

ReadingKEY Student Vocab Builder

LESSON 28A

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

Final-e Rule

case spoke shine hole square awhile	whole
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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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along the top of each list, you'll then see the words have been truly mastered!

case

hole

spoke

shine

shine

spoke

hole

case

square

awhile

awhile

square

whole

whole

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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 28B

The steps below incorporate unique memorization strategies for dramatically improved learning rates of LEVEL 2 Reading Vocabulary

ar - or

smart sharp apart storm score northern

correct

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

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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

To record times for more students use File #34 Chart

Ceiling	L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
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
9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

smart

storm

sharp

apart

apart

sharp

storm

smart

score

northern

northern

score

correct

correct

ReadingKEY Student Vocab Builder

LESSON 28C

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

er

perfect perhaps chapter interest interesting understand

period

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

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perfect

interest

perhaps

chapter

chapter

perhaps

interest

perfect

interesting

understand

understand

interesting

period

period

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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

ReadingKEY Student Vocab Builder

LESSON 28D

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

Final-e Rule

mile base cage bathe shake blame	fence
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 <i>dramatically</i> improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along the top of each list, you'll then see the words have been truly mastered!</p>

mile

bathe

base

cage

cage

base

bathe

mile

shake

blame

blame

shake

fence

fence

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	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	
	4.2	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	
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	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	
	4.6	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	
	4.8	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	
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	
	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	
	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	
Initials																

ReadingKEY Student Vocab Builder

LESSON 29A

Also called the *Student Reading Wall*
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dramatically improved learning rates of LEVEL 2 Reading Vocabulary

short a

act pack sack slap camp blanket

whom

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STEP 4 – FLUENCY PRACTICE

This step *dramatically* improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along the top of each list, you'll then see the words have been truly mastered!

act

slap

pack

sack

sack

pack

slap

act

camp

blanket

blanket

camp

whom

whom

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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

ReadingKEY Student Vocab Builder

LESSON 29B

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

short e

lend chest fresh check egg length

seventh

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along 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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

lend

check

chest

fresh

fresh

chest

check

lend

egg

length

length

egg

seventh

seventh

ReadingKEY Student Vocab Builder

LESSON 29C

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

short i

lick brick skin spill trick wrist

mild

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along 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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

lick

spill

brick

brick

skin

skin

spill

lick

trick

wrist

wrist

trick

mild

mild

ReadingKEY Student Vocab Builder

LESSON 29D

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

short u

rush crush crust dust buzz muddy

among

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along the top of each list, you'll then see the words have been truly mastered!

rush

dust

crush

crust

crust

crush

dust

rush

buzz

muddy

muddy

buzz

among

among

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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

ReadingKEY Student Vocab Builder

LESSON 30A

Also called the *Student Reading Wall*

The steps below incorporate unique memorization strategies for dramatically improved learning rates of LEVEL 2 Reading Vocabulary

ea – long e

meal lead lean scream peace beneath	piece
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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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along the top of each list, you'll then see the words have been truly mastered!

meal

scream

lead

lean

lean

lead

scream

meal

peace

beneath

beneath

peace

piece

piece

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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials																

ReadingKEY Student Vocab Builder

LESSON 30B

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

ea – long e
ea – short e

clear cheap cheat pear health heaven	fought
--------------------------------------	--------

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along the top of each list, you'll then see the words have been truly mastered!

clear

pear

cheap

cheat

cheat

cheap

pear

clear

health

heaven

heaven

health

fought

fought

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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials																

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 30C

The steps below incorporate unique memorization strategies for dramatically improved learning rates of LEVEL 2 Reading Vocabulary

dy ny py ty zy ly

candy tiny puppy plenty crazy safely **finally**

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along the top of each list, you'll then see the words have been truly mastered!

candy

plenty

tiny

tiny

puppy

puppy

plenty

candy

crazy

safely

safely

crazy

finally

finally

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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

ReadingKEY Student Vocab Builder

LESSON 30D

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

"le" ending

middle simple uncle jungle terrible unable

title

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along 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
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
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
9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

middle

terrible

simple

jungle

uncle

unable

jungle

uncle

terrible

simple

unable

middle

title

title

ReadingKEY Student Vocab Builder

LESSON 31A

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

ow – long o

row bow snow pillow arrow fellow

won

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.

