LESSON 10A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short a

damp match track trap pattern insects

travel

DIRECTIONS FOR STUDENT READING WALL – Details and video at <u>www.tampareads.com/video</u>

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the left column slowly. If an error is made, immediately stop your student discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

Fluency Time Chart

damp	trap		"	"FILI L" is fo R" is fo	L-IN" b or sayin r sayin	ox at fa ig left o g right	ne C astest ti column column	me words words	i
match	track						olumns with 2 L 3.0		
track	match		3.1 3.2 3.3 3.4 3.5	3.1 3.2 3.3 3.4 3.5	6.1 6.2 6.3 6.4 6.5		3.1 3.2 3.3 3.4 3.5	3.1 3.2 3.3 3.4 3.5	6.1 6.2 6.3 6.4 6.5
trap	damp		3.6 3.7 3.8 3.9 4.0	3.6 3.7 3.8 3.9 4.0	6.6 6.7 6.8 6.9 7.0		3.6 3.7 3.8 3.9 4.0	3.6 3.7 3.8 3.9 4.0	6.6 6.7 6.8 6.9 7.0
r <mark>a</mark> bbit	rabbit		4.1 4.2 4.3 4.4 4.5 4.6	4.1 4.2 4.3 4.4 4.5 4.6	7.1 7.2 7.3 7.4 7.5 7.6		4.1 4.2 4.3 4.4 4.5 4.6	4.1 4.2 4.3 4.4 4.5 4.6	7.1 7.2 7.3 7.4 7.5 7.6
pattern	pattern	-	4.7 4.8 4.9	4.7 4.8 4.9	7.7 7.8 7.9		4.7 4.8 4.9	4.7 4.8 4.9	7.0 7.7 7.8 7.9
travel	travel	NAME	5 6 7 8	5 6 7 8	8 9 10 15		5 6 7 8	5 6 7 8	8 9 10 15

LESSON 10B

clent

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short e

slept rent mend melt bless necklace exit

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Fluency Time Chart

"FILL-IN" box at fastest time

sicpt	ICIII		"L" is for saying left column words "R" is for saying right column words							
rent	slept		"В	" is for	saying	both c	olumns with 2	of wor	d	
	sicpi		3.0	3.0	6.0		3.0	3.0	6.0	
			3.1	3.1	6.1		3.1	3.1	6.1	
1	1 1		3.2	3.2	6.2		3.2	3.2	6.2	
mend	necklace	ב	3.3	3.3	6.3		3.3	3.3	6.3	
	neckiaev		3.4	3.4	6.4		3.4	3.4	6.4	
			3.5 3.6	3.5 3.6	6.5 6.6		3.5 3.6	3.5 3.6	6.5 6.6	
-			3.0	3.0	6.7		3.0	3.0	6.7	
melt	bless		3.8	3.8	6.8		3.8	3.8	6.8	
	DIESS		3.9	3.9	6.9		3.9	3.9	6.9	
			4.0	4.0	7.0		4.0	4.0	7.0	
			4.1	4.1	7.1		4.1	4.1	7.1	
1 1	1 4		4.2	4.2	7.2		4.2	4.2	7.2	
bless	melt		4.3	4.3	7.3		4.3	4.3	7.3	
01005	mon		4.4	4.4	7.4 7.5		4.4 4.5	4.4	7.4	
			4.5 4.6	4.5 4.6	7.5		4.5	4.5 4.6	7.5 7.6	
	_		4.0	4.0	7.0		4.0	4.0	7.6	
noolzlooo	mand		4.8	4.8	7.8		4.8	4.8	7.8	
necklace	mena		4.9	4.9	7.9		4.9	4.9	7.9	
			5	5	8		5	5	8	
• ,	• ,		6	6	9		6	6	9	
exit	exit		7	7	10		7	7	10	
			8	8	15		8	8	15	
		NAME								
L										

LESSON 10C

Incorporating highly effective memorization techniques to <u>achieve</u> accelerated mastery of Grade Level Reading Vocabulary

short i

oint

pin bid ditch drill trim digit

drill

DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video

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STEP 3 - READ EACH WORD SLOWLY

The student next says <u>only</u> the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

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Fluency Time Chart

"FILL-IN" box at fastest time "L" is for saying left column words "R" is for saying right column words "B" is for saying both columns of word 2 sections below – use with 2 students

• 1	1 • 1		2 s		s below			student	ts
bid	bid		L	R	В		L	R	В
	UIG		3.0	3.0	6.0		3.0	3.0	6.0
			3.1	3.1	6.1		3.1	3.1	6.1
1• / 1	•		3.2	3.2	6.2		3.2	3.2	6.2
ditch	pin		3.3	3.3	6.3		3.3	3.3	6.3
	PIII		3.4	3.4	6.4		3.4	3.4	6.4
	L		3.5	3.5	6.5		3.5	3.5	6.5
			3.6	3.6	6.6		3.6	3.6	6.6
111			3.7 3.8	3.7 3.8	6.7 6.8		3.7 3.8	3.7 3.8	6.7 6.8
drill	ditch		3.0	3.0	6.9		3.0	3.0	6.9
			4.0	4.0	7.0		4.0	4.0	7.0
			4.1	4.1	7.1		4.1	4.1	7.1
•	1••		4.2	4.2	7.2		4.2	4.2	7.2
trim	digit		4.3	4.3	7.3		4.3	4.3	7.3
	digit		4.4	4.4	7.4		4.4	4.4	7.4
	Ŭ		4.5	4.5	7.5		4.5	4.5	7.5
			4.6	4.6 4.7	7.6		4.6	4.6 4.7	7.6 7.7
	+ 101 100		4.8	4.7	7.8		4.8	4.7	7.8
digit	trim	_	4.9	4.9	7.9		4.9	4.9	7.9
			5	5	8		5	5	8
•	•		6	6	9		6	6	9
nint	nint		7	7	10		7	7	10
pint	pint		8	8	15	Į	8	8	15
▲	▲	NAME							
									-

LESSON 10D

rod

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short o-u

fond rod hut mud subtract calm toss

DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video

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R

3.0

3.1

3.2

3.3

3.4

3.5

3.6

3.7

3.8

3.9

4.0

4.1

4.2

4.3

4.4

4.5

4.6

4.7

4.8

4.9

5

6

7

8

L

3.0

3.1

3.2

3.3

3.4

3.5

3.6 37

3.8

3.9

4.0

4.1

4.2

4.3

4.4

4.5

4.6

4.7

4.8

4.9

5

6

7

8

Fluency Time Chart

"FILL-IN" box at fastest time "L" is for saying left column words "R" is for saying right column words "B" is for saying both columns of word 2 sections bel

toss	toss
fond	rod
hut	subtract
mud	mud
subtract	hut
calm	calm

fond

below	use – use	with 2	student	ts
В		L	R	В
6.0		3.0	3.0	6.0
6.1		3.1	3.1	6.1
6.2		3.2	3.2	6.2
6.3		3.3	3.3	6.3
6.4		3.4	3.4	6.4
6.5		3.5	3.5	6.5
6.6		3.6	3.6	6.6
6.7		3.7	3.7	6.7
6.8		3.8	3.8	6.8
6.9		3.9	3.9	6.9
7.0		4.0	4.0	7.0
7.1		4.1	4.1	7.1
7.2		4.2	4.2	7.2
7.3		4.3	4.3	7.3
7.4		4.4	4.4	7.4
7.5		4.5	4.5	7.5
7.6		4.6	4.6	7.6
7.7		4.7	4.7	7.7
7.8		4.8	4.8	7.8
7.9		4.9	4.9	7.9
8		5	5	8
9		6	6	9
10		7	7	10
15		8	8	15
]			

LESSON 11A

dine

Incorporating highly effective memorization techniques to <u>achieve</u> accelerated mastery of Grade Level Reading Vocabulary

Final-e Rule

dine cute cane cape stove vote favorite

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cane

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							olumns with 2		
cute	stove		L	R	В	1	L	R	В
			3.0	3.0	6.0		3.0	3.0	6.0
			3.1	3.1	6.1		3.1	3.1	6.1
			3.2	3.2	6.2		3.2	3.2	6.2
cane	cape		3.3	3.3	6.3		3.3	3.3	6.3
	Cape		3.4	3.4	6.4		3.4	3.4	6.4
	L		3.5	3.5	6.5		3.5	3.5	6.5
			3.6	3.6	6.6		3.6	3.6	6.6
			3.7	3.7	6.7		3.7	3.7	6.7
cape	cute		3.8 3.9	3.8 3.9	6.8 6.9		3.8 3.9	3.8 3.9	6.8 6.9
Cape	cute								
A			4.0	4.0	7.0		4.0	4.0	7.0
			4.1 4.2	4.1 4.2	7.1 7.2		4.1	4.1 4.2	7.1
atoma	Troto		4.2	4.2	7.2		4.2	4.2	7.3
stove	vote		4.4	4.4	7.4		4.4	4.4	7.4
			4.5	4.5	7.5		4.5	4.5	7.5
			4.6	4.6	7.6		4.6	4.6	7.6
	1.		4.7	4.7	7.7		4.7	4.7	7.7
vote	ding		4.8	4.8	7.8		4.8	4.8	7.8
VULC	dine		4.9	4.9	7.9		4.9	4.9	7.9
			5	5	8		5	5	8
			6	6	9		6	6	9
favorite	tovorita		7	7	10		7	7	10
1av 011 l C			8	8	15		8	8	15
		NAME				Ι			
			L			1	L		

LESSON 11B

91m

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ai

pail straight paint captain gain pain aım

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Fluency Time Chart

"FILL-IN" box at fastest time

	pam		"L" is for saying left column words "R" is for saying right column words							
	-						column olumns			
•	•						with 2			
σ_{21} n	σ_{210}		L	R	В		L	R	В	
g <mark>ai</mark> n	gain		0.0				0.0			
•	•		3.0 3.1	3.0 3.1	6.0 6.1		3.0 3.1	3.0 3.1	6.0 6.1	
•	•		3.2	3.2	6.2		3.2	3.2	6.2	
n_1	01m		3.3	3.3	6.3		3.3	3.3	6.3	
pain	aim		3.4	3.4	6.4		3.4	3.4	6.4	
I			3.5	3.5	6.5		3.5	3.5	6.5	
			3.6	3.6	6.6		3.6	3.6	6.6	
• 1	• 1		3.7	3.7	6.7		3.7	3.7	6.7	
n21	straight		3.8	3.8	6.8		3.8	3.8	6.8	
pail	straight		3.9	3.9	6.9		3.9	3.9	6.9	
L	U		4.0	4.0	7.0		4.0	4.0	7.0	
			4.1 4.2	4.1 4.2	7.1		4.1	4.1 4.2	7.1 7.2	
paint	paint		4.2	4.2	7.2		4.2	4.2	7.2	
	Daliil		4.4	4.4	7.4		4.4	4.4	7.4	
P	Paine		4.5	4.5	7.5		4.5	4.5	7.5	
			4.6	4.6	7.6		4.6	4.6	7.6	
• •	• 1		4.7	4.7	7.7		4.7	4.7	7.7	
ctro1 oht	pail		4.8	4.8	7.8		4.8	4.8	7.8	
straight	pan	_	4.9	4.9	7.9		4.9	4.9	7.9	
			5	5	8		5	5	8	
	•		6	6	9		6	6	9	
captain	captain		7	7	10		7	7	10	
			8	8	15		8	8	15	
		NAME								
L	L	4	L			I	L			

