LESSON 1A

A 4-step process for achieving accelerated advancement of grade level vocabulary - word recognition - and reading comprehension

short a

tax act wrap plan task grams shallow

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by discussing the colored sound in each word in the left column. Short vowels are red - long vowels blue and other sounds are green. If you need to review the sounds, listen to the audio file #15A at ReadingKEY.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made immediately stop your student - discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see the last word in bold type. This is because the word is important to learn but typically takes longer to memorize due to spelling or phonics irregularities. If your student shows unusual difficulty with the word, you can skip it and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start 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 strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time

tax	shallow		is for record s for record									
		G	SOAL IS TO	RE/	\CH	RED I	INE	(or	clo	se to	it)	,
			Can be	use		h up to	m 1	stu	den	_	<u> </u>	T _ 1
4	~ 40 0 40 0		L R	L	R	<u> </u>	R	-	L	R	<u> </u>	R
act	grams		3.0 3.0	3.0	3.0	3.0	3.0		3.0	3.0	3.0	3.0
	$\boldsymbol{\mathcal{C}}$		3.1 3.1	3.1			3.1		3.1			3.1
			3.2 3.2	3.2	3.2	3.2	3.2		3.2	3.2	3.2	3.2
	41-		3.3 3.3	3.3	3.3	3.3	3.3		3.3	3.3	3.3	3.3
wrap	task		3.4 3.4	3.4	3.4	3.4	3.4		3.4	3.4	3.4	3.4
- - -			3.5 3.5	3.5	_		3.5		3.5			3.5
			3.6 3.6	3.6	-		3.6		3.6	_		3.6
1	1		3.7 3.7	3.7			3.7		3.7			3.7
plan	plan		3.8 3.8 3.9 3.9	3.8			3.8		3.8			3.8
P	P		4.0 4.0	4.0			4.0				4.0	
			4.1 4.1	4.1			4.1		4.1	4.1	4.0	—
₄ 1			4.2 4.2	4.2	_	-	4.2	-	4.2	4.2	-	4.2
task	wrap		4.3 4.3	4.3	4.3	4.3	4.3		4.3	4.3	4.3	3 4.3
	,, = 33 P		4.4 4.4	4.4	4.4	4.4	4.4		4.4	4.4	4.4	4.4
			4.5 4.5	4.5	4.5	4.5	4.5		4.5	4.5	4.5	4.5
	4		4.6 4.6	4.6	_		4.6		4.6	——	-	4.6
grams	act		4.7 4.7	4.7	_		4.7			4.7	4.7	
81 61115			4.8 4.8	4.8	_	-	4.8		4.8			4.8
			4.9 4.9 5 5	4.9 5	5	4.9 5	4.9 5		4.9 5	5	4.9	4.9
1 11	4		6 6	6	6	6	6	-	6	6	6	
shallow	tax		7 7	7	7	7	7		7	7	7	7
	00011		10+ 10+	10+	10+	10+	10+		10+	10+	10+	+ 10+
		Initials							•			
				ч		<u> </u>		, L			ш	

11

LESSON 1B

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

short e

length crept mend pest deaf depth edge

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

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STEP 2 - STOP AT THE VOWEL SOUND

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Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

0.	Can be used with up to five students L R L R L R L R													
	L	R		L	R		L	R		L	R		L	R
	3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1
	3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8
	4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9
	5	5		5	5		5	5		5	5		5	5
	6	6		6	6		6	6		6	6		6	6
	7	7		7	7		7	7		7	7		7	7
	10+	10+		10+	10+		10+	10+		10+	10+		10+	10+
Initials														

length edge

crept depth

mend deaf

pest pest

deaf mend

depth crept

edge length

LESSON 1C

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

short i

build split wrist bitter thrill twitch guilt

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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Student puts "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

G			be i				five		
	L	R		L	R	L	R	L	R
	3.0	3.0		3.0	3.0	3.0	3.0	3.0	3.0
	3.1	3.1		3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2		3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3		3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4		3.4	3.4	3.4	3.4	3.4	3.4
	3.5	3.5		3.5	3.5	3.5	3.5	3.5	3.5
	3.6	3.6		3.6	3.6	3.6	3.6	3.6	3.6
	3.7	3.7		3.7	3.7	3.7	3.7	3.7	3.7
	3.8	3.8		3.8	3.8	3.8	3.8	3.8	3.8
	3.9	3.9		3.9	3.9	3.9	3.9	3.9	3.9
	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0
	4.1	4.1		4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2		4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3		4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4		4.4	4.4	4.4	4.4	4.4	4.4
	4.5	4.5		4.5	4.5	4.5	4.5	4.5	4.5
	4.6	4.6		4.6	4.6	4.6	4.6	4.6	4.6
	4.7	4.7		4.7	4.7	4.7	4.7	4.7	4.7
	4.8	4.8		4.8	4.8	4.8	4.8	4.8	4.8
	4.9	4.9		4.9	4.9	4.9	4.9	4.9	4.9
	5	5		5	5	5	5	5	5
	6	6		6	6	6	6	6	6
	7	7		7	7	7	7	7	7
	10+	10+		10+	10+	10+	10+	10+	10+