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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

To record times for more students use File #34 Chart

Ceiling	L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
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
9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

row

pillow

bow

bow

snow

snow

pillow

row

arrow

fellow

fellow

arrow

won

won

ReadingKEY Student Vocab Builder

LESSON 31B

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

C-Rule

mice race space circus saucer office

special

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along 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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

mice

space

race

mice

space

circus

circus

race

saucer

office

office

saucer

special

special

ReadingKEY Student Vocab Builder

LESSON 31C

Also called the *Student Reading Wall*

The steps below incorporate unique memorization strategies for dramatically improved learning rates of LEVEL 2 Reading Vocabulary

ar er ir ur

heart power pour thirsty burnt

mirror bury

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.

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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

To record times for more students use File #34 Chart

	L	R	L	R	L	R	L	R	L	R
Ceiling	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

heart

pour

power

power

pour

burnt

thirsty

heart

burnt

thirsty

mirror
bury

mirror
bury

ReadingKEY Student Vocab Builder

LESSON 31D

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

ly ry

silly merry sorry truly hardly cherry

laundry

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along 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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

silly

truly

merry

sorry

sorry

merry

truly

silly

hardly

cherry

cherry

hardly

laundry

laundry

ReadingKEY Student Vocab Builder

LESSON 32A

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

1 Consonant
Rule

behind moment locate remember silent silence

river

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Place "X" in box after timing student on words

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The 5 sections can be used for 5 students

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	L	R	L	R	L	R	L	R	L	R
Ceiling	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

behind

remember

moment

moment

locate

locate

remember

behind

silent

silence

silence

silence

river

river

ReadingKEY Student Vocab Builder

LESSON 32B

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

ea – long e
ea – short e

meat treat steal steam breathe leader	breath
---------------------------------------	--------

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STEP 1 - TEACH THE VOWEL SOUND

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STEP 4 – FLUENCY PRACTICE

This step **dramatically** improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along the top of each list, you'll then see the words have been truly mastered!

meat

breathe

treat

steam

steal

leader

steam

steal

breathe

treat

leader

meat

breath

breath

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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials																

ReadingKEY Student Vocab Builder

LESSON 32C

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

oo (2 sounds)

tool shoot choose wool hood wooden

poor

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along 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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

tool

choose

shoot

tool

choose

wool

wool

wooden

hood

hood

wooden

shoot

poor

poor

ReadingKEY Student Vocab Builder

LESSON 32D

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

Final-e Rule

rode share chose awake suppose include

love

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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This step *dramatically* improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along 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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

rode

awake

share

chose

chose

share

awake

rode

suppose

include

include

suppose

love

love

ReadingKEY Student Vocab Builder

LESSON 33A

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

short a

nap rang path plant patch scratch capital

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

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE

This step *dramatically* improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along the top of each list, you'll then see the words have been truly mastered!

nap

plant

rang

rang

path

path

plant

scratch

patch

nap

scratch

patch

capital

capital

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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

ReadingKEY Student Vocab Builder

LESSON 33B

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

2 Consonant
Rule

common manner million message absent expect

visit

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STEP 1 - TEACH THE VOWEL SOUND

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STEP 4 - FLUENCY PRACTICE

This step *dramatically* improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along 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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

common

message

manner

million

million

manner

message

common

absent

expect

expect

absent

visit

visit

ReadingKEY Student Vocab Builder

LESSON 33C

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

short a
ay – long a

pack rack lamb clay pray holiday	bear
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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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along 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

pack	lamb
rack	rack
lamb	pack
clay	holiday
pray	pray
holiday	clay
bear	bear

Ceiling	L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
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
9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

ReadingKEY Student Vocab Builder

LESSON 33D

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

ar or er ur

charm sore enter exercise driver church

wherever

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along the top of each list, you'll then see the words have been truly mastered!

charm

enter

sore

charm

enter

exercise

exercise

sore

driver

church

church

driver

wherever

wherever

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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

ReadingKEY Student Vocab Builder

Also called the *Student Reading Wall*

LESSON 34A

The steps below incorporate unique memorization strategies for dramatically improved learning rates of LEVEL 2 Reading Vocabulary

ar er ir

army farther skirt bother several neither

parents

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along the top of each list, you'll then see the words have been truly mastered!