LESSON 11C

reef

creek

queen

oats

toast

coast

television

Incorporating highly effective memorization techniques to <u>achieve</u> accelerated mastery of Grade Level Reading Vocabulary

ee oa

reef creek television queen oats toast coast DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video **STEP 1 - TEACH THE VOWEL SOUND** STEP 4 – Word Recognition - Fluency Practice Begin by teaching the color-coded vowel sound in each word The repetition of the "Timed Reading" will not only accelerate in the left column. If you need to review the sounds see file permanent memorization of the list words, but will also increase #15A at the members page at ReadingKey.com student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words **STEP 2 - STOP AT THE VOWEL SOUND** in the left column. In the Fluency Time Chart box under letter "L" Next, have your student say the sounds made by the letters (L is for Left Column) - have your student place an "X" in the box up to the color-coded vowel sound (typically the beginning for the time it took say the list words. When a mastery time of 3-4 consonant and vowel sound blended together - ca - fa - etc.) seconds is reached (most students can do this within 5-10 **STEP 3 - READ EACH WORD SLOWLY** attempts), have your student read the right "R" column of words. The student next says only the list words in the left column For the right column words you can skip steps 1 and 2 have the slowly. If an error is made, immediately stop your student student read the list words slowly and then begin timing. The right discuss the mistake - then start again from the top. When column words are the same as in the left column but in a different the student can read the left column words slowly from top to order and without the vowel sound color helper technique. When bottom with no errors, proceed to STEP 4 Fluency Practice. mastery time of 3-4 seconds is reached for the right column words, NOTE: If the last "boxed" word significantly slows student you can congratulate your student and move to the next list of new progress you can skip this word and study separately words. On the following day, always review at least 7 of the (although not recommended). The boxed word is called the previous lists before advancing to the new list. The "B" column is "Word of the Day" and usually does not follow the phonics for timing both columns but is not necessary for most students. rules or is difficult for students to learn.

oats

-	uency	Time	Chart
	activy		Under

"FILL-IN" box at fastest time "L" is for saying left column words "R" is for saying right column words "B" is for saying both columns of word 2 sections below – use with 2 students

		2 s	sections	below	– use	with 2	studen	ts
queen		L	R	В		L	R	В
queen		3.0	3.0	6.0		3.0	3.0	6.0
_		3.1	3.0	6.1		3.1	3.1	6.1
		3.2	3.2	6.2		3.2	3.2	6.2
toast		3.3	3.3	6.3		3.3	3.3	6.3
ιθαδι		3.4	3.4	6.4		3.4	3.4	6.4
		3.5	3.5	6.5		3.5	3.5	6.5
		3.6	3.6	6.6		3.6	3.6	6.6
4		3.7	3.7	6.7		3.7	3.7	6.7
coast		3.8	3.8	6.8		3.8	3.8	6.8
CUASI		3.9	3.9	6.9		3.9	3.9	6.9
		4.0	4.0	7.0		4.0	4.0	7.0
		4.1	4.1	7.1		4.1	4.1	7.1
1		4.2	4.2	7.2		4.2	4.2	7.2
creek		4.3	4.3	7.3		4.3	4.3	7.3
UIUUK		4.4	4.4	7.4		4.4	4.4	7.4
		4.5	4.5	7.5		4.5	4.5	7.5
		4.6	4.6	7.6		4.6	4.6	7.6
·····		4.7 4.8	4.7 4.8	7.7 7.8		4.7 4.8	4.7 4.8	7.7
reef		4.0	4.8	7.8		4.0	4.0	7.8
		4.9	4.9	7.9		4.9	4.9	7.9
		5	5	8		5	5	8
		6	6	9		6	6	9
television		7	7	10		7	7	10
		8	8	15		8	8	15
	NAME				Ī			
					I	L		

F

LESSON 11D

speed

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ee ea long e

thread

speak beach real speed geese repeat

geese

DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com

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Fluency Time Chart

"FILL-IN" box at fastest time "L" is for saying left column words

1	U		"I	R" is fo	r sayin	g right	column	words	
							olumns with 2		
	beach		L	R	B	/ – use	L	R	В
g <mark>ee</mark> se	Utath								
\mathcal{O}			3.0	3.0	6.0		3.0	3.0	6.0
			3.1	3.1	6.1		3.1	3.1	6.1
1			3.2	3.2	6.2		3.2	3.2	6.2
SUC 2 K	real		3.3	3.3	6.3		3.3	3.3	6.3
speak	ICul		3.4	3.4	6.4		3.4	3.4	6.4
•			3.5 3.6	3.5 3.6	6.5 6.6		3.5 3.6	3.5 3.6	6.5 6.6
			3.0	3.6	6.7		3.0	3.6	6.7
hooh	ranat		3.8	3.8	6.8		3.8	3.8	6.8
b <mark>ea</mark> ch	repeat		3.9	3.9	6.9		3.9	3.9	6.9
			4.0	4.0	7.0		4.0	4.0	7.0
			4.1	4.1	7.1		4.1	4.1	7.1
1	1		4.2	4.2	7.2		4.2	4.2	7.2
real	speak		4.3	4.3	7.3		4.3	4.3	7.3
	speak		4.4	4.4	7.4		4.4	4.4	7.4
	L		4.5	4.5	7.5		4.5	4.5	7.5
			4.6	4.6	7.6		4.6	4.6	7.6
			4.7	4.7	7.7		4.7	4.7 4.8	7.7
rep <mark>ea</mark> t	speed		4.8	4.8	7.8		4.8	4.8	7.0
report	speca		4.9	4.9	7.9		4.9	4.9	7.9
]	5	5	8		5	5	8
			6	6	9		6	6	9
throad	throad		7	7	10		7	7	10
thread	thread		8	8	15		8	8	15
		NAME			-	Ĩ			
		1	L			1			

LESSON 12A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ly ry cy ty

ollv ferry lonely fancy copy history supply

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

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Fluency Time Chart

jol <mark>ly</mark>	ferry		"L" is f "R" is fo	L-IN" b or sayin or sayin	ox at fa Ig left c g right (istest ti olumn column	me words words	
ferry	jolly		"B" is for 2 section L R 3.0 3.0					
lonely	history		3.1 3.1 3.2 3.2 3.3 3.3 3.4 3.4 3.5 3.5	6.1 6.2 6.3 6.4 6.5		3.1 3.2 3.3 3.4 3.5	3.1 3.2 3.3 3.4 3.5	6.1 6.2 6.3 6.4 6.5
fan <mark>cy</mark>	copy		3.6 3.6 3.7 3.7 3.8 3.8 3.9 3.9 4.0 4.0	6.6 6.7 6.8 6.9 7.0		3.6 3.7 3.8 3.9 4.0	3.6 3.7 3.8 3.9 4.0	6.6 6.7 6.8 6.9 7.0
copy	fancy		4.1 4.1 4.2 4.2 4.3 4.3 4.4 4.4 4.5 4.5	7.1 7.2 7.3 7.4 7.5		4.1 4.2 4.3 4.4 4.5	4.1 4.2 4.3 4.4 4.5	7.1 7.2 7.3 7.4 7.5
history	lonely	1	4.6 4.6 4.7 4.7 4.8 4.8 4.9 4.9	7.6 7.7 7.8 7.9		4.6 4.7 4.8 4.9	4.6 4.7 4.8 4.9	7.6 7.7 7.8 7.9
supply	supply	NAME	5 5 6 6 7 7 8 8	8 9 10 15		5 6 7 8	5 6 7 8	8 9 10 15

LESSON 12B

turtle

battle

pickle

saddle

puzzle

possible

hospital

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"le" ending

turtle battle pickle saddle puzzle hospital possible DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video **STEP 1 - TEACH THE VOWEL SOUND** STEP 4 – Word Recognition - Fluency Practice Begin by teaching the color-coded vowel sound in each word The repetition of the "Timed Reading" will not only accelerate in the left column. If you need to review the sounds see file permanent memorization of the list words, but will also increase #15A at the members page at ReadingKey.com student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words **STEP 2 - STOP AT THE VOWEL SOUND** in the left column. In the Fluency Time Chart box under letter "L" Next, have your student say the sounds made by the letters (L is for Left Column) - have your student place an "X" in the box up to the color-coded vowel sound (typically the beginning for the time it took say the list words. When a mastery time of 3-4 consonant and vowel sound blended together - ca - fa - etc.) seconds is reached (most students can do this within 5-10 STEP 3 - READ EACH WORD SLOWLY attempts), have your student read the right "R" column of words. The student next says only the list words in the left column For the right column words you can skip steps 1 and 2 have the slowly. If an error is made, immediately stop your student student read the list words slowly and then begin timing. The right discuss the mistake - then start again from the top. When column words are the same as in the left column but in a different the student can read the left column words slowly from top to

pickle

battle

turtle

possible

puzzle

saddle

hospital

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3.2	3.2	6.2		3.2	3.2	6.2
3.3	3.3	6.3		3.3	3.3	6.3
3.4	3.4	6.4		3.4	3.4	6.4
3.5	3.5	6.5		3.5	3.5	6.5
3.6	3.6	6.6		3.6	3.6	6.6
3.7	3.7	6.7		3.7	3.7	6.7
3.8	3.8	6.8		3.8	3.8	6.8
3.9	3.9	6.9		3.9	3.9	6.9
4.0	4.0	7.0		4.0	4.0	7.0
4.1	4.1	7.1		4.1	4.1	7.1
4.2	4.2	7.2		4.2	4.2	7.2
4.3	4.3	7.3		4.3	4.3	7.3
4.4	4.4	7.4		4.4	4.4	7.4
4.5	4.5	7.5		4.5	4.5	7.5
4.6	4.6	7.6		4.6	4.6	7.6
4.7	4.7	7.7		4.7	4.7	7.7
4.8	4.8	7.8		4.8	4.8	7.8
4.9	4.9	7.9		4.9	4.9	7.9
5	5	8		5	5	8
6	6	9		6	6	9
7	7	10		7	7	10
8	8	15		8	8	15
-	-		1	-	-	

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. - Materials available at TampaReads.com LEVEL 3-2

NAME

LESSON 12C

rooster

foolish

screw

Incorporating highly effective memorization techniques to <u>achieve</u> accelerated mastery of Grade Level Reading Vocabulary

00 (2)

rooster foolish viewed screw view crook woolen DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video

