LESSON 24D

Also called the *Student Reading Wall*The steps below incorporate effective memorization techniques for <u>dramatically</u> improved mastery of LEVEL 2 Reading Vocabulary

ry – ty - ly

hungry empty ugly library worry probably

beauty

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 that are 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

		Fluency Time Chart	
hungry	library	Place "X" in box after timing student on words "L" is for saying left column words	
hungry	morary	"R" is for saying right column words	
	•	The 5 sections can be used for 5 students To record times for more students use File #34 Cha	art
	1		R
empty	ugly	Ceiling	
Chipty	ugiy	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0	
_ •		3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1	_
4		3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2	
ugly	empty	3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3	
ugly	Chipty	3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5	
		3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6	
1 • 1	4	3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7	3.7
library	hungry	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8	_
morar y	nungry	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9	
		4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1	
	1 1 1	4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1	_
worry	probably	4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3	
W OII y	producty	4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4	_
		4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5	4.5
1 1 1		4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6	
probably	worry	4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7	
producty	WOILY	4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9	_
			5
			6
1	1	7 7 7 7 7 7 7 7	7
beauty	beauty	8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+	8+
		Initials	

LESSON 25A

Also called the *Student Reading Wall*The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

ou ow

louder mountain ourselves bow crowd shower

young

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 that are 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

louder	bow	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 5 sections can be used for 5 students
mountain	ourselves	To record times for more students use File #34 Chart Ceiling 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
ourselves	mountain	3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.5
bow	louder	3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6
crowd	shower	4.1 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.4
shower	crowd	4.5 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9
young	young	5 5 5 6 6 6 6 7 7 8+ 8+ 8+ 8+ 8+ 8+

LESSON 25B

Also called the *Student Reading Wall*The steps below incorporate effective memorization techniques for <u>dramatically</u> improved mastery of LEVEL 2 Reading Vocabulary

short vowels

gas drag spend spent drug drunk

quit

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

Fluency Time Chart

gas	spent	Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words
	1	The 5 sections can be used for 5 students To record times for more students use File #34 Chart
drag	spend	Ceiling L R L
	1	3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1
a a a a d	1400	3.2 3.3 3.3
spend	drag	3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4
•		3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6
		3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7
spent	gas	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8
~P • III	8.00	4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0
		4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1
drug	drunk	4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3
urug	arank	4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4
		4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5
drunk	drug	4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7
ululik	drug	4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8
	•	4.9 4.9
		5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
quit	l anit	7 7 7 7 7 7 7 7 7 7
	(8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+

LESSON 25C

Also called the *Student Reading Wall*The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

C-Rule Soft C Sound

place price pencil distance receive practice

chance

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

place	distance	Pla Ti
price	pencil	To reco
pencil	price	
distance	place	
receive	practice	

chance

practice

chance

receive

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 5 sections can be used for 5 students
record times for more students use File #34 Cl

To reco	rd t	time	es f	or r	nor	e st	ude	ents	us	e F	ile i	#34	· Ch	ıart
	L	R		L	R		L	R		L	R		L	R
Ceiling														
	3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1	i	3.1	3.1
	3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2	i	3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4	i	3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6	i	3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8	i	3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9	i	3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1	i	4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2	i	4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	i	4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5	i	4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6	i	4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7	i	4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8
	4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9
	5	5		5	5		5	5		5	5		5	5
	6	6		6	6		6	6		6	6	i	6	6
	7	7		7	7		7	7		7	7		7	7
	8+	8+		8+	8+		8+	8+		8+	8+		8+	8+
Initials														

LESSON 25D

Also called the Student Reading Wall
The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

er ir ur

sir stir return either certain curtain

danger

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

		Fluency Time Chart
sir	return	Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words The 5 sections can be used for 5 students
		To record times for more students use File #34 Chart
stir	curtain	L R L R L R L R Ceiling
BUIL	cartam	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
		3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2
110 trans	04110	3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3
return	stir	3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4
		3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5
		3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6
either	sir	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8
	S11	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9
		4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0
_	_	4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1
certain	certain	4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2
Coltain	Certain	4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.4 4.4 4.4
		4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5
_	•	4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6
curtain	either	4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7
Cuitain	CitiiCi	4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8
		4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9
		5 5 5 5 5 5 5 5 5 5 5 6 6 6 6 6 6 6 6 6
1	1	7 7 7 7 7 7 7 7 7 7 7
danger	danger	8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+

LESSON 26A

Also called the Student Reading Wall
The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

