

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 19A

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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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

sack

catch

catch

sack

pass

cash

passed

past

past

passed

woman

woman

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

	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										

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 19B

The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

short e

pen bend bent dress shell tenth

women

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pen

dress

bend

bent

bent

bend

dress

pen

shell

tenth

tenth

shell

women

women

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

	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										

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 19C

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

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Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 5 sections can be used for 5 students

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Ceiling	L	R	L	R	L	R	L	R	L	R
3.0	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	3.1
3.2	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	3.3
3.4	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	3.5
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
3.8	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	3.9
4.0	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	4.1
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
4.4	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	4.5
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	4.8	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
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+
Initials										

ill

chin

bill

ill

kiss

kiss

chin

bill

stick

winter

winter

stick

built

built

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 19D

The steps below incorporate effective memorization techniques for dramatically improved mastery of LEVEL 2 Reading Vocabulary

short a – o – u

bank hang song spot bunch stuck

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

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STEP 3 - READ EACH WORD SLOWLY

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STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column 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 color-coded 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

Ceiling	L	R	L	R	L	R	L	R	L	R
3.0	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	3.1
3.2	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	3.3
3.4	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	3.5
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
3.8	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	3.9
4.0	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	4.1
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
4.4	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	4.5
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	4.8	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
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+
Initials										

bank

spot

hang

song

song

hang

spot

bank

bunch

stuck

stuck

bunch

front

front

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 20A

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

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used

eleven

idea

paper

paper

idea

eleven

used

broken

fever

fever

broken

animal

animal

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

	L	R	L	R	L	R	L	R	L	R
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	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										

ReadingKEY Student Vocab Builder

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

This step dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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

Ceiling	L	R	L	R	L	R	L	R	L	R
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										

team

bread

weak

please

please

weak

bread

team

measure

measure

ahead

ahead

heard

heard

ReadingKEY Student Vocab Builder

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.

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This step dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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

Ceiling	L	R	L	R	L	R	L	R	L	R
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										

line

live

shape

true

true

shape

live

line

alike

alone

alone

alike

roll

roll

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 20D

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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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

Ceiling	L	R	L	R	L	R	L	R	L	R
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										

bait

maid

wait

mail

mail

wait

maid

bait

chain

chair

chair

chain

break

break

ReadingKEY Student Vocab Builder

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

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Fluency Time Chart

Place "X" in box after timing student on words

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Ceiling	L	R	L	R	L	R	L	R	L	R
3.0	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	3.1
3.2	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	3.3
3.4	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	3.5
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
3.8	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	3.9
4.0	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	4.1
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
4.4	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	4.5
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	4.8	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
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+
Initials										

kitten

without

children

problem

problem

children

without

kitten

hundred

whether

whether

hundred

across

across

ReadingKEY Student Vocab Builder

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

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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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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!

fine

change

mine

brake

brake

mine

change

fine

grade

wrote

wrote

grade

care

care

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

	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										

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 21C

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	
<p>STEP 1 - TEACH THE VOWEL SOUND Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com</p> <p>STEP 2 - STOP AT THE VOWEL SOUND Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds that are spelling patterns which have been color-coded.</p> <p>STEP 3 - READ EACH WORD SLOWLY After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.</p>	<p>STEP 4 – FLUENCY PRACTICE This step dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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!</p>

fork

corner

wore

worn

worn

wore

corner

fork

sport

north

north

sport

work

work

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

Ceiling	L	R	L	R	L	R	L	R	L	R
3.0	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	3.1
3.2	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	3.3
3.4	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	3.5
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
3.8	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	3.9
4.0	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	4.1
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
4.4	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	4.5
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	4.8	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
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+
Initials										

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 21D

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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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!

pants

strong

crack

lock

lock

crack

strong

pants

bunch

hunt

hunt

bunch

truth

truth

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

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

ReadingKEY Student Vocab Builder

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

This step dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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

Ceiling	L	R	L	R	L	R	L	R	L	R
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										

cool

spoon

fool

tooth

tooth

fool

spoon

cool

choose

smooth

smooth

choose

lose

lose

ReadingKEY Student Vocab Builder

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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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

Ceiling	L	R	L	R	L	R	L	R	L	R
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										

boot

hook

noon

balloon

balloon

noon

hook

boot

brook

stood

stood

brook

loose

loose

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 22C

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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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!

root

grew

broom

goose

goose

broom

grew

root

flew

threw

threw

flew

through

through

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

Ceiling	L	R	L	R	L	R	L	R	L	R
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										