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2 s	ections	s below	- use with 2	studen	ts
L	R	В	L	R	В
3.0	3.0	6.0	3.0	3.0	6.0
3.1	3.1	6.1	3.1	3.1	6.1
3.2	3.2	6.2	3.2	3.2	6.2
3.3	3.3	6.3	3.3	3.3	6.3
3.4	3.4	6.4	3.4	3.4	6.4
3.5	3.5	6.5	3.5	3.5	6.5
3.6	3.6	6.6	3.6	3.6	6.6
3.7	3.7	6.7	3.7	3.7	6.7
3.8	3.8	6.8	3.8	3.8	6.8
3.9	3.9	6.9	3.9	3.9	6.9
4.0	4.0	7.0	4.0	4.0	7.0
4.1	4.1	7.1	4.1	4.1	7.1
4.2	4.2	7.2	4.2	4.2	7.2
4.3	4.3	7.3	4.3	4.3	7.3
4.4	4.4	7.4	4.4	4.4	7.4
4.5	4.5	7.5	4.5	4.5	7.5
4.6	4.6	7.6	4.6	4.6	7.6
4.7	4.7	7.7	4.7	4.7	7.7
4.8	4.8	7.8	4.8	4.8	7.8
4.9	4.9	7.9	4.9	4.9	7.9
5	5	8	5	5	8
6	6	9	6	6	9
7	7	10	7	7	10
8	8	15	8	8	15

view view woolen crook woolen crook

viewed

screw

foolish

rooster

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www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com
LEVEL 3-2

NAME

LESSON 12D

"Word of the Day" and usually does not follow the phonics

Halloween crow

rules or is difficult for students to learn.

grapes

shaded

saving

crow

elbow

folks

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ow (2)

folks shaded Halloween crow elbow grapes saving DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video **STEP 1 - TEACH THE VOWEL SOUND** STEP 4 – Word Recognition - Fluency Practice Begin by teaching the color-coded vowel sound in each word The repetition of the "Timed Reading" will not only accelerate in the left column. If you need to review the sounds see file permanent memorization of the list words, but will also increase #15A at the members page at ReadingKey.com student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words **STEP 2 - STOP AT THE VOWEL SOUND** in the left column. In the Fluency Time Chart box under letter "L" Next, have your student say the sounds made by the letters (L is for Left Column) - have your student place an "X" in the box up to the color-coded vowel sound (typically the beginning for the time it took say the list words. When a mastery time of 3-4 consonant and vowel sound blended together - ca - fa - etc.) seconds is reached (most students can do this within 5-10 STEP 3 - READ EACH WORD SLOWLY attempts), have your student read the right "R" column of words. The student next says only the list words in the left column For the right column words you can skip steps 1 and 2 have the slowly. If an error is made, immediately stop your student student read the list words slowly and then begin timing. The right discuss the mistake - then start again from the top. When column words are the same as in the left column but in a different the student can read the left column words slowly from top to order and without the vowel sound color helper technique. When bottom with no errors, proceed to STEP 4 Fluency Practice. mastery time of 3-4 seconds is reached for the right column words, NOTE: If the last "boxed" word significantly slows student you can congratulate your student and move to the next list of new progress you can skip this word and study separately (although not recommended). The boxed word is called the

saving

shaded

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В

6.0 6.1

6.2

6.3 6.4 6.5 6.6

6.7 6.8 6.9 7.0

7.1 7.2 7.3 7.4 7.5

7.6 7.7 7.8 7.9 8 9

10

15

	2 s	ections	s below	use – use	with 2	studen
shaded	L	R	В		L	R
	3.0	3.0	6.0		3.0	3.0
	3.1	3.1	6.1		3.1	3.1
oranec	3.2	3.2	6.2		3.2	3.2
grapes	3.3	3.3	6.3		3.3	3.3
U I	3.4	3.4	6.4		3.4	3.4
	3.5	3.5	6.5		3.5	3.5
TT 11	3.6	3.6	6.6		3.6	3.6
Halloween	3.7	3.7	6.7		3.7	3.7
	3.8	3.8	6.8		3.8	3.8
	3.9	3.9	6.9		3.9	3.9
	4.0	4.0	7.0		4.0	4.0
elbow	4.1	4.1	7.1		4.1	4.1
CIUUW	4.2	4.2	7.2		4.2	4.2
	4.3	4.3	7.3		4.3	4.3
	4.4	4.4	7.4		4.4	4.4
	4.5	4.5	7.5		4.5	4.5
crow	4.6	4.6	7.6		4.6	4.6
	4.7	4.7	7.7		4.7	4.7
	4.8	4.8	7.8		4.8	4.8
	4.9	4.9	7.9		4.9	4.9
	5	5	8		5	5
0 11	6	6	9		6	6

10

15

8

NAME

8

7

8

7

8

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folks

LEVEL 3-2

LESSON 13A

bacon

hotel

s₁zes

equal

frozen

bacon hotel

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1 Consonant Rule

sizes equal equally business

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frozen

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.) **STEP 3 - READ EACH WORD SLOWLY**

The student next says <u>only</u> the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

Fluency Time Chart

"FILL-IN" box at fastest time "L" is for saying left column words "R" is for saying right column words "B" is for saying both columns of word 2 sections below – use with 2 students

	2 s	ections	s below	– use	with 2	student	ts
	L	R	В		L	R	в
	3.0	3.0	6.0		3.0	3.0	6.0
	3.1	3.1	6.1		3.1	3.1	6.1
	3.2	3.2	6.2		3.2	3.2	6.2
	3.3	3.3	6.3		3.3	3.3	6.3
	3.4	3.4	6.4		3.4	3.4	6.4
	3.5	3.5	6.5		3.5	3.5	6.5
	3.6	3.6	6.6		3.6	3.6	6.6
	3.7	3.7	6.7		3.7	3.7	6.7
	3.8	3.8	6.8		3.8	3.8	6.8
	3.9	3.9	6.9		3.9	3.9	6.9
	4.0	4.0	7.0		4.0	4.0	7.0
	4.1	4.1	7.1		4.1	4.1	7.1
	4.2	4.2	7.2		4.2	4.2	7.2
	4.3	4.3	7.3		4.3	4.3	7.3
	4.4	4.4	7.4		4.4	4.4	7.4
	4.5	4.5	7.5		4.5	4.5	7.5
	4.6	4.6	7.6		4.6	4.6	7.6
	4.7	4.7	7.7		4.7	4.7	7.7
	4.8	4.8	7.8		4.8	4.8	7.8
	4.9	4.9	7.9		4.9	4.9	7.9
	5	5	8		5	5	8
	6	6	9		6	6	9
	7	7	10		7	7	10
	8	8	15		8	8	15
NAME							

equally equal business business

sizes

frozen

equally

hotel

bacon

LESSON 13B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

2 Consonant Rule

gallon lettuce subject pumpkin respect insect cotton DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video **STEP 1 - TEACH THE VOWEL SOUND** STEP 4 – Word Recognition - Fluency Practice Begin by teaching the color-coded vowel sound in each word The repetition of the "Timed Reading" will not only accelerate in the left column. If you need to review the sounds see file permanent memorization of the list words, but will also increase #15A at the members page at ReadingKey.com student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words **STEP 2 - STOP AT THE VOWEL SOUND** in the left column. In the Fluency Time Chart box under letter "L" Next, have your student say the sounds made by the letters (L is for Left Column) - have your student place an "X" in the box up to the color-coded vowel sound (typically the beginning for the time it took say the list words. When a mastery time of 3-4 consonant and vowel sound blended together - ca - fa - etc.) seconds is reached (most students can do this within 5-10 STEP 3 - READ EACH WORD SLOWLY attempts), have your student read the right "R" column of words. The student next says only the list words in the left column For the right column words you can skip steps 1 and 2 have the slowly. If an error is made, immediately stop your student student read the list words slowly and then begin timing. The right discuss the mistake - then start again from the top. When column words are the same as in the left column but in a different the student can read the left column words slowly from top to order and without the vowel sound color helper technique. When bottom with no errors, proceed to STEP 4 Fluency Practice. mastery time of 3-4 seconds is reached for the right column words, NOTE: If the last "boxed" word significantly slows student you can congratulate your student and move to the next list of new progress you can skip this word and study separately words. On the following day, always review at least 7 of the (although not recommended). The boxed word is called the previous lists before advancing to the new list. The "B" column is "Word of the Day" and usually does not follow the phonics for timing both columns but is not necessary for most students.

insect cotton gallon lettuce subject oumpkin respect respect

rules or is difficult for students to learn.

pumpkin lettuce gallon subject cotton insect

Fluency Time Chart

"FILL-IN" box at fastest time "L" is for saying left column words "R" is for saying right column words "B" is for saying both columns of word 2 sectio

3.0

3.1

3.2

3.3 3.4

3.5

3.6 3.7

3.8

3.9

4.0

4.1 4.2

4.3

4.4

4.5

4.6

4.7

4.8 4.9

5

6

7

8

NAME

		– use	with 2 students					
R	В		L	R	В			
3.0	6.0		3.0	3.0	6.0			
3.1	6.1		3.1	3.1	6.1			
3.2	6.2		3.2	3.2	6.2			
3.3	6.3		3.3	3.3	6.3			
3.4	6.4		3.4	3.4	6.4			
3.5	6.5		3.5	3.5	6.5			
3.6	6.6		3.6	3.6	6.6			
3.7	6.7		3.7	3.7	6.7			
3.8	6.8		3.8	3.8	6.8			
3.9	6.9		3.9	3.9	6.9			
4.0	7.0		4.0	4.0	7.0			
4.1	7.1		4.1	4.1	7.1			
4.2	7.2		4.2	4.2	7.2			
4.3	7.3		4.3	4.3	7.3			
4.4	7.4		4.4	4.4	7.4			
4.5	7.5		4.5	4.5	7.5			
4.6	7.6		4.6	4.6	7.6			
4.7	7.7		4.7	4.7	7.7			
4.8	7.8		4.8	4.8	7.8			
4.9	7.9		4.9	4.9	7.9			
5	8		5	5	8			
6	9		6	6	9			
7	10		7	7	10			
8	15		8	8	15			

LESSON 13C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

2 Consonant Rule

wedding thunder donkey pocket member gather secret DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video **STEP 1 - TEACH THE VOWEL SOUND** STEP 4 – Word Recognition - Fluency Practice Begin by teaching the color-coded vowel sound in each word The repetition of the "Timed Reading" will not only accelerate in the left column. If you need to review the sounds see file permanent memorization of the list words, but will also increase #15A at the members page at ReadingKey.com student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words **STEP 2 - STOP AT THE VOWEL SOUND** in the left column. In the Fluency Time Chart box under letter "L" Next, have your student say the sounds made by the letters (L is for Left Column) - have your student place an "X" in the box up to the color-coded vowel sound (typically the beginning for the time it took say the list words. When a mastery time of 3-4 consonant and vowel sound blended together - ca - fa - etc.) seconds is reached (most students can do this within 5-10 **STEP 3 - READ EACH WORD SLOWLY** attempts), have your student read the right "R" column of words. The student next says only the list words in the left column For the right column words you can skip steps 1 and 2 have the slowly. If an error is made, immediately stop your student student read the list words slowly and then begin timing. The right discuss the mistake - then start again from the top. When column words are the same as in the left column but in a different the student can read the left column words slowly from top to order and without the vowel sound color helper technique. When 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 (although not recommended). 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.

mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

> 3.0 3.1 3.2

3.3 3.4 3.5 3.6 3.7

3.8 3.9 4.0 4.1 4.2

4.3 4.4 4.5 4.6 4.7

4.8 4.9 5 6

> 7 8

NAME

wedding thunder donkey pocket member gather

secret

member pocket donkey gather thunder wedding secret

Fluency Time Chart

"FILL-IN" box at fastest time "L" is for saying left column words "R" is for saying right column words "B" is for saying both columns of word 2 sections below - use with 2 students

R	B	000	L	R	В
3.0	6.0		3.0	3.0	6.0
3.1	6.1		3.1	3.1	6.1
3.2	6.2		3.2	3.2	6.2
3.3	6.3		3.3	3.3	6.3
3.4	6.4		3.4	3.4	6.4
3.5	6.5		3.5	3.5	6.5
3.6	6.6		3.6	3.6	6.6
3.7	6.7		3.7	3.7	6.7
3.8	6.8		3.8	3.8	6.8
3.9	6.9		3.9	3.9	6.9
4.0	7.0		4.0	4.0	7.0
4.1	7.1		4.1	4.1	7.1
4.2	7.2		4.2	4.2	7.2
4.3	7.3		4.3	4.3	7.3
4.4	7.4		4.4	4.4	7.4
4.5	7.5		4.5	4.5	7.5
4.6	7.6		4.6	4.6	7.6
4.7	7.7		4.7	4.7	7.7
4.8	7.8		4.8	4.8	7.8
4.9	7.9		4.9	4.9	7.9
5	8		5	5	8
6	9		6	6	9
7	10		7	7	10
8	15		8	8	15

LESSON 13D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

Final-e Rule

hike dove rise value glove w1pe cone

dove

DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the left column slowly. If an error is made, immediately stop your student discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

Fluency Time Chart

wipe	dove		"	FILI" L" is fo" "is fo"	L-IN" b or sayin r sayin	ox at fa ig left o g right	astest ti column column	me words words	
hike	wipe						with 2		
dove	value		3.1 3.2 3.3 3.4 3.5 3.6	3.1 3.2 3.3 3.4 3.5 3.6	6.1 6.2 6.3 6.4 6.5 6.6		3.1 3.2 3.3 3.4 3.5 3.6	3.1 3.2 3.3 3.4 3.5 3.6	6.1 6.2 6.3 6.4 6.5 6.6
rise	cone		3.8 3.7 3.8 3.9 4.0 4.1	3.0 3.7 3.8 3.9 4.0 4.1	6.7 6.8 6.9 7.0 7.1		3.8 3.7 3.8 3.9 4.0 4.1	3.0 3.7 3.8 3.9 4.0 4.1	6.7 6.8 6.9 7.0 7.1
value	rise		4.1 4.2 4.3 4.4 4.5 4.6	4.1 4.2 4.3 4.4 4.5 4.6	7.1 7.2 7.3 7.4 7.5 7.6		4.1 4.2 4.3 4.4 4.5 4.6	4.1 4.2 4.3 4.4 4.5 4.6	7.1 7.2 7.3 7.4 7.5 7.6
cone	hike	-	4.7 4.8 4.9	4.7 4.8 4.9	7.7 7.8 7.9		4.7 4.8 4.9	4.7 4.8 4.9	7.7 7.8 7.9
glove	glove	NAME	5 6 7 8	5 6 7 8	8 9 10 15		5 6 7 8	5 6 7 8	8 9 10 15

LESSON 14A

cart

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ar

paragraph

cart carpet garden carve scarf carton

carpet

DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

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The student next says only the list words in the left column slowly. If an error is made, immediately stop your student discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

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Fluency Time Chart

"FILL-IN" box at fastest time "L" is for saying left column words "R" is for saying right column words

							olumns with 2		
carpet	carve		L	R	В		L	R	В
			3.0	3.0	6.0		3.0	3.0	6.0
			3.1	3.1	6.1		3.1	3.1	6.1
1	1		3.2	3.2	6.2		3.2	3.2	6.2
σ <mark>ar</mark> den	oarden		3.3	3.3	6.3		3.3	3.3	6.3
garden	garden		3.4	3.4	6.4		3.4	3.4	6.4
U	U		3.5	3.5	6.5		3.5	3.5	6.5
			3.6	3.6	6.6		3.6	3.6	6.6
	4		3.7	3.7	6.7		3.7	3.7	6.7
carve	carton		3.8	3.8	6.8	-	3.8	3.8	6.8
	Carton		3.9	3.9	6.9		3.9	3.9	6.9
			4.0	4.0	7.0		4.0	4.0	7.0
			4.1	4.1	7.1		4.1	4.1	7.1
	1		4.2	4.2	7.2		4.2	4.2	7.2
scarf	scarf		4.3	4.3	7.3		4.3	4.3	7.3
bearr	beurr		4.4	4.4	7.4		4.4	4.4 4.5	7.4 7.5
			4.5	4.5 4.6	7.5 7.6		4.5	4.5 4.6	7.5
			4.0	4.0	7.0		4.0	4.0	7.0
			4.7	4.8	7.8		4.8	4.8	7.8
carton	cart		4.0		7.0			_	-
	Cuit		4.9	4.9	7.9		4.9	4.9	7.9
]	5	5	8		5	5	8
			6	6	9		6	6	9
naragranh	Ingragranh		7	7	10		7	7	10
paragraph	paragraph		8	8	15		8	8	15
paragraph	paragraph	NAME			-	Ĩ		·	u
						1	1		

LESSON 14B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

er ur

border burst turkey theater underneath thermometer worth

DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND Begin by teaching the color-coded vowel sound in each word

in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the letters

up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.) **STEP 3 - READ EACH WORD SLOWLY**

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Fluency Time Chart

border	turkey "FILL-IN" box at fastest time "L" is for saying left column words "R" is for saying right columns of word 2 sections below – use with 2 students								d
burst	burst		2 s L	ections R	s below B	– use	with 2	student R	B B
	_		3.0 3.1 3.2	3.0 3.1 3.2	6.0 6.1 6.2		3.0 3.1 3.2	3.0 3.1 3.2	6.0 6.1 6.2
turkey	theater		3.3 3.4	3.3 3.4	6.3 6.4		3.3 3.4	3.3 3.4	6.3 6.4
			3.5 3.6	3.5 3.6	6.5 6.6		3.5 3.6	3.5 3.6	6.5 6.6
theater	thermomet	er	3.7 3.8 3.9	3.7 3.8 3.9	6.7 6.8 6.9		3.7 3.8 3.9	3.7 3.8 3.9	6.7 6.8 6.9
			4.0 4.1	4.0 4.1	7.0 7.1		4.0 4.1	4.0 4.1	7.0 7.1
underneath	underneath	า	4.2	4.2	7.1 7.2 7.3		4.2	4.2	7.2
underneutii	underneuti	L	4.4	4.4	7.4 7.5		4.4	4.3 4.4 4.5	7.4
	1 1		4.6	4.6	7.6		4.6	4.6	7.6
thermomete	r border		4.7 4.8	4.7 4.8	7.7 7.8		4.7 4.8	4.7 4.8	7.7 7.8
		1	4.9	4.9	7.9		4.9	4.9	7.9
			5 6	5 6	8		5	5	8 9
month	month		7	7	3 10		7	7	10
worth	worth		8	8	15		8	8	15
		NAME							

LESSON 14C

fort

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

or

fort bore forest porch ordered reward pork DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

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Fluency Time Chart

"FILL-IN" box at fastest time is for saving left column words

							column		
							olumns		
1	1						with 2		
pork	pork		L	R	В	1	L	R	В
	NUUN								
L	L		3.0	3.0	6.0		3.0	3.0	6.0
			3.1	3.1	6.1		3.1	3.1	6.1
	C (3.2	3.2	6.2		3.2	3.2	6.2
oore	tort		3.3	3.3	6.3		3.3	3.3	6.3
					-				
forest			-	-	-		-	-	
IOTEST	ordered								
					-		-		-
-			4.1	4.1				4.1	
porch	noroh		4.3	4.3	7.3		4.3	4.3	7.3
	DOICH		4.4	4.4	7.4		4.4	4.4	7.4
	Γ		4.5	4.5	7.5		4.5	4.5	7.5
			4.6	4.6	7.6		4.6	4.6	7.6
1 1	C		4.7	4.7	7.7		4.7	4.7	7.7
r dorod	toract		4.8	4.8	7.8		4.8	4.8	7.8
JIUCICU	101051		4.9	4.9	7.9		4.9	4.9	7.9
			5	5	8		5	5	8
			6	6	9		6	6	9
raward	raward		7	7	10		7	7	10
	IIGWAIU		8	8	15		8	8	15
		NAME				Ï			
	$\begin{array}{c} 1 \\ \hline \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\$								

one

LESSON 14D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ar-or "endings"

doctor sailor harbor behavior calendar popular area DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video **STEP 1 - TEACH THE VOWEL SOUND** STEP 4 – Word Recognition - Fluency Practice Begin by teaching the color-coded vowel sound in each word The repetition of the "Timed Reading" will not only accelerate in the left column. If you need to review the sounds see file permanent memorization of the list words, but will also increase #15A at the members page at ReadingKey.com student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words **STEP 2 - STOP AT THE VOWEL SOUND** in the left column. In the Fluency Time Chart box under letter "L" Next, have your student say the sounds made by the letters (L is for Left Column) - have your student place an "X" in the box up to the color-coded vowel sound (typically the beginning for the time it took say the list words. When a mastery time of 3-4 consonant and vowel sound blended together - ca - fa - etc.) seconds is reached (most students can do this within 5-10 **STEP 3 - READ EACH WORD SLOWLY** attempts), have your student read the right "R" column of words. The student next says only the list words in the left column For the right column words you can skip steps 1 and 2 have the slowly. If an error is made, immediately stop your student student read the list words slowly and then begin timing. The right discuss the mistake - then start again from the top. When column words are the same as in the left column but in a different the student can read the left column words slowly from top to order and without the vowel sound color helper technique. When bottom with no errors, proceed to STEP 4 Fluency Practice. mastery time of 3-4 seconds is reached for the right column words, NOTE: If the last "boxed" word significantly slows student you can congratulate your student and move to the next list of new progress you can skip this word and study separately words. On the following day, always review at least 7 of the (although not recommended). The boxed word is called the previous lists before advancing to the new list. The "B" column is "Word of the Day" and usually does not follow the phonics for timing both columns but is not necessary for most students.