1 Consonant Rule

over open below driving using chasing

desert

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

		i lucitoy fillie Chart	
O T T O 44	1447440	Place "X" in box after timing student on words	S
over	driving	"L" is for saying left column words "R" is for saying right column words	
	57 - 1 8	The 5 sections can be used for 5 students	
		To record times for more students use File #34 C	
	1 1	L R L R L R L R L R	R
open	below	Ceiling	
Pen	CCIOW		.0 3.0
			.1 3.1
1 1			.2 3.2
below	open		.4 3.4
UCIO W	Open		.5 3.5
	•		.6 3.6
-			.7 3.7
driving	over	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8	.8 3.8
driving	0 V $C1$	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9	.9 3.9
		4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0	.0 4.0
		4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1	
1101100	ahagina		.2 4.2
using	chasing		.3 4.3
8	8		.4 4.4
			.5 4.5
-1			.6 4.6 .7 4.7
chasing	using		.8 4.8
	451118		.9 4.9
			5 5
			_
1 1	1 1	7 7 7 7 7 7 7 7 7 7	
desert	desert	8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+	+ 8+
		Initials	
	1 11 11		

LESSON 26B

Also called the *Student Reading Wall*The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

2 Consonant Rule

butter button ladder summer hammer sandwich

dessert

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

						Chart	
butter	summer	"L" "R" i	is for sa s for say	ying le	eft colun ght colu	udent on w nn words mn words or 5 stude	
		To record tim					
button	ladder	L R Ceiling	L	R	L R	L R	L R
outton	radaci	3.0 3.0	1 1 1	3.0 3.1	3.0 3.0 3.1 3.1	3.0 3.0 3.1 3.1	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
1, 11, 1	b 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1	3.3 3.3	3.3	3.3	3.3 3.3	3.3 3.3	3.3 3.3
ladder	button	3.4 3.4	انتا	3.4	3.4 3.4	3.4 3.4	3.4 3.4
		3.5 3.5	1 1	3.5	3.5 3.5 3.6 3.6	3.5 3.5 3.6 3.6	3.5 3.5
		3.6 3.6 3.7 3.7	1 🗀	3.6	3.6 3.6	3.7 3.7	3.6 3.6 3.7 3.7
climmar	butter	3.8 3.8	I ⊨≕		3.8 3.8	3.8 3.8	3.8 3.8
summer	Dutter	3.9 3.9	3.9	3.9	3.9 3.9	3.9 3.9	3.9 3.9
		4.0 4.0	4.0	4.0	4.0 4.0	4.0 4.0	4.0 4.0
-	4 • 4	4.1 4.1	1 1	4.1	4.1 4.1 4.2 4.2	4.1 4.1 4.2 4.2	4.1 4.1 4.2 4.2
hammer	sandwich	4.2 4.2	4.2	4.2	4.2 4.2	4.3 4.3	4.3 4.3
Hammer	Sand witch	4.4 4.4	1 1 1 1 1	4.4	4.4 4.4	4.4 4.4	4.4 4.4
		4.5 4.5	4.5	4.5	4.5 4.5	4.5 4.5	4.5 4.5
1 • 1	1	4.6 4.6	1 1	4.6	4.6 4.6	4.6 4.6	4.6 4.6
sandwich	hammer	4.7 4.7	4 💾	4.7	4.7 4.7	4.7 4.7	4.7 4.7
balla Wiell		4.8 4.8	4.8		4.8 4.8 4.9 4.9	4.8 4.8 4.9 4.9	4.8 4.8 4.9 4.9
		5 5		5	5 5	5 5	5 5
		6 6	6	6	6 6	6 6	6 6
doggart	doggart	7 7	7	7	7 7	7 7	7 7
dessert	dessert	8+ 8+	8+	8+	8+ 8+	8+ 8+	8+ 8+

LESSON 26C

Also called the Student Reading Wall The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

Final-e Rule

note taste chase chose drive safe

quite

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

Fluency Time Chart Place "X" in box after timing student on words

chose note "L" is for saying left column words "R" is for saying right column words The 5 sections can be used for 5 students To record times for more students use File #34 Chart L R chase taste Ceiling 3.2 3.2 chase taste 3.6 3.7 3.7 chose note 3.8 drive safe 4.3 4.4 4.5 4.5 4.6 4.6 safe drive 4.7 5 5 5 6 6 6 6 6 6 6 6 6 7 7 7 7 quite quite

LESSON 26D

Also called the *Student Reading Wall*The steps below incorporate effective memorization techniques for <u>dramatically</u> improved mastery of LEVEL 2 Reading Vocabulary

Final-e Rule

state wake woke rule wire separate

dance

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 that are 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

