

ReadingKEY Vocabulary Builder

LESSON 28A

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

f-sound combinations

telephone graph elephant phrase photo enough

dough

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.

tele**ph**one

enough

graph

photo

ele**ph**ant

phrase

phrase

elephant

photo

graph

enough

telephone

dough

dough

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 3-4

ReadingKEY Vocabulary Builder

LESSON 28B

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

C-Rule

lace officer receive accident scene experience

delicious

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

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lace

experience

officer

scene

receive

accident

accident

receive

scene

officer

experience

lace

delicious

delicious

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 3-4

ReadingKEY Vocabulary Builder

LESSON 28C

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

ar er or

harm folder terrific report scoring horseback **worried**

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>
--	---

harm	folder
folder	harm
terrific	report
report	terrific
scoring	horseback
horseback	scoring
worried	worried

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 3-4

ReadingKEY Vocabulary Builder

LESSON 28D

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

short i – e – u

fist risk skill split swell pump

limb

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

STEP 1 - TEACH THE VOWEL SOUND

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fist

skill

risk

fist

skill

split

split

risk

swell

pump

pump

swell

limb

limb

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
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 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 3-4

ReadingKEY Vocabulary Builder

LESSON 29A

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

ai – long a

maid hail braid repair contains straighter	fable
DIRECTIONS FOR STUDENT READING WALL – Details and video at www.tampareads.com/video	
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maid

hail

hail

maid

braid

repair

repair

braid

contains

straighter

straighter

contains

fable

fable

Fluency Time Chart

“FILL-IN” box at fastest time
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 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

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 LEVEL 3-4

ReadingKEY Vocabulary Builder

LESSON 29B

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

ea – long e

feast heap deal repeat release teaspoon **earliest**

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

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feast release
 heap repeat
 deal deal
 repeat teaspoon
 release heap
 teaspoon feast

earliest

earliest

Fluency Time Chart

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

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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 3-4

ReadingKEY Vocabulary Builder

LESSON 29C

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

au oi oy

aunt author faucet caution toilet enjoyable

lion

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.

aunt

enjoyable

author

toilet

faucet

caution

caution

faucet

toilet

author

enjoyable

aunt

lion

lion

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 3-4

ReadingKEY Vocabulary Builder

LESSON 29D

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

ar-or ending

solar beggar grammar mayor honor refrigerator

afterward

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.

solar

mayor

beggar

grammar

grammar

beggar

mayor

solar

honor

refrigerator

refrigerator

honor

afterward

afterward

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 3-4

ReadingKEY Vocabulary Builder

LESSON 30A

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

Final-e Rule

celebrate figure escape arrange produce graduate

improve

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.

celebrate arrange

figure figure

escape escape

arrange celebrate

produce graduate

graduate produce

improve

improve

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 3-4

ReadingKEY Vocabulary Builder

2 Consonant Rule

LESSON 30B

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

copper lantern lumber signal bonnet inches	bookshelf
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>

copper

lumber

lantern

copper

lumber

signal

signal

lantern

bonnet

inches

inches

bonnet

bookshelf

bookshelf

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 3-4

ReadingKEY Vocabulary Builder

LESSON 30C

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

short vowels

snap brand melt rotten club drawn shove

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.

snap

melt

brand

snap

melt

club

rotten

brand

club

drawn

drawn

rotten

shove

shove

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 30D

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

short vowels

gasp stack grand split hunt stuff

comb

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

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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.

gasp

grand

stack

gasp

grand

stack

split

stuff

hunt

hunt

stuff

split

comb

comb

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 31A

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

Final-e Rule

wade lame invite provide severe decorate

manage

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.

wade

invite

lame

lame

invite

wade

provide

decorate

severe

severe

decorate

provide

manage

manage

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 3-4

ReadingKEY Vocabulary Builder

1 Consonant Rule

LESSON 31B

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

prepare useless deposit deserve design famous tomato

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.

prepare

deposit

useless

prepare

deposit

deserve

deserve

useless

design

famous

famous

design

tomato

tomato

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 3-4

ReadingKEY Vocabulary Builder

1 Consonant Rule

LESSON 31C

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

usual miles human numeral relax salesman	liter
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>

usual

miles

miles

usual

human

numeral

numeral

human

relax

salesman

salesman

relax

liter

liter

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 3-4

ReadingKEY Vocabulary Builder

LESSON 31D

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

short i

silk hidden pitch hitch stitch switch ridiculous

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.

silk

pitch

hidden

silk

pitch

hitch

hitch

hidden

stitch

switch

switch

stitch

ridiculous

ridiculous

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 3-4

ReadingKEY Vocabulary Builder

2 Consonant Rule

LESSON 32A

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

college village pasture flipped discuss contest	soldier
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>

college

pasture

village

college

pasture

village

flipped

contest

discuss

discuss

contest

flipped

soldier

soldier

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 3-4

ReadingKEY Vocabulary Builder

LESSON 32B

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

G-Rule

engine dodge gentle bandage engineer gymnasium **hunger**

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.

engine

gymnasium

dodge

engineer

gentle

bandage

bandage

gentle

engineer

dodge

gymnasium engine

hunger

hunger

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 3-4

ReadingKEY Vocabulary Builder

LESSON 32C

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

er ur ir

herd clerk rubber curve surround squirrel	errand
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>

herd

squirrel

clerk

surround

rubber

curve

curve

rubber

surround

clerk

squirrel

herd

errand

errand

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 3-4

ReadingKEY Vocabulary Builder

LESSON 32D

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

or

ore port sort force explore foreign

worm

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.

