

ReadingKEY Vocabulary Builder

LESSON 19A

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

short a

ax brass scrap strap grand fasten	crawled
DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video	
<p>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</p> <p>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.)</p> <p>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.</p>	<p>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.</p>

ax	scrap
brass	brass
scrap	ax
strap	strap
grand	fasten
fasten	grand
crawled	crawled

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	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

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

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
 LEVEL 3-1

ReadingKEY Vocabulary Builder

LESSON 19B

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

short i

rid limp swift drift ticket sickness	pint
DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video	
<p>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</p> <p>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.)</p> <p>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.</p>	<p>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.</p>

rid	drift
limp	swift
swift	limp
drift	rid
ticket	sickness
sickness	ticket
pint	pint

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	B	L	R	B
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 _____			NAME _____		

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 LEVEL 3-1

ReadingKEY Vocabulary Builder

LESSON 19C

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

short o

rot boss toss knot flop flock

broad

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.

rot

knot

boss

toss

toss

boss

knot

rot

flop

flock

flock

flop

broad

broad

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	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

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

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

ReadingKEY Vocabulary Builder

LESSON 19D

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

short u

bud dull bulb club plum stuff

shovel

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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bud

stuff

dull

plum

bulb

club

club

bulb

plum

dull

stuff

bud

shovel

shovel

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	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

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

NAME _____

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ReadingKEY Vocabulary Builder

LESSON 20A

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

Final-e Rule

eve brave paste cube snake flame **private**

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

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STEP 4 – Word Recognition - Fluency Practice

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eve

paste

brave

brave

paste

eve

cube

flame

snake

snake

flame

cube

private

private

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	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

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

NAME _____

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 LEVEL 3-1

ReadingKEY Vocabulary Builder

1 Consonant Rule

LESSON 20B

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

belong elect protect develop details sidewalk	topic
DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video	
<p>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</p> <p>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.)</p> <p>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.</p>	<p>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.</p>

belong	elect
elect	develop
protect	protect
develop	belong
details	sidewalk
sidewalk	details

topic

topic

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	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
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3.4	3.4	6.4
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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

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

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
 LEVEL 3-1

ReadingKEY Vocabulary Builder

2 Consonant Rule

LESSON 20C

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

attic offer suffer valley dentist blossom addition

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.

attic	offer
offer	attic
suffer	valley
valley	suffer
dentist	blossom
blossom	dentist
addition	addition

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	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

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

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
 LEVEL 3-1

ReadingKEY Vocabulary Builder

LESSON 20D

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

"le" "al"
ending

rattle vegetable bundle cradle rifle mammal	factual
DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video	
<p>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</p> <p>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.)</p> <p>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.</p>	<p>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.</p>

rattle	mammal
vegetable	rifle
bundle	cradle
cradle	bundle
rifle	vegetable
mammal	rattle

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	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

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

factual

factual

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

ReadingKEY Vocabulary Builder

LESSON 21A

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

Final-e Rule

hire grave pride tribe stare behave	rinse
DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video	
<p>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</p> <p>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.)</p> <p>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.</p>	<p>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.</p>

hire	pride
grave	grave
pride	hire
tribe	behave
stare	stare
behave	tribe
rinse	rinse

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	B	L	R	B
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 _____			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
 LEVEL 3-1

ReadingKEY Vocabulary Builder

LESSON 21B

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

ee – ea
long e

steel sweep sweeter peas peach stream **nearly**

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

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steel stream
sweep peach
sweeter peas
peas sweeter
peach sweep
stream steel

nearly

nearly

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	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

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

NAME _____

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ReadingKEY Vocabulary Builder

LESSON 21C

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

ie – long e

field chief thief niece brief relief friendship

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

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field

relief

chief

brief

thief

niece

niece

thief

brief

chief

relief

field

friendship

friendship

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	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

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

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

ReadingKEY Vocabulary Builder

LESSON 21D

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

ea – short e

feather weather sweater spread pleasure pleasant

measurement

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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STEP 4 – Word Recognition - Fluency Practice

