LESSON 28A

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

Final-e Rule

case spoke shine hole square awhile

whole

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 <u>www.tampareads.com/video</u>

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

case	hole	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
spoke	shine	L R L
shine	spoke	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 4.4 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 4.4 4.5 4
hole	case	4.7 4.7
square	awhile	5.1 5.2 5.2 5.2 5.2 5.2 5.3 5.3 5.3 5.3 5.3 5.4 5.4 5
awhile	square	5.5 5.7 5.8 5.8 5.8 5
whole	whole	6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 7 8 8 9

LESSON 28B

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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

smart	storm	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
sharp	apart	L R L R L R L R L R Ceiling 4.0 <t< th=""></t<>
apart	sharp	4.1 4.2 4
storm	smart	4.6 4.7 4.9 4.9 4.9 4.9 4.9 4.9 4
score	northern	5.0 5.0
northern	score	5.4 5.5 5.6 5.6 5.6
		5.9 5.9
correct	correct	Initials 9+ 9+ 9+ 9+ 9+ 9+ 9+ 9+ 9+ 9+ 9+ 9+ 9+

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 STEP 1 - TEACH THE VOWEL SOUND STEP 4 – FLUENCY PRACTICE Begin by teaching the color-coded sound in each word in the left This step dramatically improves mastery of the list words. column. These are usually vowel sounds. To review the sounds see Use a stopwatch or watch-timer to "time" how fast your student file #15A at the members page at ReadingKey.com can say the list words in the left column below. Tell your student that when they say the first word you will then begin STEP 2 - STOP AT THE VOWEL SOUND timing. When the column of words is read without an error, Next, have your student say the sounds made by the letters only up to have your student place an "X" in the correct time box in the "L" the vowel sound (typically the beginning consonant and vowel sound column in the Fluency Time Chart below. If your student blended together - ca - fa - etc.). Some lists contain other common makes an error while being timed, stop and discuss the error sounds that are spelling patterns which have been color-coded. and begin again from the top. When a mastery time of 4 STEP 3 - READ EACH WORD SLOWLY seconds is reached - have your student read the right "R" After successfully doing the "Stop at the Vowel Sound" technique with column of words. Skip Steps 1 and 2 for the "R" column and each word, the student now tries to say each complete word in the left have your student read the words slowly and then begin timing. column slowly. If an error is made, stop your student - discuss the The right column words are the same as in the left column but mistake - then start again from the top. When the student can read the in a different order and without the color-coded sound helper. left column words from top to bottom with no errors, proceed to STEP When a mastery time of 4 seconds is reached again, 4 Fluency Practice. NOTE: If the last "boxed" word significantly congratulate your student and move to the next LESSON. On slows student progress you can skip this word and study separately. the following day, come back and test your student on the The boxed word is called the "Word of the Day" and usually does not mastered lists by reading words along the top of each list, you'll follow the phonics rules or is difficult for students to learn. then see the words have been truly mastered! Fluency Time Chart Place "X" in box after timing student on words perfect interest "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 R L R L Ceiling perhaps chapter 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 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 42 4.2 4.3 4.3 4.3 4.3 4.3 4.3 4.3 perhaps chapter ΔΔ 4.4 4.4 4.4 4.4 4.5 4 5 4.5 45 4.5 4.5 4.5 4.6 4.6 4.6 4.6 4.7 4.7 47 47 4.7 47 47 4.8 4.8 4.8 4.8 4.8 4.8 4.8 perfect interest 4.9 4.9 4.9 4.9 4.9 4.9 4.9 5.0 5.0 5.0 5.0 5.1 5.1 5.1 5.1 5.1 5.1 5.1 5.1 5.2 5.2 5.2 5 2 52 5.2 5.2 interesting understand 5.3 5.3 5.3 5.3 5.4 5.4 5.4 5.4 5.5 5.5 5.5 5.5 5.5 5.5 5.6 5.6 5.6 5.6 5.6 5.6 5.7 5.7 5.7 5.7 5.7 understand interesting 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 period 8 8 period 9+ 9+ 9+ 9+ 94

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Initials

LESSON 28D

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds that are spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE This step <u>dramatically</u> improves mastery of the list words.