ore

foreign

port

explore

sort

force

force

sort

explore

port

foreign

ore

worm

worm

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 3-4

ReadingKEY Vocabulary Builder

LESSON 33A

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

Final-e Rule

tame daze blaze waste recite valentine	magazine
--	----------

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.

tame

waste

daze

blaze

blaze

daze

waste

tame

recite

valentine

valentine

recite

magazine

magazine

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 3-4

ReadingKEY Vocabulary Builder

2 Consonant Rule

LESSON 33B

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

scatter tablet invent master billion industry	apron
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>

scatter

industry

tablet

billion

invent

master

master

invent

billion

tablet

industry

scatter

apron

apron

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 3-4

ReadingKEY Vocabulary Builder

LESSON 33C

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

er

dryer mineral whoever whatever cover government **zero**

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.

dryer

government

mineral

whatever

whoever

mineral

whatever

cover

cover

whoever

government dryer

zero

zero

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 3-4

ReadingKEY Vocabulary Builder

LESSON 33D

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

er

adverb prisoner overalls shepherd perfume rainwater

error

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

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STEP 4 – Word Recognition - Fluency Practice

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adverb

overalls

prisoner

prisoner

overalls

adverb

shepherd

rainwater

perfume

perfume

rainwater

shepherd

error

error

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 3-4

ReadingKEY Vocabulary Builder

LESSON 34A

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

ies ending

babies parties studies duties enemies companies

butterflies

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.

babies

duties

parties

studies

studies

companies

duties

enemies

enemies

parties

companies

babies

butterflies

butterflies

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 3-4

ReadingKEY Vocabulary Builder

LESSON 34B

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

ai – long a
ee – long e

waiter daisy faith bleed steer indeed

bargain

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.

waiter

steer

daisy

bleed

faith

faith

bleed

daisy

steer

indeed

indeed

steer

bargain

bargain

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 3-4

ReadingKEY Vocabulary Builder

LESSON 34C

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

er

serve timber clover blender meter millimeter	cashier
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 - FLUENCY PRACTICE – Single Columns “Timed Reading” is a highly effective technique for achieving fluency while also solidifying memorization and increasing student motivation. Use a stopwatch or watch timer to determine how fast your student can say the list words in the left column. In the Time Chart column under letter “L” - fill-in the box showing the student’s time only on a completely successful attempt. When a mastery time of 3-4 seconds is reached (preferably 3, but can be increased for students with significant learning problems), repeat STEPS - 2 – 3 and 4 with the right column words. When mastery time is reached again for the right column words proceed to STEP 5.</p> <p>STEP 5 – FLUENCY PRACTICE – Both Columns You should now practice both columns of words together to further solidify memorization. This can be done with either timing or not timing the student (depending on student’s skill level). If you do not time your student, then have them say the columns twice without an error for “passing.” When this is done, put a “P” in the space at the top of the “B” column above the red line. If you do time your student, you need to aim for under 6-7 seconds.</p>

serve

blender

timber

timber

clover

serve

blender

millimeter

meter

meter

millimeter

clover

cashier

cashier

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 3-4

ReadingKEY Vocabulary Builder

LESSON 34D

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

tion
(shun)

nation national position invitation education constitution mention

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.

nation

constitution

national

education

position

national

invitation

nation

education

invitation

constitution position

mention

mention

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 3-4

ReadingKEY Vocabulary Builder

LESSON 35A

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

ea – long e

spear cheating stealing sneakers beard preach	earn
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>

spear

stealing

cheating

spear

stealing

beard

sneakers

cheating

beard

preach

preach

sneakers

earn

earn

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 3-4

ReadingKEY Vocabulary Builder

LESSON 35B

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

dis

dislike discuss discussion disappear disapprove disappoint | disease

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.

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STEP 4 – Word Recognition - Fluency Practice

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dislike

discuss

discuss

disappoint

discussion

disappear

disappear

disapprove

disapprove

dislike

disappoint

discussion

disease

disease

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
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 3-4

ReadingKEY Vocabulary Builder

1 Consonant Rule

LESSON 35C

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

pilot humid refund report pronoun typewriter **quotient**

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.

pilot

report

humid

refund

refund

humid

report

pilot

pronoun

typewriter

typewriter

pronoun

quotient

quotient

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 3-4

ReadingKEY Vocabulary Builder

LESSON 35D

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

"le" ending

settle castle eagle sample struggle sprinkle	valuable
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>

settle

eagle

castle

settle

eagle

sprinkle

sample

sample

struggle

castle

sprinkle

struggle

valuable

valuable

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 3-4

ReadingKEY Vocabulary Builder

1 Consonant
Exceptions

LESSON 36A

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

cabinet unusual modern president exit promise	select
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>

cabinet

president

unusual

unusual

modorn

cabinet

present

promise

exit

exit

promoise

modorn

select

select

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
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 3-4

ReadingKEY Vocabulary Builder

LESSON 36B

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

"r" exceptions

carrot caring scared parent hero worried	ferry
<p style="color: green; margin: 0;">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>

carrot

hero

caring

scared

scared

carrot

parent

worried

hero

parent

worried

caring

ferry

ferry

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 3-4

ReadingKEY Vocabulary Builder

LESSON 36C

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

Long Vowel Exceptions

colt sold hind blind program island	stroll
-------------------------------------	--------

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.

colt

hind

sold

colt

hind

blind

blind

sold

program

island

island

program

stroll

stroll

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 3-4

ReadingKEY Vocabulary Builder

1 Consonant
Rule
Exceptions

LESSON 36D

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

melon prison radish travel adult product graduate

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.

melon

travel

prison

radish

radish

prison

travel

melon

adult

product

product

adult

graduate

graduate

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 3-4