army

bother

farther

skirt

skirt

farther

bother

army

several

neither

neither

several

parents

parents

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
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
5.0	5.0		5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1		5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2		5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3		5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4		5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5		5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6		5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7		5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8		5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9		5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
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
9+	9+		9+	9+	9+	9+	9+	9+	9+	9+
Initials										

ReadingKEY Student Vocab Builder

LESSON 34B

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

ing

wing sting string finger spring evening

sign

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along 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

wing

string

sting

sting

string

wing

finger

evening

spring

spring

evening

finger

sign

sign

	L	R	L	R	L	R	L	R	L	R
Ceiling	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

ReadingKEY Student Vocab Builder

LESSON 34C

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

oi ou

join point voice mouth proud amount

brought

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along 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
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
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
9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

join

voice

point

point

voice

join

mouth

amount

proud

proud

amount

mouth

brought

brought

ReadingKEY Student Vocab Builder

LESSON 34D

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

ar/or endings
have er sound

dollar collar sugar motor visitor neighbor

world

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along 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	
Ceiling	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials																

dollar

sugar

collar

collar

sugar

dollar

motor

neighbor

visitor

visitor

neighbor

motor

world

world

ReadingKEY Student Vocab Builder

LESSON 35A

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

ai – long
ea – long e

pair plain afraid bean cream season	ocean
-------------------------------------	-------

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

To record times for more students use File #34 Chart

pair	plain
plain	pair
afraid	afraid
bean	season
cream	cream
season	bean
ocean	ocean

Ceiling	L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
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
9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

ReadingKEY Student Vocab Builder

LESSON 35B

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

"ge" "gi"
j sound

cage giant bridge danger dangerous geography

guess

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along 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

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	L	R	L	R	L	R	L	R	L	R
Ceiling	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

cage

geography

giant

dangerous

bridge

danger

danger

bridge

dangerous

giant

geography

cage

guess

guess

ReadingKEY Student Vocab Builder

LESSON 35C

Also called the *Student Reading Wall*
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Difficult
Exceptions

wagon barrel monkey wild earth continue

fold

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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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along 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
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
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
9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

wagon

monkey

barrel

barrel

monkey

wagon

wild

continue

earth

earth

continue

wild

fold

fold

ReadingKEY Student Vocab Builder

LESSON 35D

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

Difficult
Exceptions

ton diagram learn present worse worst	post
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 <i>dramatically</i> improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along the top of each list, you'll then see the words have been truly mastered!</p>

ton	learn
diagram	diagram
learn	ton
present	worst
worse	worse
worst	present
post	post

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
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
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
9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

ReadingKEY Student Vocab Builder

LESSON 36A

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

short vowels

stamp shed shelf pill spin grip	mind
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 <i>dramatically</i> improves mastery of the list words. Use a stopwatch or watch-timer to "time" how fast your student can say the list words in the left column below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along the top of each list, you'll then see the words have been truly mastered!</p>

stamp

shelf

shed

stamp

shelf

shed

pill

grip

spin

pill

grip

spin

mind

mind

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
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
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
9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

ReadingKEY Student Vocab Builder

LESSON 36B

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

or

born sore cord horn shore important toward

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along 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
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
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
9+	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

born

cord

sore

born

cord

sore

horn

important

shore

horn

important

shore

toward

toward

ReadingKEY Student Vocab Builder

LESSON 36C

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

C-Rule

rice raced science exercise necessary excited

climb

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along 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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

rice

science

raced

raced

science

rice

exercise

excited

necessary

necessary

excited

exercise

climb

climb

ReadingKEY Student Vocab Builder

LESSON 36D

Also called the *Student Reading Wall*
The steps below incorporate unique memorization strategies for
dramatically improved learning rates of LEVEL 2 Reading Vocabulary

est ending

latest slowest quickest happiest nearest toughest

honest

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 4 seconds is reached - have your student read the right "R" column of words. Skip Steps 1 and 2 for the "R" column and have your student read the words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 4 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 along 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	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
	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
	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
	9+	9+	9+	9+	9+	9+	9+	9+	9+	9+
Initials										

latest

happiest

slowest

quickest

quickest

slowest

happiest

nearest

nearest

toughest

toughest

latest

honest

honest