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

mile	bathe	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
base	cage	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 4.1<
cage	base	4.2 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 4.5 4
bathe	mile	4.6 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
shake	blame	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 5.5
blame	shake	3.3 3
fence	fence	6 7 7

LESSON 29A

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

short a

act pack sack slap camp blanket

whom

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 <u>www.tampareads.com/video</u>

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

act	slap	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
pack	sack	To record times for more students use File #34 Chart L R L R L R L R Ceiling L R L R L R L R
-		4.0 4
sack	pack	4.3 4.4 4.5 4
slap	act	4.6 4.6
•	blanket	5.0 5.0
camp	UTAIIKEL	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 5.4 5.5 5
blanket	camp	5.6 5.7 5.7
1	1	6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 7
whom	whom	0 0

LESSON 29B

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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

lend	check	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
chest	fresh	To record times for more students use File #34 Chart L R L R L R L R 4.0
fresh	chest	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
check	lend	4.6 4
egg	length	5.0 5.0
length	egg	5.5 5.5
seventh	seventh	6 7 8 8 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

LESSON 29C

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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

lick	spill	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
brick	brick	L R L R <thl< th=""> <thl< th=""> <thr< th=""></thr<></thl<></thl<>
skin	skin	4.1 4.2 4
spill	lick	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 4.8 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
trick	wrist	5.0 5.0
wrist	trick	5.4 5.5 5.6 5.6 5.6
•1 1	• 1 1	5.9 5
mild	mild	0 0

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

among

rush crush crust dust buzz muddy

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

rush	dust	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
crush	crust	To record times for more students use File #34 Chart L R </th
crust	crush	4.2 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 4.5 4
dust	rush	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 4.7 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 4.9 4
buzz	muddy	5.1 5.2 5.3 5.3 5.3 5.3 5.3 5.3 5.3 5.3 5.3 5.3 5.4
m <mark>u</mark> ddy	buzz	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 5.7 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 5.9 5.9 5.9 5.9 5.9 5.9 5.9 5.9 5.9
among	among	6 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 8 8 8 8 9 9+

LESSON 30A

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

ea – long e

meal lead lean scream peace beneath

piece

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 <u>www.tampareads.com/video</u>

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

meal	scream	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
lead	lean	L R L R L R L R Ceiling 4.0
lean	lead	4.1 4.2 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4
scream	meal	4.5 4.6 4
		4.9 4
peace	beneath	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 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.6 5
beneath	peace	5.7 5.8 5.8 5.8 5.8 5.8 5.9 5
piece	piece	7 7

LESSON 30B

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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

clear	pear	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
cheap	cheat	L R L R L R L R Ceiling 4.0
cheat	cheap	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 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5
pear	clear	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
health	heaven	5.0 5
heaven	health	5.4 5
		5.8 5.9 5
fought	fought	8 9 9+ </th

LESSON 30C

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

dy ny py ty zy ly

finally

candy tiny puppy plenty crazy safely

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 <u>www.tampareads.com/video</u>

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

candy	plenty	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
tiny	tiny	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 4.1<
puppy	puppy	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 4.3 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 4.5 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
plenty	candy	1.0 1
crazy	safely	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 5.3 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
safely	crazy	5.5 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
finally	finally	6 7 7

LESSON 30D

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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

middle	terrible	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
simple	jungle	L R L
uncle	unable	4.2 4
jungle	uncle	4.6 4
terrible	simple	5.1 5.3 5.5 5.5
unab <mark>le</mark>	middle	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 5.8 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 5.9
title	title	6 7 8 9+ 9+<

LESSON 31A

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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

row	pillow	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
bow	bow	L R L
snow	snow	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 4.4 4
pillow	row	4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 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
arrow	fellow	5.1 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 5.5 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 5.5
fellow	arrow	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 5.6 5.6 5.6 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
won	won	6 7 8 9 9 9 9 9 9 9 9 9 9 9 9 9

LESSON 31B

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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

mice	space	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
race	mice	To record times for more students use File #34 Chart L R L R L R L R Ceiling 4.0<
space	circus	4.1 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 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 4.4 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
circus	race	4.6 4
saucer	office	5.0 5
office	saucer	5.5 5.5
special	special	6 7 8 8 8 8 8 8 8 8 8 9

Also called the Student Reading Wall The steps below incorporate unique memorization strategies for