		Fluency Time Chart
state	rule	Place "X" in box after timing student on words "L" is for saying left column words
Butto	1410	"R" is for saying right column words The 5 sections can be used for 5 students
		To record times for more students use File #34 Chart
wake	woke	Ceiling L R L R L R L R
Wake	WOKC	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
		3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1
1	1	3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3
woke	wake	3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4
,, 5115	,, 3322	3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5
		3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6
rule	state	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8
Tuic	State	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9
		4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0
•	4	4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2
wire	separate	4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3
· · · <u>-</u> - ·	o P our out	4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4
		4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6
canarata	wire	4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7
separate	WIIC	4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8
_		4.9 4.9
		5 5 5 5 5 5 5 5 5 5 6 6 6 6 6 6 6 6 6 6
101000	10000	7 7 7 7 7 7 7 7 7 7 7
dance	dance	8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+
		Initials

LESSON 27A

air

Also called the Student Reading Wall
The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

ai - long a

air brain paid raise claim explain

weigh

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, 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 5 sections can be used for 5 students To record times for more students use File #34 Chart

brain paid

paid brain

raise air

claim explain

explain claim

weigh weigh

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

LESSON 27B

Also called the Student Reading Wall
The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

2 Consonant Rule

hollow sudden silver fifth mistake discover

control

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 that are 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 or 4 seconds (preferably 3) is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have your 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 colorcoded sound helper. When a mastery time of 3 or 4 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 mastered lists by reading words at the top of each list, you'll then see the words have been truly mastered!

		Tidelicy Tille Chart							
1 11	C'. C. 1.	Place "X" in box after timing student on words							
hollow	fifth	"L" is for saying left column words "R" is for saying right column words							
		The 5 sections can be used for 5 students							
		To record times for more students use File #34 Cha	ırt						
1 1	• 1	LR LR LR LR	R						
sudden	silver	Ceiling Ceilin							
Suducii	SIIVCI	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3	.0						
		3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1	.1						
		3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2	.2						
silver	sudden	3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3	.3						
Silver	Sudden	3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4	.4						
~ , ~		3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5	.5						
		3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6	_						
C* C. 1	1 11	3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7	_						
fifth	hollow	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8	_						
		3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9	.9						
		4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0	.0						
	4.6	4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1							
mistake	discover	4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2							
mstare	UISCUVCI	4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.4 4.4							
		4.4 4.4 4.4 4.4 4.4 4.5 4.5 4.5 4.5 4.5							
		4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6	_						
discover	mistake	4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7	_						
uiscover	mistake	4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8	_						
		4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9							
			5						
			6						
1 4 1		7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	7						
control	control	8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8	í+						
		Initials							
I	ı ıı		- 11						

LESSON 27C

Also called the *Student Reading Wall*The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

ee – ea long e sound

creek creep sweet meal weak dream

earth

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 that are 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

		Fluency Time Chart							
creek	meal	Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words The 5 sections can be used for 5 students							
		To record times for more students use File #34 Chart							
creep	sweet	Ceiling L R L R L R L R							
Creep	SWCCt	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0							
		3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2							
CITION	oroon	3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3							
sweet	creep	3.4 3.4 3.4 3.4 3.4 3.4 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5							
	•	3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6							
-	4	3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7							
meal	creek	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8							
	CICCK	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9							
		4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1							
1	.1	4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2							
weak	dream	4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3							
****	OPI O OVIII	4.4 4.4 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 4.6 4.6 4.6 4.6							
dream	111001z	4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0							
aream	weak	4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8							
		4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9							
		5 5 5 5 5 5 5 5							
	. ■	6 6 6 6 6 6 6 6 6 6 6 6 6 7 7 7 7 7 7 7							
earth	earth	8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+							
Cartin		Initials Initials							

LESSON 27D

Also called the Student Reading Wall The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

ful "le" ending

useful careful wonderful needle single trouble

couple

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 that are 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

		Fluency Time Chart								
useful	needle	Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words The 5 sections can be used for 5 students To record times for more students use File #34 Ch								
careful	wonderful	Ceiling L R L R L R L R L 3.0 3.								
wonderfu	ıl careful	3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1								
needle	useful	3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.9								
single	trouble	4.0 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.4								
trouble	single	4.5 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.8								
	O	4.9 4.9								
couple	couple	6 6 7 7 7 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+ 8+								

"R" is for saying right column words														
The 5 sections can be used for 5 students o record times for more students use File #34 Chart														
o reco			es f	_		e st			us			#34		
	L	R		L	R		L	R		L	R	i	L	R
eiling														
	3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1	i	3.1	3.1
	3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2	i	3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3	i	3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5	i	3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6	i	3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8	i	3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9	i	3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1	i	4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	i	4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5	i	4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6	i	4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7	i	4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8
	4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9
	5	5		5	5		5	5		5	5		5	5
	6	6		6	6		6	6		6	6		6	6
	7	7		7	7		7	7		7	7		7	7
	8+	8+		8+	8+		8+	8+		8+	8+		8+	8+
														Ė