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feather sweater

weather feather

sweater spread

spread weather

pleasure pleasant

pleasant pleasure

measurement

measurement

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	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

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

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

ReadingKEY Vocabulary Builder

1 Consonant Rule

LESSON 22A

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

future museum climate frequent remove sequence	planet
<p>DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video</p>	
<p>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</p> <p>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.)</p> <p>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.</p>	<p>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.</p>

future	sequence
museum	remove
climate	frequent
frequent	climate
remove	museum
sequence	future
planet	planet

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	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
NAME _____		

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

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 3-1

ReadingKEY Vocabulary Builder

2 Consonant Rule

LESSON 22B

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

zipper rocket upset public language principal **dessert**

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.

zipper

principal

rocket

language

upset

public

public

upset

language

rocket

principal

zipper

dessert

dessert

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	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

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

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
 LEVEL 3-1

ReadingKEY Vocabulary Builder

LESSON 22C

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

ow
long o
ou sound

sow tow sparrow plow crown frown **ghost**

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.

sow	plow
tow	sparrow
sparrow	tow
plow	sow
crown	frown
frown	crown
ghost	ghost

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	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

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

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

ReadingKEY Vocabulary Builder

LESSON 22D

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

gy dy
ry ny ty

buggy dandy mighty century company electricity

supply

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.

buggy

century

dandy

dandy

mighty

buggy

century

mighty

company

electricity

electricity

company

supply

supply

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	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

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

NAME _____

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ReadingKEY Vocabulary Builder

LESSON 23A

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

G-Rule

gentle general strange package imagine emergency **eager**

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.

gentle

imagine

general

package

strange

strange

package

emergency

imagine

general

emergency

gentle

eager

eager

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	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

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

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

ReadingKEY Vocabulary Builder

LESSON 23B

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

Final-e Rule

pave cure strike parade sunshine complete purpose

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

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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

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pave complete
cure sunshine
strike parade
parade strike
sunshine cure
complete pave

purpose

purpose

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	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

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

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

ReadingKEY Vocabulary Builder

LESSON 23C

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

ee – long e

beef beet peep sheet speech agreeable received

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.

beef

sheet

beet

peep

peep

beet

sheet

agreeable

speech

speech

agreeable

beef

received

received

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	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

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

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
 LEVEL 3-1

ReadingKEY Vocabulary Builder

LESSON 23D

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

ee – ea
long e

seek seems pioneer neat tease weave

ugliest

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.

seek

neat

seems

weave

pioneer

seems

neat

tease

tease

neat

weave

pioneer

ugliest

ugliest

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	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

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

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

ReadingKEY Vocabulary Builder

LESSON 24A

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

ry ly

marry lonely factory carelessly secretary especially deny

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.

marry	lonely
lonely	especially
factory	marry
carelessly	secretary
secretary	factory
especially	carelessly
deny	deny

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	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

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

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

ReadingKEY Vocabulary Builder

LESSON 24B

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

ou exceptions

soup rough tough court course throughout route

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.

soup throughout
rough course
tough court
court tough
course rough
throughout soup

route

route

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	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

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

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
LEVEL 3-1

ReadingKEY Vocabulary Builder

LESSON 24C

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

est ending

action direction vacation nature furniture adventure	suggest
DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video	
<p>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</p> <p>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.)</p> <p>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.</p>	<p>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.</p>

action	nature
direction	vacation
vacation	direction
nature	action
furniture	adventure
adventure	furniture
suggest	suggest

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	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
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

ReadingKEY Vocabulary Builder

1 Consonant Rule

LESSON 24D

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

ruler pupil spider record patient | alive potatoes

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.

ruler spider
pupil pupil
spider ruler
record patient
patient record

alive
potatoes

potatoes
alive

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	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

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

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
LEVEL 3-1

ReadingKEY Vocabulary Builder

LESSON 25A

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

ar – or - er

harvest darling order organ tender traveler **arrest**

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.