ar er ir ur

LESSON 31C dramatically improved learning rates of LEVEL 2 Reading Vocabulary mirror bury heart power pour thirsty burnt 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 STEP 4 – FLUENCY PRACTICE This step dramatically improves mastery of the list words. Begin by teaching the color-coded sound in each word in the left Use a stopwatch or watch-timer to "time" how fast your student column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com can say the list words in the left column below. Tell your student that when they say the first word you will then begin STEP 2 - STOP AT THE VOWEL SOUND timing. When the column of words is read without an error, Next, have your student say the sounds made by the letters only up to have your student place an "X" in the correct time box in the "L" the vowel sound (typically the beginning consonant and vowel sound column in the Fluency Time Chart below. If your student blended together - ca - fa - etc.). Some lists contain other common makes an error while being timed, stop and discuss the error sounds that are spelling patterns which have been color-coded. and begin again from the top. When a mastery time of 4 STEP 3 - READ EACH WORD SLOWLY seconds is reached - have your student read the right "R" After successfully doing the "Stop at the Vowel Sound" technique with column of words. Skip Steps 1 and 2 for the "R" column and each word, the student now tries to say each complete word in the left have your student read the words slowly and then begin timing. column slowly. If an error is made, stop your student - discuss the The right column words are the same as in the left column but mistake - then start again from the top. When the student can read the in a different order and without the color-coded sound helper. left column words from top to bottom with no errors, proceed to STEP When a mastery time of 4 seconds is reached again, 4 Fluency Practice. NOTE: If the last "boxed" word significantly congratulate your student and move to the next LESSON. On slows student progress you can skip this word and study separately. the following day, come back and test your student on the The boxed word is called the "Word of the Day" and usually does not mastered lists by reading words along the top of each list, you'll follow the phonics rules or is difficult for students to learn. then see the words have been truly mastered! Fluency Time Chart Place "X" in box after timing student on words heart "L" is for saying left column words pour "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 R L R L R L power Ceiling power 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 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 42 burnt 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 pour 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.5 45 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 4.7 4.7 47 47 47 47 4.7 4.7 47 thirsty heart 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 5.0 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 burnt 5.2 5.2 5.2 5.2 5.2 thirsty 5.2 5.2 5.2 5.3 5.3 5.3 5.3 5.3 5.3 5.4 5.4 5.4 5.4 5.4 5.4 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 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 5.8 5.8 5.8 5.8 5.8 5.8 5.8 5.8 5.8 58 mirror mirror 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 bury burv 9+ 9+ 9+ 9+ 9+ 9+ 9+ 94 Initials

LESSON 31D

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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

silly	truly	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
merry	sorry	L R L
sorry	merry	4.2 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
truly	silly	4.7 4
hard <mark>ly</mark>	cherry	5.1 5.1
cherry	hardly	5.6 5.7 5.7
laundry	laundry	6 7 7

LESSON 32A

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

1 Consonant Rule

behind moment locate remember silent silence river

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 <u>www.tampareads.com/video</u>

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 behind remember "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 R L R L moment moment Ceiling 4.0 4.0 4.0 4.0 4.0 4.0 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 42 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 locate locate 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.5 45 45 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 4.7 4.7 4.7 47 47 47 47 4.7 47 remember behind 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 5.0 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 silent silence 5.2 5.2 5.2 5.2 5.2 5.2 5.2 5.3 5.3 5.3 5.3 5.3 5.4 5.4 5.4 5.4 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 silence silent 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 5.9 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 river river 9+ 9+ 9+ 9+ 9+ 9+ 9+ 94 9+

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Initials

LESSON 32B

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

ea – long e ea – short e

meat treat steal steam breathe leader

breath

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 <u>www.tampareads.com/video</u>

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 breathe meat "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 R L R L treat steam Ceiling 4.0 4.0 4.0 4.0 4.0 4.0 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 42 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 leader steal 4.4 4.4 4.4 4.4 4.4 4.4 4 5 45 45 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 4.7 4.7 47 47 47 47 4.7 47 47 steal steam 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 5.0 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 breathe 5.2 5.2 5.2 5.2 5.2 5.2 5.2 5.2 treat 5.3 5.3 5.3 5.3 5.3 5.4 5.4 5.4 5.4 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.6 5.6 5.6 5.6 5.6 5.6 5.6 leader meat 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 5.9 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 breath 8 8 breath 8 9+ 9+ 9+ 9+ 9+ 9+ 9+ Initials

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LESSON 32C

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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

tool	choose	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
shoot	tool	L R L
choose	wool	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 4.4 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
wool	wooden	4.6 4.7 4.9 4
hood	hood	5.1 5.1 5.1 5.1 5.1 5.1 5.1 5.1 5.1 5.1 5.1 5.2 5.3 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 5.4 5.4 5.4 5.5
wooden	shoot	5.6 5.7 5.8 5.8 5.8 5.8 5.8 5.8 5.8 5.8 5.8 5.9 5
poor	poor	6 7 7

LESSON 32D

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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.

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!