harbor doctor sailor harbor behavior popular calendar calendar popul<mark>ar</mark> area area

rules or is difficult for students to learn.

sailor doctor behavior

Fluency Time Chart

"FILL-IN" box at fastest time "L" is for saying left column words "R" is for saying right column words "B" is for saying both columns of word 2 sections below - use with 2 students

L

3.0 3.1 3.2

3.3 3.4 3.5 3.6 3.7

3.8 3.9 4.0 4.1 4.2

4.3 4.4 4.5 4.6 4.7

4.8 4.9

> 6 7

8

NAME

R	В	 L	R	В
3.0	6.0	3.0	3.0	6.0
3.1	6.1	3.1	3.1	6.1
3.2	6.2	3.2	3.2	6.2
3.3	6.3	3.3	3.3	6.3
3.4	6.4	3.4	3.4	6.4
3.5	6.5	3.5	3.5	6.5
3.6	6.6	3.6	3.6	6.6
3.7	6.7	3.7	3.7	6.7
3.8	6.8	3.8	3.8	6.8
3.9	6.9	3.9	3.9	6.9
4.0	7.0	4.0	4.0	7.0
4.1	7.1	4.1	4.1	7.1
4.2	7.2	4.2	4.2	7.2
4.3	7.3	4.3	4.3	7.3
4.4	7.4	4.4	4.4	7.4
4.5	7.5	4.5	4.5	7.5
4.6	7.6	4.6	4.6	7.6
4.7	7.7	4.7	4.7	7.7
4.8	7.8	4.8	4.8	7.8
4.9	7.9	4.9	4.9	7.9
5	8	5	5	8
6	9	6	6	9
7	10	7	7	10
8	15	8	8	15

LESSON 15A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

Final-e Rule

gasoline file frame pole rhyme dare sometime DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video **STEP 1 - TEACH THE VOWEL SOUND** STEP 4 – Word Recognition - Fluency Practice Begin by teaching the color-coded vowel sound in each word The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words **STEP 2 - STOP AT THE VOWEL SOUND** in the left column. In the Fluency Time Chart box under letter "L" Next, have your student say the sounds made by the letters (L is for Left Column) - have your student place an "X" in the box up to the color-coded vowel sound (typically the beginning for the time it took say the list words. When a mastery time of 3-4 consonant and vowel sound blended together - ca - fa - etc.) seconds is reached (most students can do this within 5-10 **STEP 3 - READ EACH WORD SLOWLY** attempts), have your student read the right "R" column of words. The student next says only the list words in the left column For the right column words you can skip steps 1 and 2 have the slowly. If an error is made, immediately stop your student student read the list words slowly and then begin timing. The right discuss the mistake - then start again from the top. When column words are the same as in the left column but in a different the student can read the left column words slowly from top to order and without the vowel sound color helper technique. When bottom with no errors, proceed to STEP 4 Fluency Practice. mastery time of 3-4 seconds is reached for the right column words, NOTE: If the last "boxed" word significantly slows student you can congratulate your student and move to the next list of new progress you can skip this word and study separately words. On the following day, always review at least 7 of the (although not recommended). The boxed word is called the previous lists before advancing to the new list. The "B" column is "Word of the Day" and usually does not follow the phonics for timing both columns but is not necessary for most students. rules or is difficult for students to learn.

pole	file
file	pole
frame	dare
dare	rhyme
sometime	sometime
rhyme	frame
gasoline	gasoline

Fluency Time Chart

"FILL-IN" box at fastest time "L" is for saying left column words "R" is for saying right column words "B" is for saying both columns of word 2 sections below – use with 2 students

L

3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 4.0 4.1

4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9 5 6 7 8

NAME

R	В	L	R	В
3.0	6.0	3.0	3.0	6.0
3.1	6.1	3.1	3.1	6.1
3.2	6.2	3.2	3.2	6.2
3.3	6.3	3.3	3.3	6.3
3.4	6.4	3.4	3.4	6.4
3.5	6.5	3.5	3.5	6.5
3.6	6.6	3.6	3.6	6.6
3.7	6.7	3.7	3.7	6.7
3.8	6.8	3.8	3.8	6.8
3.9	6.9	3.9	3.9	6.9
4.0	7.0	4.0	4.0	7.0
4.1	7.1	4.1	4.1	7.1
4.2	7.2	4.2	4.2	7.2
4.3	7.3	4.3	4.3	7.3
4.4	7.4	4.4	4.4	7.4
4.5	7.5	4.5	4.5	7.5
4.6	7.6	4.6	4.6	7.6
4.7	7.7	4.7	4.7	7.7
4.8	7.8	4.8	4.8	7.8
4.9	7.9	4.9	4.9	7.9
5	8	5	5	8
6	9	6	6	9
7	10	7	7	10
8	15	8	8	15

LESSON 15B

"Word of the Day" and usually does not follow the phonics

rules or is difficult for students to learn.

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ou

outfit scout wound bound fountain group source DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video **STEP 1 - TEACH THE VOWEL SOUND** STEP 4 – Word Recognition - Fluency Practice Begin by teaching the color-coded vowel sound in each word The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words **STEP 2 - STOP AT THE VOWEL SOUND** in the left column. In the Fluency Time Chart box under letter "L" Next, have your student say the sounds made by the letters (L is for Left Column) - have your student place an "X" in the box up to the color-coded vowel sound (typically the beginning for the time it took say the list words. When a mastery time of 3-4 consonant and vowel sound blended together - ca - fa - etc.) seconds is reached (most students can do this within 5-10 STEP 3 - READ EACH WORD SLOWLY attempts), have your student read the right "R" column of words. The student next says only the list words in the left column For the right column words you can skip steps 1 and 2 have the slowly. If an error is made, immediately stop your student student read the list words slowly and then begin timing. The right discuss the mistake - then start again from the top. When column words are the same as in the left column but in a different the student can read the left column words slowly from top to order and without the vowel sound color helper technique. When bottom with no errors, proceed to STEP 4 Fluency Practice. mastery time of 3-4 seconds is reached for the right column words, NOTE: If the last "boxed" word significantly slows student you can congratulate your student and move to the next list of new progress you can skip this word and study separately words. On the following day, always review at least 7 of the (although not recommended). The boxed word is called the previous lists before advancing to the new list. The "B" column is

for timing both columns but is not necessary for most students.

Fluency Time Chart outfit bound "FILL-IN" box at fastest time "L" is for saying left column words "R" is for saying right column words "B" is for saying both columns of word 2 sections below - use with 2 students R В L R в scout scout 3.0 3.0 6.0 3.0 3.0 6.0 3.1 3.1 6.1 3.1 3.1 6.1 3.2 3.2 6.2 3.2 3.2 6.2 3.3 3.3 6.3 3.3 3.3 6.3 outfit wound 3.4 3.4 6.4 3.4 3.4 6.4 6.5 3.5 3.5 6.5 3.5 3.5 3.6 3.6 6.6 3.6 3.6 6.6 3.7 3.7 6.7 3.7 3.7 6.7 3.8 3.8 6.8 3.8 3.8 6.8 3.9 3.9 6.9 3.9 3.9 6.9 fountain bound 4.0 4.0 7.0 4.0 4.0 7.0 4.1 7.1 4.1 7.1 4.1 4.1 4.2 4.2 7.2 4.2 4.2 7.2 4.3 4.3 7.3 4.3 4.3 7.3 4.4 4.4 7.4 4.4 4.4 7.4 fountain wound 4.5 4.5 7.5 7.5 4.5 4.5 4.6 4.6 7.6 4.6 4.6 7.6 4.7 4.7 7.7 4.7 4.7 7.7 4.8 4.8 4.8 7.8 4.8 7.8 4.9 4.9 7.9 4.9 4.9 7.9 5 5 8 5 5 8 group source 6 6 9 6 6 9 7 7 10 7 7 10 8 8 15 8 8 15 source group NAME

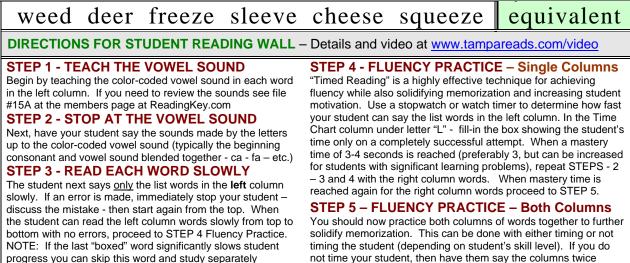
LESSON 15C

(although not recommended). 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.

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ee – long e



not time your student, then have them say the columns twice without an error for "passing." When this is done, put a "P" in the space at the top of the "B" column above the red line. If you do time your student, you need to aim for under 6-7 seconds.

weed	freeze		" "F	"FILI L" is fo R" is fo	IN" bo or sayin r saying	ox at fa g left c g right	astest ti olumn column	words words	
deer	weed							of work student R 3.0	
freeze	cheese		3.1 3.2 3.3 3.4 3.5	3.1 3.2 3.3 3.4 3.5	6.1 6.2 6.3 6.4 6.5		3.1 3.2 3.3 3.4 3.5	3.1 3.2 3.3 3.4 3.5	6.1 6.2 6.3 6.4 6.5
sleeve	squeeze		3.6 3.7 3.8 3.9 4.0 4.1	3.6 3.7 3.8 3.9 4.0 4.1	6.6 6.7 6.8 6.9 7.0 7.1		3.6 3.7 3.8 3.9 4.0 4.1	3.6 3.7 3.8 3.9 4.0 4.1	6.6 6.7 6.8 6.9 7.0 7.1
cheese	deer		4.1 4.2 4.3 4.4 4.5 4.6	4.1 4.2 4.3 4.4 4.5 4.6	7.1 7.2 7.3 7.4 7.5 7.6		4.1 4.2 4.3 4.4 4.5 4.6	4.1 4.2 4.3 4.4 4.5 4.6	7.1 7.2 7.3 7.4 7.5 7.6
squeeze	sleeve		4.7 4.8 4.9	4.7 4.8 4.9	7.7 7.8 7.9		4.7 4.8 4.9	4.7 4.8 4.9	7.7 7.8 7.9
equivalent	equivalent	NAME	5 6 7 8	5 6 7 8	8 9 10 15		5 6 7 8	5 6 7 8	8 9 10 15

LESSON 15D

fault

haul

raw

hawk

awful

drawer

naughty

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary au – aw short o

fault haul hawk drawer naughty raw awful DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video **STEP 1 - TEACH THE VOWEL SOUND** STEP 4 - FLUENCY PRACTICE – Single Columns Begin by teaching the color-coded vowel sound in each word "Timed Reading" is a highly effective technique for achieving fluency while also solidifying memorization and increasing student motivation. Use a stopwatch or watch timer to determine how fast your student can say the list words in the left column. In the Time **STEP 2 - STOP AT THE VOWEL SOUND** Chart column under letter "L" - fill-in the box showing the student's time only on a completely successful attempt. When a mastery time of 3-4 seconds is reached (preferably 3, but can be increased for students with significant learning problems), repeat STEPS - 2 **STEP 3 - READ EACH WORD SLOWLY** - 3 and 4 with the right column words. When mastery time is reached again for the right column words proceed to STEP 5. STEP 5 – FLUENCY PRACTICE – Both Columns You should now practice both columns of words together to further solidify memorization. This can be done with either timing or not timing the student (depending on student's skill level). If you do not time your student, then have them say the columns twice