harvest

order

darling

organ

order

darling

organ

harvest

tender

traveler

traveler

tender

arrest

arrest

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	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

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

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

ReadingKEY Vocabulary Builder

LESSON 25B

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

er ur

prayer eraser blur turnip surface hamburger southern

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.

prayer

turnip

eraser

surface

blur

turnip

turnip

eraser

surface

prayer

hamburger hamburger

southern

southern

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	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

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

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
 LEVEL 3-1

ReadingKEY Vocabulary Builder

LESSON 25C

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

ar – or endings

favor honor junior senior similar **similarity poor**

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.

favor

honor

honor

favor

junior

similar

senior

senior

similar

junior

similarity
poor

poor
similarity

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	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

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

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
LEVEL 3-1

ReadingKEY Vocabulary Builder

2 Consonant
Rule

LESSON 25D

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

banner rather expression represent classify mathematics	English
DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video	
<p>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</p> <p>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.)</p> <p>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.</p>	<p>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.</p>

banner

rather

rather

banner

expression

represent

represent

expression

classify

mathematics

mathematics

classify

English

English

NAME _____

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	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

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

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 3-1

ReadingKEY Vocabulary Builder

LESSON 26A

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

C-Rule

dancer sincere difference cereal reduce accident chemical

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.

dancer

cereal

sincere

difference

difference

sincere

cereal

dancer

reduce

accident

accident

reduce

chemical

chemical

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	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

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

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

ReadingKEY Vocabulary Builder

LESSON 26B

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

Final-a Rule

banana sofa gorilla America Cuba Canada	sea
<p>DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video</p>	
<p>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</p> <p>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.)</p> <p>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.</p>	<p>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.</p>

banana	Canada
sofa	Cuba
gorilla	America
America	gorilla
Cuba	sofa
Canada	banana

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	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

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

sea

sea

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

ReadingKEY Vocabulary Builder

ea
long e
short e

LESSON 26C

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

beast reason reach dead death meant **treasure**

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.

beast reach
reason reason
reach beast
dead meant
death death
meant dead

treasure

treasure

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	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

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

NAME _____

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ReadingKEY Vocabulary Builder

LESSON 26D

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

Silent Letters

comb palm chalk stalk guest crumb

cough

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

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STEP 3 - READ EACH WORD SLOWLY

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STEP 4 – Word Recognition - Fluency Practice

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comb

chalk

palm

palm

chalk

comb

stalk

crumb

guest

guest

crumb

stalk

cough

cough

Fluency Time Chart

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

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

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

NAME _____

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ReadingKEY Vocabulary Builder

LESSON 27A

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

G-Rule

garage damage average energy energetic imagine

pledge

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

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garage	energy
damage	average
average	damage
energy	garage
energetic	imagine
imagine	energetic
pledge	pledge

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	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

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

NAME _____

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 LEVEL 3-1

ReadingKEY Vocabulary Builder

LESSON 27B

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

ful ending

cheerful harmful truthful powerful forgetful thoughtful	fuel
DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video	
<p>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</p> <p>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.)</p> <p>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.</p>	<p>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.</p>

cheerful	truthful
harmful	harmful
truthful	cheerful
powerful	thoughtful
forgetful	forgetful
thoughtful	powerful

fuel

fuel

NAME _____

Fluency Time Chart

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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

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

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 LEVEL 3-1

ReadingKEY Vocabulary Builder

LESSON 27C

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

less
ness

careless hopeless fearless sadness hardness kindness

carelessness

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

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careless

fearless

hopeless

hopeless

fearless

careless

sadness

kindness

hardness

hardness

kindness

sadness

carelessness

carelessness

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

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

NAME

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ReadingKEY Vocabulary Builder

LESSON 27D

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

tion
ture

subtraction multiplication pollution capture temperature adventure **division**

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

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subtraction

capture

multiplication

pollution

pollution

adventure

capture

temperature

temperature

multiplication

adventure

subtraction

division

division

Fluency Time Chart

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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

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

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