STEP 4 – FLUENCY PRACTICE

Fluency Time Chart Place "X" in box after timing student on words rode awake "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 R L R L share chose Ceiling 4.0 4.0 4.0 4.0 4.0 4.0 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 42 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 chose 4.3 share 4.4 4.4 4.4 4.4 4.4 4.4 4 5 4 5 45 4.5 4.5 4.5 4.5 45 4.6 4.6 4.6 4.6 4.6 4.7 4.7 47 47 47 4.7 47 47 rode awake 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 5.0 5.0 5.0 5.0 5.1 5.1 5.1 5.1 5.1 5.1 5.1 5.1 include 5.2 5.2 5.2 5.2 5.2 5.2 5.2 5.2 suppose 5.3 5.3 5.3 5.3 5.3 5.4 5.4 5.4 5.4 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 include 5.7 5.7 5.7 5.7 5.7 5.7 suppose 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 love love 9+ 9+ 9+ 9+ 9+ 94 9+ Initials

LESSON 33A

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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

nap	plant	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
rang	rang	L R L
path	path	4.2 4.3 4.4 4
pl <mark>a</mark> nt	scratch	4.0 4.3 4.3 4.3 4.5 4.6 4.6 4.8 4.8 4.8 4.8 4.8 4.8 4.7 4.9 5.0 5.0 5.0 5.0 5.0 5
patch	nap	5.1 5.1
scratch	patch	5.3 5.4 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 5.6 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 5.7 5.7 5.8 5.8 5.8 5.8 5.8 5.8 5.8 5.8 5.9 5
capital	capital	6 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 9+

LESSON 33B

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> improved learning rates of LEVEL 2 Reading Vocabulary 2 Consonant Rule

visit

common manner million message absent expect

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 <u>www.tampareads.com/video</u>

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

common	message	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
manner	million	L R L R L R L R Ceiling 4.0
million	manner	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 4.4 4
message	common	4.6 4
absent	expect	5.0 5.0
expect	absent	5.5 5
visit	visit	5.9 5.9
VISIU	VISIC	

LESSON 33C

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

short a ay – long a

bear

pack rack lamb clay pray holiday

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 <u>www.tampareads.com/video</u>

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

pack	lamb	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
rack	rack	L R L
lamb	pack	4.2 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 4.5 4
clay	holiday	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 4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 5.0 5.0 5.0 5.0 5.0 5
pray	pray	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 5.3 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 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5
holid <mark>ay</mark>	clay	5.3 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 5.8 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
bear	bear	6 7 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

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

STEP 1 - TEACH THE VOWEL SOUND

LESSON 33D

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

charm	enter	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
sore	charm	L R L
enter	exercise	4.2 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.4 4.5 4
exercise	sore	4.6 4
driver	church	5.1 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
church	driver	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 5.8 5.8 5.8 5.8 5.8 5.8 5.8 5.8 5.8 5.8 5.9
wherever	wherever	6 6 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 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 9 9+ <

LESSON 34A

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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

army	bother	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
farther	skirt	L R L
skirt	farter	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 4.4 4.5 4
bother	army	4.6 4
several	neither	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 5.3 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 5.3 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
neither	several	5.3 5.4 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 5.6 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 5.8 5.9 5
parents	parents	6 7 7

LESSON 34B

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

ing

sign

wing sting string finger spring evening

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 <u>www.tampareads.com/video</u>

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

wing	string	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
sting	sting	L R L
string	wing	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 4.4 4
finger	evening	4.7 4
spring	spring	5.1 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
evening	finger	5.5 5.7 5.7 5.7 5.7 5.7 5.7 5.7 5.7 5.7 5
sign	sign	6 7 7

LESSON 34C

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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

join	voice	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
point	point	L R L
voice	join	4.2 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.4 4.5 4
mouth	amount	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 4.7 4.7 4.7 4.8 4.9 4
proud	proud	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 5.3 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 5.5
amount	mouth	5.5 5.7 5.7 5.7 5.7 5.7 5.7 5.7 5.7 5
brought	brought	6 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 9 9+

LESSON 34D

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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.

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!

STEP 4 – FLUENCY PRACTICE

Fluency Time Chart

dollar	sugar	Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words
	e	The 5 sections can be used for 5 students To record times for more students use File #34 Chart
collar	collar	L R L R L R L R L R
Condi	contai	4.0 4.0
		4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2
sugar	dollar	4.3 4.4 4.4
bugui	dontar	4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5
		4.6 4.7 4.7
motor	neighbor	4.8 4.8
	nergnoor	4.9 5.0 5.0
		5.1 5.1 5.1 5.1 5.1 5.1 5.1 5.1 5.1 5.1
visitor	visitor	5.2 5.3 5.3
VISICOL	VISICOI	5.4 5.4 5.4 5.4 5.4 5.4 5.4 5.4 5.4 5.4
		5.5 5.5
neighbor	motor	5.7 5.7 5.7 5.7 5.7 5.7 5.7 5.7 5.7
nergnoor	motor	5.8 5.9 5.9 5.9 5.9 5.9 5.9 5.9 5.9 5.9 5.9
1 1	1 1	7 7
world	world	9+
		Initials

LESSON 35A

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds that are spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE This step <u>dramatically</u> improves mastery of the list words.