Fluency Time Chart

"FILL-IN" box at fastest time "L" is for saying left column words "R" is for saying right column words "B" is for saying both columns of word

	2 s	ections	below	– use	with 2	studen	ts
	L	R	В		L	R	В
	3.0	3.0	6.0		3.0	3.0	6.0
	3.1	3.1	6.1		3.1	3.1	6.1
	3.2	3.2	6.2		3.2	3.2	6.2
	3.3	3.3	6.3		3.3	3.3	6.3
	3.4	3.4	6.4		3.4	3.4	6.4
	3.5	3.5	6.5		3.5	3.5	6.5
	3.6	3.6	6.6		3.6	3.6	6.6
	3.7	3.7	6.7		3.7	3.7	6.7
	3.8	3.8	6.8		3.8	3.8	6.8
	3.9	3.9	6.9		3.9	3.9	6.9
	4.0	4.0	7.0		4.0	4.0	7.0
	4.1	4.1	7.1		4.1	4.1	7.1
	4.2	4.2	7.2		4.2	4.2	7.2
	4.3	4.3	7.3		4.3	4.3	7.3
	4.4	4.4	7.4		4.4	4.4	7.4
	4.5	4.5	7.5		4.5	4.5	7.5
	4.6	4.6	7.6		4.6	4.6	7.6
	4.7	4.7	7.7		4.7	4.7	7.7
	4.8	4.8	7.8		4.8	4.8	7.8
	4.9	4.9	7.9		4.9	4.9	7.9
	5	5	8		5	5	8
	6	6	9		6	6	9
	7	7	10		7	7	10
	8	8	15		8	8	15
NAME							

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. - Materials available at TampaReads.com IEVEI 3-2

in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com

Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

The student next says only the list words in the left column slowly. If an error is made, immediately stop your student discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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.

> awful hawk

naughty

haul

raw

fault

drawer

without an error for "passing." When this is done, put a "P" in the space at the top of the "B" column above the red line. If you do time your student, you need to aim for under 6-7 seconds.

LESSON 16A

V1ne

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

Final-e Rule

machine prove rose cave scare vine grove

DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the left column slowly. If an error is made, immediately stop your student discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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.

rnce

STEP 4 – Word Recognition - Fluency Practice The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

Fluency Time Chart

"FILL-IN" box at fastest time "I " is for soving left column words

	1050						column column		
			"В	" is for	saying	both c	olumns with 2	of wor	d
			L	R	B	/ – use	L	R	B
OTOVA	orove								
grove	grove		3.0	3.0	6.0		3.0	3.0	6.0
U	U		3.1	3.1	6.1		3.1	3.1	6.1
			3.2	3.2	6.2		3.2	3.2	6.2
			3.3 3.4	3.3 3.4	6.3 6.4		3.3 3.4	3.3 3.4	6.3 6.4
rose	scare		3.4	3.4	6.5		3.4	3.4	6.5
	scarc		3.6	3.6	6.6		3.6	3.6	6.6
			3.7	3.7	6.7		3.7	3.7	6.7
			3.8	3.8	6.8		3.8	3.8	6.8
			3.9	3.9	6.9		3.9	3.9	6.9
cave	cave		4.0	4.0	7.0		4.0	4.0	7.0
	Cave		4.1	4.1	7.1		4.1	4.1	7.1
			4.2	4.2	7.2		4.2	4.2	7.2
			4.3	4.3	7.3		4.3	4.3	7.3
	•		4.4 4.5	4.4 4.5	7.4 7.5		4.4	4.4 4.5	7.4 7.5
scare	vine		4.6	4.6	7.6		4.6	4.5	7.6
SCarc	VIIIC		4.7	4.7	7.7		4.7	4.7	7.7
			4.8	4.8	7.8		4.8	4.8	7.8
			4.9	4.9	7.9		4.9	4.9	7.9
1.			5	5	8		5	5	8
machine	prove		6	6	9		6	6	9
	prove machine		7	7	10		7	7	10
nrovo	machina		8	8	15	Į	8	8	15
prove		NAME							
			L			1	<u> </u>		

LESSON 16B

121

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ai long a

faint grain ail trail greater greatest main

DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the left column slowly. If an error is made, immediately stop your student discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

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Fluency Time Chart

"FILL-IN" box at fastest time "I " is for soving left column words

	gram						column column			
	•		"В	" is for	saying	both c	olumns	of wor	ď	
			2 s	ections R	s below	/ – use I	with 2	studen R	ts B	
trail	faint		-				-	IX.		
	lalll		3.0	3.0	6.0		3.0	3.0	6.0	1
			3.1	3.1	6.1		3.1	3.1	6.1	
			3.2	3.2	6.2		3.2	3.2	6.2	
•	•		3.3	3.3	6.3		3.3	3.3	6.3	
m <mark>a</mark> 1n	main		3.4 3.5	3.4 3.5	6.4 6.5		3.4 3.5	3.4 3.5	6.4	
	1114111		3.5	3.5	6.6		3.5	3.5	6.5 6.6	
			3.7	3.7	6.7		3.7	3.7	6.7	I
			3.8	3.8	6.8		3.8	3.8	6.8	I
	• 1		3.9	3.9	6.9		3.9	3.9	6.9	I
f <mark>ai</mark> nt	trail		4.0	4.0	7.0		4.0	4.0	7.0	I
	llall		4.1	4.1	7.1		4.1	4.1	7.1	I
			4.2	4.2	7.2		4.2	4.2	7.2	
			4.3	4.3	7.3		4.3	4.3	7.3	I
•	• • 1		4.4	4.4 4.5	7.4		4.4 4.5	4.4	7.4 7.5	
$\sigma r_{21}n$	191		4.5	4.5	7.6		4.5	4.5	7.6	I
grain	jail		4.7	4.7	7.7		4.7	4.7	7.7	
U	5		4.8	4.8	7.8		4.8	4.8	7.8	
		_	4.9	4.9	7.9		4.9	4.9	7.9	
			5	5	8		5	5	8	
greater	greatest		6	6	9		6	6	9	
greater	greacest		7	7	10		7	7	10	
greater greatest	greatest greater		8	8	15	ļ	8	8	15	Į.
greatest	greater	NAME								
		_				-				

 σr_{91n}

LESSON 16C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ea long e

search diamond bead seal least tear wheat

DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the left column slowly. If an error is made, immediately stop your student discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

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Fluency Time Chart

bead	least		, "I "B	"FIL 'L" is fo R" is fo " is for	L-IN" b or sayin r sayin saying	ox at fa ig left o g right both c	astest ti column column columns	me words words of wor	d
~ _ 1	~ ~ 1		L	R	B B	/ – use	with 2 :	R	B
seal	seal		3.0	3.0	6.0		3.0	3.0	6.0
	\sim \sim \sim \sim		3.1	3.1	6.1		3.1	3.1	6.1
			3.2	3.2	6.2		3.2	3.2	6.2
1			3.3	3.3	6.3		3.3	3.3	6.3
least	bead		3.4	3.4	6.4		3.4	3.4	6.4
	Utau		3.5 3.6	3.5 3.6	6.5 6.6		3.5 3.6	3.5 3.6	6.5 6.6
			3.0	3.0	6.7		3.0	3.0	6.7
			3.8	3.8	6.8		3.8	3.8	6.8
	4		3.9	3.9	6.9		3.9	3.9	6.9
tear	wheat		4.0	4.0	7.0		4.0	4.0	7.0
	whicat		4.1	4.1	7.1		4.1	4.1	7.1
			4.2	4.2	7.2		4.2	4.2	7.2
			4.3	4.3	7.3 7.4		4.3	4.3	7.3
1 /	4		4.4 4.5	4.4 4.5	7.4		4.4 4.5	4.4 4.5	7.4 7.5
wheat	tear		4.6	4.6	7.6		4.6	4.6	7.6
	icar		4.7	4.7	7.7		4.7	4.7	7.7
			4.8	4.8	7.8		4.8	4.8	7.8
		-	4.9	4.9	7.9		4.9	4.9	7.9
	1. 1		5	5	8		5	5	8
search	diamond		6	6	9		6	6	9
			7	7	10		7	7	10
diamond	search	NAME	8	8	15	ľ	8	8	15
	L	INAME				J			

LESSON 16D

tea

streak

loaf

roast

roam

boast

board

Incorporating highly effective memorization techniques to <u>achieve</u> accelerated mastery of Grade Level Reading Vocabulary

ea - oa

tea streak loaf roast roam boast board

DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says <u>only</u> the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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.

loaf

STEP 4 – Word Recognition - Fluency Practice The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

Fluency Time Chart

"FILL-IN" box at fastest time "L" is for saying left column words "R" is for saying right column words "B" is for saying both columns of word 2 sections below – use with 2 students

, 1		2 s	ections	s below	– use	with 2	studen	ts
streak		L	R	В		L	R	В
Sucar								
		3.0	3.0	6.0		3.0	3.0	6.0
		3.1	3.1	6.1		3.1	3.1	6.1
		3.2	3.2	6.2		3.2	3.2	6.2
roast		3.3	3.3	6.3		3.3	3.3	6.3
IUUSt		3.4	3.4	6.4		3.4	3.4	6.4
		3.5	3.5	6.5		3.5	3.5	6.5
		3.6	3.6	6.6		3.6	3.6	6.6
		3.7	3.7	6.7		3.7	3.7	6.7
tea		3.8	3.8	6.8		3.8	3.8	6.8
ισα		3.9	3.9	6.9		3.9	3.9	6.9
		4.0	4.0	7.0		4.0	4.0	7.0
		4.1	4.1	7.1		4.1	4.1	7.1
1		4.2	4.2	7.2		4.2	4.2	7.2
boast		4.3	4.3	7.3		4.3	4.3	7.3
UUUUU		4.4	4.4	7.4		4.4	4.4	7.4
		4.5	4.5	7.5		4.5	4.5	7.5
		4.6	4.6	7.6		4.6	4.6	7.6
		4.7	4.7	7.7		4.7	4.7	7.7
roam		4.8	4.8	7.8		4.8	4.8	7.8
Ioum		4.9	4.9	7.9		4.9	4.9	7.9
		5	5	8		5	5	8
		6	6	9		6	6	9
board		7	7	10		7	7	10
UUaiu		8	8	15		8	8	15
	NAME				I			

LESSON 17A

tax

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short a

ranch blast hatch cabin attack tramp tax

DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video

blast

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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Fluency Time Chart