build	guilt
-------	-------

split twitch

wrist thrill

bitter bitter

thrill wrist

twitch split

guilt build

LESSON 1D

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

short o

3.9

4.0

4.1

4.2 4.2

4.3 4.3

7

7

lock fond cross jog loss shot solve

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Student puts "X" in box corresponding to stopwatch time "L" is for recording time for saying left column words "R" is for recording time for saying right column words GOAL IS TO REACH RED LINE (or close to it)

lock solve Can be used with up to five students L R L R fond shot 3.1 3.2 loss cross 3.6 3.6 3.7 3.7 jog jog 3.8 3.8 3.9 4.0 4.1 4.1 loss 4.2 4.2 cross 4.3 4.3 4.5 4.6 4.6 4.6 fond shot 4.7 4.7 4.7 4.7 4.8 4.8 4.9 4.9 4.9 5 5 5 solve lock 6 6 6 6 6 7 7 7 7 7 7 10+ 10+ 10+ 10+

LESSON 2A

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

short u

hut dull struck skull husband muscle touch

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GOAL IS TO REACH RED LINE (or close to it)

(<i>i</i> an	be ı	use	d wi	th u	p to	tive	stu	ıder	nts		
L	R		L	R		L	R		L	R	L	R
3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0	3.0	3.0
3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1	3.1	3.1
3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2	3.2	3.2
3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3	3.3	3.3
3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4	3.4	3.4
3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5	3.5	3.5
3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6	3.6	3.6
3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7	3.7	3.7
3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8	3.8	3.8
3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9	3.9	3.9
4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0	4.0	4.0
4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1	4.1	4.1
4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2	4.2	4.2
4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	4.3	4.3
4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4	4.4	4.4
4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5	4.5	4.5
4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.6
4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.7
4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8	4.8	4.8
4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9	4.9	4.9
5	5		5	5		5	5		5	5	5	5
6	6		6	6		6	6		6	6	6	6
7	7		7	7		7	7		7	7	7	7
10+	10+		10+	10+		10+	10+		10+	10+	10+	10+
										,		

hut touch

dull muscle

struck husband

skull skull

husband struck

muscle dull

touch hut

LESSON 2B

chapter

discuss

difference

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

2 Consonant Rule A vowel is short when followed by 2 consonants

chapter discuss difference lesson magnet culture alphabetical

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Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see the last word in bold type. This is because the word is important to learn but typically takes longer to memorize due to spelling or phonics irregularities. If your student shows unusual difficulty with the word, you can skip it and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start 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 strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

alphabetical

Student puts "X" in box corresponding to stopwatch time

"L" is for recording time for saying left column words

"R" is for recording time for saying right column words

GOAL IS TO REACH RED LINE (or close to it)

Can be used with up to five students

magnet

culture

lesson lesson

magnet difference

culture discuss

alphabetical chapter

L	R	L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

LESSON 2C

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

2 Consonant Rule A vowel is short when followed by 2 consonants

million gallon rotten magnetism rather experiment response

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by discussing the colored sound in each word in the left column. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, listen to the audio file #15A at ReadingKEY.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see the last word in bold type. This is because the word is important to learn but typically takes longer to memorize due to spelling or phonics irregularities. If your student shows unusual difficulty with the word, you can skip it and practice it at a later time.

STEP 4 - FLUENCY PRACTICE - TIMED READING

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Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

Can be used with up to five students

		~~		<u> </u>	 ۳.۰		 			
Г	R		L	R	L	R	L	R	Г	R
3.0	3.0		3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1		3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2		3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3		3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4		3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5		3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6		3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7		3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8		3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9		3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1		4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2		4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3		4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4		4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5		4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6		4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7		4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8		4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9		4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5		5	5	5	5	5	5	5	5
6	6		6	6	6	6	6	6	6	6
7	7		7	7	7	7	7	7	7	7
10+	10+		10+	10+	10+	10+	10+	10+	10+	10+
					 				•	

million response

gallon experiment

rotten rather

magnetism magnetism

rather rotten

experiment gallon

response million

LESSON 2D

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

1 Consonant Rule A vowel is often long when followed by 1 consonant

used belong super equal silent musician finish

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by discussing the colored sound in each word in the left column. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, listen to the audio file #15A at ReadingKEY.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

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STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start 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 strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

Can be used with up to five students

L	R	L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

used finish

belong musician

super silent

equal equal

silent super

musician belong

finish used

LESSON 3A

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

1 Consonant Rule A vowel is often long when followed by 1 consonant

writer develop human define medium major minor

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

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Fluency Time Chart

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"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