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

p <mark>ai</mark> r	plain	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
plain	pair	To record times for more students use File #34 Chart L R </th
afr <mark>ai</mark> d	afraid	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 4.4 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
bean	season	4.6 4
cream	cream	5.0 5.0
season	bean	5.5 5.5
ocean	ocean	6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 7 8 8 8 8 8 9

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

guess

cage giant bridge danger dangerous geography

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 <u>www.tampareads.com/video</u>

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

cage	geography	Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words
	0 0 1	The 5 sections can be used for 5 students To record times for more students use File #34 Chart
giont	dangarous	L R L R L R L R L R
giant	dangerous	4.0 4.0
		4.2 4.2
bridge	danger	4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4
011450	dunger	4.5 4.5
		4.7 4.7
danger	bridge	4.8 4.9 4.9
	011080	5.0 5.0
1	•	5.2 5.2 5.2 5.2 5.2 5.2 5.2 5.2 5.2 5.2
dangerous	giant	5.3 5.4 5.4
U	0	5.5 5.5
1		5.7 5.7 5.7 5.7 5.7 5.7 5.7 5.7 5.7 5.7
geography	cage	5.8 5.9 5.9
		6 7 7
		8 8 8 8 8 8 8 8 8 8
guess	guess	9+ 9+ 9+ 9+ 9+ 9+ 9+ 9+ 9+ 9+ 9+ 9+ 9+ 9

LESSON 35C

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> improved learning rates of LEVEL 2 Reading Vocabulary Difficult Exceptions

fold

wagon barrel monkey wild earth continue

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 <u>www.tampareads.com/video</u>

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

wagon	monkey	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
barrel	barrel	L R L R <thl< th=""> <thl< th=""> <thr< th=""></thr<></thl<></thl<>
monkey	wagon	4.1 4.2 4
wild	continue	4.6 4
earth	earth	5.0 5
continue	wild	5.5 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 5.8 5.8 5.8 5.8 5.8 5.8 5.8 5.8 5.8 5
fold	fold	5.9 5.9
1010	1010	

LESSON 35D

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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.

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!

STEP 4 – FLUENCY PRACTICE

Fluency Time Chart

ton	learn	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
diagram	diagram	L R L
learn	ton	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 4.4 4
present	worst	4.7 4
worse	worse	5.0 5
worst	present	5.6 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
post	post	6 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 9

LESSON 36A

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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

stamp	shelf	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
shed	stamp	L R L
shelf	shed	4.2 4
pill	grip	4.6 4
spin	pill	5.1 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 5.5
grip	spin	5.6 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
mind	mind	6 7 7

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 <u>www.tampareads.com/video</u>

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

born	cord	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
	1	To record times for more students use File #34 Chart
sore	born	Ceiling 4.0
1		4.1 4.1
cord	sore	4.5 4.5
	•	4.6 4.6
horn	important	4.8 4.8
_	-	5.0 5.0
shore	horn	5.2 5.3 5.4 5.4
	_	5.4 5.5 5.6 5.6
important	shore	5.7 5.7
•		5.9 5.9 5.9 5.9 5.9 5.9 5.9 5.9 6 6 6 6 6 6 6 6
toward	toward	7 7
iowaiu	lowaru	9+ 9+<

LESSON 36C

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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

rice	science	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
raced	raced	L R L R L R L R L R Ceiling 4.0 <t< th=""></t<>
science	rice	4.1 4.2 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 4.5 4.5 4.5 4.5 4
exercise	excited	4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 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 4.8 4.8 4.9 4
necessary	necessary	5.0 5.0
excited	exercise	5.5 5.5
climb	climb	5.9 5.9

LESSON 36D

Also called the *Student Reading Wall* The steps below incorporate unique memorization strategies for <u>dramatically</u> 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 <u>www.tampareads.com/video</u>

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

latest	happiest	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
slowest	quickest	To record times for more students use File #34 Chart L R </th
quickest	slowest	4.2 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 4.5 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
happiest	nearest	4.7 4.8 4.9 4
nearest	toughest	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 5.3 5.3 5.3 5.3 5.3 5.5
toughest	latest	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 5.6 5.6 5.6 5.7 5
honest	honest	6 7 8 9+ 9+<