"FILL-IN" box at fastest time "L" is for saying left column words

			"F	R" is fo	r saying	g right	columr	words	
								of wor	
	1 1.		<u>2 s</u>	ections R	below B	use –	-	studen R	ts B
ranch	hatch		L	ĸ	в		L	ĸ	в
	matem		3.0	3.0	6.0		3.0	3.0	6.0
			3.0	3.1	6.1		3.0	3.1	6.1
			3.2	3.2	6.2		3.2	3.2	6.2
blast	cabin		3.3	3.3	6.3		3.3	3.3	6.3
UIASL	CaDIII		3.4	3.4	6.4		3.4	3.4	6.4
			3.5	3.5	6.5		3.5	3.5	6.5
			3.6	3.6	6.6		3.6	3.6	6.6
			3.7	3.7	6.7		3.7	3.7	6.7
tramn	tramn		3.8	3.8	6.8		3.8	3.8	6.8
tramp	tramp		3.9	3.9	6.9		3.9	3.9	6.9
L	L		4.0	4.0	7.0		4.0	4.0	7.0
			4.1	4.1	7.1		4.1	4.1	7.1
1 / 1	1		4.2	4.2	7.2		4.2	4.2	7.2
hatch	ranch		4.3	4.3	7.3		4.3	4.3	7.3
	Ianon		4.4	4.4	7.4		4.4	4.4	7.4
			4.5	4.5	7.5		4.5	4.5	7.5
			4.6	4.6	7.6		4.6	4.6	7.6
1 •	4		4.7	4.7	7.7		4.7	4.7	7.7
cabin	tax		4.8	4.8	7.8		4.8	4.8	7.8
Cuom	lun		4.9	4.9	7.9		4.9	4.9	7.9
			5	5	8		5	5	8
			6	6	9		6	6	9
attack	attack		7	7	10		7	7	10
allack	allalK		8	8	15		8	8	15
		NAME							

LESSON 17B

nest

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short e

stretch theft segment metal nest gem crept

DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video

theft

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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Fluency Time Chart

"FILL-IN" box at fastest time "L" is for saying left column words

							column		
	-						olumns with 2		
$\sigma \Delta m$	stretch		L	R	В		L	R	В
gem	SUCC								
\mathcal{O}			3.0	3.0	6.0		3.0	3.0	6.0
			3.1	3.1	6.1		3.1	3.1	6.1
		_	3.2	3.2	6.2		3.2	3.2	6.2
crept	segment	-	3.3	3.3 3.4	6.3		3.3	3.3	6.3
	Jegnien	-	3.4 3.5	3.4	6.4 6.5		3.4 3.5	3.4 3.5	6.4 6.5
-	•		3.6	3.6	6.6		3.6	3.6	6.6
			3.7	3.7	6.7		3.7	3.7	6.7
atrotah	oront		3.8	3.8	6.8		3.8	3.8	6.8
stretch	crept		3.9	3.9	6.9		3.9	3.9	6.9
	$\mathbf{r} = \mathbf{r} \mathbf{r}$		4.0	4.0	7.0		4.0	4.0	7.0
			4.1	4.1	7.1		4.1	4.1	7.1
(1) ()			4.2	4.2	7.2		4.2	4.2	7.2
theft	gem		4.3	4.3	7.3		4.3	4.3	7.3
	Som		4.4	4.4	7.4		4.4	4.4	7.4
	U		4.5 4.6	4.5 4.6	7.5 7.6		4.5 4.6	4.5 4.6	7.5 7.6
			4.0	4.0	7.0		4.0	4.0	7.7
acomont	naat		4.8	4.8	7.8		4.8	4.8	7.8
segment	nest		4.9	4.9	7.9		4.9	4.9	7.9
			5	5	8		5	5	8
			6	6	9		6	6	9
metal	metal		7	7	10		7	7	10
I Inclal	metal		8	8	15		8	8	15
		NAME				Ï			<u> </u>
						1	L		

LESSON 17C

S1n

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short i

quilt

mist rich sin tin myth sn1p

snin

DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video

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Fluency Time Chart

"FILL-IN" box at fastest time

Image: State of a saying right column words tin rich mist nyth is for saying right column words tis for saying right column words <		BIIIP						olumn		
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$										
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$		• 1		2 s			use	-		
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	f1n	rich		L	R	В			R	В
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$				3.0	3.0	6.0		3.0	3.0	6.0
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$										
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	• ,	. 1		3.2	3.2	6.2		3.2	3.2	6.2
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	mist	myth		3.3	3.3	6.3		3.3	3.3	6.3
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$		111 y U11		-				-	.	-
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$		~								
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	•					0.0				
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	rich	mint		-	-	-		-	-	
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$		IIIISt		3.9	3.9	6.9		3.9	3.9	6.9
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	_ _ _ _			4.0	4.0	7.0		4.0	4.0	7.0
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$				4.1	4.1	7.1		4.1		
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	•									
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	snin	fin		-		-			-	
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$		UIII								
myth sin 4.8 4.8 7.8 quilt quilt 4.8 4.8 7.8 \$\frac{4.8}{4.9}\$ 4.9 7.9 5 5 8 \$\frac{5}{7}\$ 7 7 10 8 8 15	—			-				-	-	
quilt 5 5 8 quilt 5 5 8 6 6 9 7 7 10 8 8 15	. 1	•		4.7	4.7	7.7		4.7	4.7	7.7
quilt 5 5 8 quilt 5 5 8 6 6 9 7 7 10 8 8 15	muth	C11		4.8	4.8	7.8		4.8	4.8	7.8
quilt 6 6 9 7 7 10 8 8 15	111 y t 11	5111		4.9	4.9	7.9		4.9	4.9	7.9
quilt quilt 7 7 10 8 8 15 8 8 15			7	5	5	8		5	5	8
quilt quilt 7 7 10 8 8 15 NAME	• •	• 1		6	6	9		6	6	9
Yulli 8 8 15 NAME 8 8 15		1 anilt		7	7	10		7	7	10
	Yunt	Yum		8	8	15	Į	8	8	15
			NAME				J			

LESSON 17D

p1cnic

whistle

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short i short u

sincerely picnic whistle congruent bull gun lump DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video **STEP 1 - TEACH THE VOWEL SOUND** STEP 4 – Word Recognition - Fluency Practice Begin by teaching the color-coded vowel sound in each word The repetition of the "Timed Reading" will not only accelerate in the left column. If you need to review the sounds see file permanent memorization of the list words, but will also increase #15A at the members page at ReadingKey.com student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words **STEP 2 - STOP AT THE VOWEL SOUND** in the left column. In the Fluency Time Chart box under letter "L" Next, have your student say the sounds made by the letters (L is for Left Column) - have your student place an "X" in the box up to the color-coded vowel sound (typically the beginning for the time it took say the list words. When a mastery time of 3-4 consonant and vowel sound blended together - ca - fa - etc.) seconds is reached (most students can do this within 5-10 STEP 3 - READ EACH WORD SLOWLY attempts), have your student read the right "R" column of words. The student next says only the list words in the left column For the right column words you can skip steps 1 and 2 have the slowly. If an error is made, immediately stop your student student read the list words slowly and then begin timing. The right discuss the mistake - then start again from the top. When column words are the same as in the left column but in a different

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Fluency Time Chart

"FILL-IN" box at fastest time "L" is for saying left column words "R" is for saying right column words "B" is for saying both columns of word

2 sections below – use with 2 students								
L	R	В		L	R	В		
3.0	3.0	6.0		3.0	3.0	6.0		
3.1	3.1	6.1		3.1	3.1	6.1		
3.2	3.2	6.2		3.2	3.2	6.2		
3.3	3.3	6.3		3.3	3.3	6.3		
3.4	3.4	6.4		3.4	3.4	6.4		
3.5	3.5	6.5		3.5	3.5	6.5		
3.6	3.6	6.6		3.6	3.6	6.6		
3.7	3.7	6.7		3.7	3.7	6.7		
3.8	3.8	6.8		3.8	3.8	6.8		
3.9	3.9	6.9		3.9	3.9	6.9		
4.0	4.0	7.0		4.0	4.0	7.0		
4.1	4.1	7.1		4.1	4.1	7.1		
4.2	4.2	7.2		4.2	4.2	7.2		
4.3	4.3	7.3		4.3	4.3	7.3		
4.4	4.4	7.4		4.4	4.4	7.4		
4.5	4.5	7.5		4.5	4.5	7.5		
4.6	4.6	7.6		4.6	4.6	7.6		
4.7	4.7	7.7		4.7	4.7	7.7		
4.8	4.8	7.8		4.8	4.8	7.8		
4.9	4.9	7.9		4.9	4.9	7.9		
5	5	8		5	5	8		
6	6	9		6	6	9		
7	7	10		7	7	10		
8	8	15		8	8	15		

			0.1	5.1	0.1	1
			3.2	3.2	6.2	[
• 1		3.3	3.3	6.3	[
SINCEPELV	V	3.4	3.4	6.4		
sincerely sincerely					6.5	
✓ ✓				3.6	6.6	
			3.7	3.7	6.7	
				3.8	6.8	
α	whictla		3.9	3.9	6.9	
gun	whistle			4.0	7.0	
0				4.1	7.1	
			4.2	4.2	7.2	
_			4.3	4.3	7.3	
lump	picnic			4.4	7.4	
				4.5	7.5	
		4.6	4.6	7.6		
-	-		4.7	4.7	7.7	
			4.8	4.8	7.8	
			4.9	4.9	7.9	
			5	5	8	
congruent	bull		6	6	9	
	0 d II		7	7	10	1
bull	aanamiant		8	8	15	1 [
UUII	congruent	NAME			•	í ľ
	<u> </u>					JL

lump

gun

LESSON 18A

hike

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

Final-e Rule

hike trade ache sphere pine stage r1pe

DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need to review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the left column slowly. If an error is made, immediately stop your student discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