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 22D

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

This step dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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!

nose

boil

save

phone

phone

save

boil

noise

noise

noisy

noisy

noise

none

none

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

	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										

ReadingKEY Student Vocab Builder

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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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

	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										

forty

fifty

sixty

seventy

seventy

sixty

fifty

forty

ninety

thirty

thirty

ninety

eighty

eighty

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 23B

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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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

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

	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										

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 23C

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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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

blow

grown

grown

blow

throw

owner

thrown

shown

shown

thrown

known

known

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

	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										

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 23D

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

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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

This step dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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!

town

found

clown

flower

flower

clown

found

town

thousand

county

county

thousand

country

country

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

Ceiling	L	R	L	R	L	R	L	R	L	R
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										

ReadingKEY Student Vocab Builder

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

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STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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

	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										

begin

taken

began

begun

begun

began

taken

begin

super

potato

potato

super

water

water

ReadingKEY Student Vocab Builder

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

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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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!

supper

costume

matter

husband

husband

matter

costume

supper

address

distance

distance

address

closet

closet

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

	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										

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 24C

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

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STEP 1 - TEACH THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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STEP 4 - FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column 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 color-coded 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

Ceiling	L	R	L	R	L	R	L	R	L	R
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										

feet

ring

deep

greet

greet

deep

ring

feet

lying

lying

nothing

nothing

agree

agree

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 24D

The steps below incorporate effective memorization techniques for dramatically 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

This step dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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

Ceiling	L	R	L	R	L	R	L	R	L	R
3.0	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	3.1
3.2	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	3.3
3.4	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	3.5
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
3.8	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	3.9
4.0	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	4.1
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
4.4	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	4.5
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	4.8	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
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+
Initials										

hungry

library

empty

ugly

ugly

empty

library

hungry

worry

probably

probably

worry

beauty

beauty

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 25A

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

This step dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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

	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										

louder

bow

mountain

ourselves

ourselves

mountain

bow

louder

crowd

shower

shower

crowd

young

young

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 25B

The steps below incorporate effective memorization techniques for dramatically 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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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!

gas

spent

drag

spend

spend

drag

spent

gas

drug

drunk

drunk

drug

quit

quit

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

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

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 25C

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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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

Ceiling	L	R	L	R	L	R	L	R	L	R
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										

place

distance

price

pencil

pencil

price

distance

place

receive

practice

practice

receive

chance

chance

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 25D

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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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

sir	return
stir	curtain
return	stir
either	sir
certain	certain
curtain	either

danger

danger

	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										

ReadingKEY Student Vocab Builder

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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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!

over

driving

open

below

below

open

driving

over

using

chasing

chasing

using

desert

desert

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

Ceiling	L	R	L	R	L	R	L	R	L	R
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										

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 26B

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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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

Ceiling	L	R	L	R	L	R	L	R	L	R
3.0	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	3.1
3.2	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	3.3
3.4	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	3.5
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
3.8	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	3.9
4.0	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	4.1
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
4.4	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	4.5
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	4.8	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
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+
Initials										

butter

summer

button

ladder

ladder

button

summer

butter

hammer

sandwich

sandwich

hammer

dessert

dessert

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 26C

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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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!

note

chose

taste

chase

chase

taste

chose

note

drive

safe

safe

drive

quite

quite

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

	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										

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 26D

The steps below incorporate effective memorization techniques for dramatically 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

This step dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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

	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										

state

rule

wake

woke

woke

wake

rule

state

wire

separate

separate

wire

dance

dance

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 27A

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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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!

air

raise

brain

paid

paid

brain

raise

air

claim

explain

explain

claim

weigh

weigh

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

	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										

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 27B

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 dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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

Ceiling	L	R	L	R	L	R	L	R	L	R
3.0	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	3.1
3.2	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	3.3
3.4	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	3.5
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
3.8	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	3.9
4.0	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	4.1
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
4.4	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	4.5
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	4.8	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
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+
Initials										

hollow

fifth

sudden

silver

silver

sudden

fifth

hollow

mistake

discover

discover

mistake

control

control

ReadingKEY Student Vocab Builder

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

This step dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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!

creek

meal

creep

sweet

sweet

creep

meal

creek

weak

dream

dream

weak

earth

earth

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

	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										

ReadingKEY Student Vocab Builder

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

This step dramatically improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 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 color-coded 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!

useful

needle

careful

wonderful

wonderful

careful

needle

useful

single

trouble

trouble

single

couple

couple

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

	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										