Fluency Time Chart

"FILL-IN" box at fastest time

inke stage		"L" is for saying left column words "R" is for saying right column words							
	ripe						column olumns		
•	•						with 2		
pine	ring		L	R	В		L	R	В
L	L		3.0	3.0	6.0		3.0	3.0	6.0
			3.1	3.1	6.1		3.1	3.1	6.1
•	1		3.2	3.2	6.2		3.2	3.2	6.2
ripe	sphere		3.3	3.3	6.3		3.3	3.3	6.3
	sphere		3.4	3.4	6.4		3.4	3.4	6.4
▲	▲		3.5	3.5	6.5		3.5	3.5	6.5
			3.6	3.6	6.6		3.6	3.6	6.6
	•		3.7 3.8	3.7 3.8	6.7 6.8		3.7 3.8	3.7 3.8	6.7 6.8
stage	pine		3.0	3.0	6.9		3.9	3.9	6.9
56650	Pme		4.0	4.0	7.0		4.0	4.0	7.0
			4.1	4.1	7.1		4.1	4.1	7.1
trade	-		4.2	4.2	7.2		4.2	4.2	7.2
troda	trada		4.3	4.3	7.3		4.3	4.3	7.3
	trade		4.4	4.4	7.4		4.4	4.4	7.4
			4.5	4.5	7.5		4.5	4.5	7.5
			4.6	4.6	7.6		4.6	4.6	7.6
1	1 • 1		4.7	4.7	7.7		4.7	4.7	7.7
snhere	hike		4.8	4.8	7.8		4.8	4.8	7.8
sphere	IIIKC		4.9	4.9	7.9		4.9	4.9	7.9
			5	5	8		5	5	8
-			6	6	9		6	6	9
ache	ache		7	7	10		7	7	10
acht			8	8	15		8	8	15
		NAME			-	Ĩ			
		_	L			L	L		

stage

LESSON 18B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

2 Consonant Rule

slipper slippery skipper whisper buffalo annual liver DIRECTIONS FOR STUDENT READING WALL - Details and video at www.tampareads.com/video **STEP 1 - TEACH THE VOWEL SOUND** STEP 4 – Word Recognition - Fluency Practice Begin by teaching the color-coded vowel sound in each word The repetition of the "Timed Reading" will not only accelerate in the left column. If you need to review the sounds see file permanent memorization of the list words, but will also increase #15A at the members page at ReadingKey.com student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words **STEP 2 - STOP AT THE VOWEL SOUND** in the left column. In the Fluency Time Chart box under letter "L" Next, have your student say the sounds made by the letters (L is for Left Column) - have your student place an "X" in the box up to the color-coded vowel sound (typically the beginning for the time it took say the list words. When a mastery time of 3-4 consonant and vowel sound blended together - ca - fa - etc.) seconds is reached (most students can do this within 5-10 STEP 3 - READ EACH WORD SLOWLY attempts), have your student read the right "R" column of words. The student next says only the list words in the left column For the right column words you can skip steps 1 and 2 have the slowly. If an error is made, immediately stop your student student read the list words slowly and then begin timing. The right discuss the mistake - then start again from the top. When column words are the same as in the left column but in a different the student can read the left column words slowly from top to order and without the vowel sound color helper technique. When bottom with no errors, proceed to STEP 4 Fluency Practice. mastery time of 3-4 seconds is reached for the right column words, NOTE: If the last "boxed" word significantly slows student you can congratulate your student and move to the next list of new progress you can skip this word and study separately words. On the following day, always review at least 7 of the (although not recommended). The boxed word is called the previous lists before advancing to the new list. The "B" column is "Word of the Day" and usually does not follow the phonics for timing both columns but is not necessary for most students. rules or is difficult for students to learn.

slipper slippery slippery skipper whisper buffalo annual liver

skipper annual slipper buffalo whisper

Fluency Time Chart

"FILL-IN" box at fastest time "L" is for saying left column words "R" is for saying right column words "B" is for saying both columns of word 2 sections below - use with 2 students

3.0 3.1 3.2

3.3 3.4 3.5 3.6

3.7

3.8 3.9 4.0 4.1 4.2

4.3 4.4 4.5 4.6 4.7

4.8 4.9 5 6

> 7 8

NAME

	_	1	-	studen	
R	В		L	R	В
3.0	6.0		3.0	3.0	6.0
3.1	6.1		3.1	3.1	6.1
3.2	6.2		3.2	3.2	6.2
3.3	6.3		3.3	3.3	6.3
3.4	6.4		3.4	3.4	6.4
3.5	6.5		3.5	3.5	6.5
3.6	6.6		3.6	3.6	6.6
3.7	6.7		3.7	3.7	6.7
3.8	6.8		3.8	3.8	6.8
3.9	6.9		3.9	3.9	6.9
4.0	7.0		4.0	4.0	7.0
4.1	7.1		4.1	4.1	7.1
4.2	7.2		4.2	4.2	7.2
4.3	7.3		4.3	4.3	7.3
4.4	7.4		4.4	4.4	7.4
4.5	7.5		4.5	4.5	7.5
4.6	7.6		4.6	4.6	7.6
4.7	7.7		4.7	4.7	7.7
4.8	7.8		4.8	4.8	7.8
4.9	7.9		4.9	4.9	7.9
5	8		5	5	8
6	9		6	6	9
7	10		7	7	10
8	15		8	8	15

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. - Materials available at TampaReads.com LEVEL 3-2

liver

LESSON 18C

notice

ceiling

raced

Incorporating highly effective memorization techniques to <u>achieve</u> accelerated mastery of Grade Level Reading Vocabulary

"C" Rule

notice ceiling raced scissors success cylinder medicine DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video

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Fluency Time Chart

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L R B 3.0 3.0 6.0 3.1 3.1 6.1 3.2 3.2 6.2 3.3 3.3 6.3 3.4 3.4 6.4 3.5 3.5 6.5 3.6 3.6 6.6 3.7 3.7 6.7 3.8 3.8 6.8 3.9 3.9 6.9 4.0 4.0 7.0 4.1 4.1 7.1 4.2 4.2 7.2 4.3 4.3 7.3 4.4 4.4 7.4 4.5 4.5 7.5 4.6 4.6 7.6 4.7 4.7 7.7 4.8 4.8 7.8 4.9 4.9 7.9 5 5 8 6 6 9 7 7 10 8 8 15	2 s	ections	below	– use	with 2	student	ts
3.1 3.1 6.1 3.2 3.2 6.2 3.3 3.3 6.3 3.4 3.4 6.4 3.5 3.5 6.5 3.6 3.6 6.6 3.7 3.7 6.7 3.8 3.8 6.8 3.9 3.9 6.9 4.0 4.0 7.0 4.1 4.1 7.1 4.2 4.2 7.2 4.3 4.3 7.3 4.4 4.4 7.4 4.5 4.5 7.5 4.6 4.6 7.6 4.7 4.7 7.7 4.8 4.8 7.8 4.9 4.9 7.9 5 5 8 6 6 9 7 7 10	L	R	В		L	R	В
3.1 3.1 6.1 3.2 3.2 6.2 3.3 3.3 6.3 3.4 3.4 6.4 3.5 3.5 6.5 3.6 3.6 6.6 3.7 3.7 6.7 3.8 3.8 6.8 3.9 3.9 6.9 4.0 4.0 7.0 4.1 4.1 7.1 4.2 4.2 7.2 4.3 4.3 7.3 4.4 4.4 7.4 4.5 4.5 7.5 4.6 4.6 7.6 4.7 4.7 7.7 4.8 4.8 7.8 4.9 4.9 7.9 5 5 8 6 6 9 7 7 10							
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	3.0	3.0	6.0		3.0	3.0	6.0
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	3.1	3.1	6.1		3.1	3.1	6.1
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	3.2	3.2	6.2		3.2	3.2	6.2
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	3.3	3.3	6.3		3.3	3.3	6.3
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	3.4	3.4	6.4		3.4	3.4	6.4
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	3.5	3.5	6.5		3.5	3.5	6.5
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	3.6	3.6	6.6		3.6	3.6	6.6
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	3.7	3.7	6.7		3.7	3.7	6.7
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	3.8	3.8	6.8		3.8	3.8	6.8
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	3.9	3.9	6.9		3.9	3.9	6.9
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	4.0	4.0	7.0		4.0	4.0	7.0
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	4.1	4.1	7.1		4.1	4.1	7.1
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	4.2	4.2	7.2		4.2	4.2	7.2
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	4.3	4.3	7.3		4.3	4.3	7.3
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	4.4	4.4	7.4		4.4	4.4	7.4
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	4.5	4.5	7.5		4.5	4.5	7.5
4.8 4.8 7.8 4.9 4.9 7.9 5 5 8 6 6 9 7 7 10	4.6	4.6	7.6		4.6	4.6	7.6
4.9 4.9 7.9 5 5 8 6 6 9 7 7 10	4.7	4.7	7.7		4.7	4.7	7.7
5 5 8 6 6 9 7 7 10	4.8	4.8	7.8		4.8	4.8	7.8
6 6 9 6 6 9 7 7 10 7 7 10	4.9	4.9	7.9		4.9	4.9	7.9
7 7 10 7 7 10	5	5	8		5	5	8
	6	6	9		6	6	9
8 8 15 8 8 15	7	7	10		7	7	10
	8	8	15		8	8	15

scissors suc success scis cylinder cei medicine med

cylinder success

raced

notice

scissors

ceiling



NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com LEVEL 3-2

NAME

LESSON 18D

likely

pony

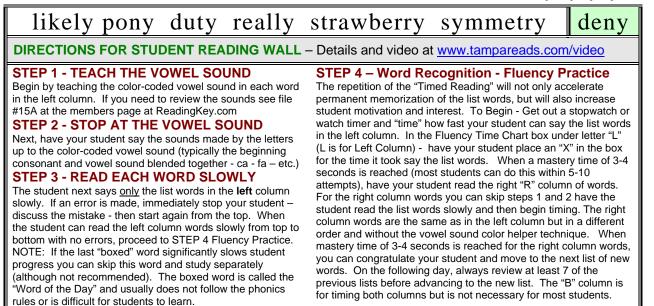
duty

really

SV

Incorporating highly effective memorization techniques to <u>achieve</u> accelerated mastery of Grade Level Reading Vocabulary

ly ny ty ry



duty

likely

symmetry

strawberry

Fluency Time Chart

"FILL-IN" box at fastest time "L" is for saying left column words "R" is for saying right column words "B" is for saying both columns of word 2 sections below – use with 2 students

2 sections below – use with 2 students							
L	R	В		L	R	В	
3.0	3.0	6.0		3.0	3.0	6.0	
3.1	3.1	6.1		3.1	3.1	6.1	
3.2	3.2	6.2		3.2	3.2	6.2	
3.3	3.3	6.3		3.3	3.3	6.3	
3.4	3.4	6.4		3.4	3.4	6.4	
3.5	3.5	6.5		3.5	3.5	6.5	
3.6	3.6	6.6		3.6	3.6	6.6	
3.7	3.7	6.7		3.7	3.7	6.7	
3.8	3.8	6.8		3.8	3.8	6.8	
3.9	3.9	6.9		3.9	3.9	6.9	
4.0	4.0	7.0		4.0	4.0	7.0	
4.1	4.1	7.1		4.1	4.1	7.1	
4.2	4.2	7.2		4.2	4.2	7.2	
4.3	4.3	7.3		4.3	4.3	7.3	
4.4	4.4	7.4		4.4	4.4	7.4	
4.5	4.5	7.5		4.5	4.5	7.5	
4.6	4.6	7.6		4.6	4.6	7.6	
4.7	4.7	7.7		4.7	4.7	7.7	
4.8	4.8	7.8		4.8	4.8	7.8	
4.9	4.9	7.9		4.9	4.9	7.9	
5	5	8		5	5	8	
6	6	9		6	6	9	
7	7	10		7	7	10	
8	8	15		8	8	15	
			I				

ymmetry	pony
deny	deny

strawberry really

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NAME

LEVEL 3-2