Can be used with up to five students

L	R	L	R		L	R		L	R	L	R
3.0	3.0	3.0	3.0		3.0	3.0		3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1		3.1	3.1		3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2		3.2	3.2		3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3		3.3	3.3		3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4		3.4	3.4		3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5		3.5	3.5		3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6		3.6	3.6		3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7		3.7	3.7		3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8		3.8	3.8		3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9		3.9	3.9		3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0		4.0	4.0		4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1		4.1	4.1		4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2		4.2	4.2		4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3		4.3	4.3		4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4		4.4	4.4		4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5		4.5	4.5		4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8		4.8	4.8		4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9		4.9	4.9		4.9	4.9	4.9	4.9
5	5	5	5		5	5		5	5	5	5
6	6	6	6		6	6		6	6	6	6
7	7	7	7		7	7		7	7	7	7
10+	10+	10+	10+		10+	10+		10+	10+	10+	10+
				•			•				

writer minor

develop major

human medium

define define

medium human

major develop

minor writer

LESSON 3B

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

1 Consonant Rule A vowel is often long when followed by 1 consonant

report refund famous return demand flames request

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

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Can be used with up to five students

L	R	L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

report request

refund flames

famous demand

return return

demand famous

flames refund

request report

LESSON 3C

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

1 Consonant Rule A vowel is often long when followed by 1 consonant

elect climate pronoun glacier beyond protest grocery

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by discussing the colored sound in each word in the left column. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, listen to the audio file #15A at ReadingKEY.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made immediately stop your student — discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see the last word in bold type. This is because the word is important to learn but typically takes longer to memorize due to spelling or phonics irregularities. If your student shows unusual difficulty with the word, you can skip it and practice it at a later time.

STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start 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 strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

Can be used with up to five students

L	R	L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

elect grocery

climate protest

pronoun beyond

glacier glacier

beyond pronoun

protest climate

grocery elect

LESSON 3D

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

1 Consonant Rule A vowel is often long when followed by 1 consonant

frozen protect remove label remind research Britain

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start 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 strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

Can be used with up to five students

	<u>, a</u>	~~	4000	~	 P 10						
L	R		L	R	L	R		L	R	L	R
3.0	3.0		3.0	3.0	3.0	3.0		3.0	3.0	3.0	3.0
3.1	3.1		3.1	3.1	3.1	3.1		3.1	3.1	3.1	3.1
3.2	3.2		3.2	3.2	3.2	3.2		3.2	3.2	3.2	3.2
3.3	3.3		3.3	3.3	3.3	3.3		3.3	3.3	3.3	3.3
3.4	3.4		3.4	3.4	3.4	3.4		3.4	3.4	3.4	3.4
3.5	3.5		3.5	3.5	3.5	3.5		3.5	3.5	3.5	3.5
3.6	3.6		3.6	3.6	3.6	3.6		3.6	3.6	3.6	3.6
3.7	3.7		3.7	3.7	3.7	3.7		3.7	3.7	3.7	3.7
3.8	3.8		3.8	3.8	3.8	3.8		3.8	3.8	3.8	3.8
3.9	3.9		3.9	3.9	3.9	3.9		3.9	3.9	3.9	3.9
4.0	4.0		4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0
4.1	4.1		4.1	4.1	4.1	4.1		4.1	4.1	4.1	4.1
4.2	4.2		4.2	4.2	4.2	4.2		4.2	4.2	4.2	4.2
4.3	4.3		4.3	4.3	4.3	4.3		4.3	4.3	4.3	4.3
4.4	4.4		4.4	4.4	4.4	4.4		4.4	4.4	4.4	4.4
4.5	4.5		4.5	4.5	4.5	4.5		4.5	4.5	4.5	4.5
4.6	4.6		4.6	4.6	4.6	4.6		4.6	4.6	4.6	4.6
4.7	4.7		4.7	4.7	4.7	4.7		4.7	4.7	4.7	4.7
4.8	4.8		4.8	4.8	4.8	4.8		4.8	4.8	4.8	4.8
4.9	4.9		4.9	4.9	4.9	4.9		4.9	4.9	4.9	4.9
5	5		5	5	5	5		5	5	5	5
6	6		6	6	6	6		6	6	6	6
7	7		7	7	7	7		7	7	7	7
10+	10+		10+	10+	10+	10+		10+	10+	10+	10+
			Г '	•		•	l l				

frozen Britain

protect research

remove remind

label label

remind remove

research protect

Britain frozen

LESSON 4A

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

ai - long a

mail gain contains fair daily airline maintain

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by discussing the colored sound in each word in the left column. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, listen to the audio file #15A at ReadingKEY.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see the last word in bold type. This is because the word is important to learn but typically takes longer to memorize due to spelling or phonics irregularities. If your student shows unusual difficulty with the word, you can skip it and practice it at a later time.

STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start 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 strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time "L" is for recording time for saying left column words "R" is for recording time for saying right column words GOAL IS TO REACH RED LINE (or close to it)

Can be used with up to five students

L	R	L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

mail maintain

gain airline

contains daily

fair fair

daily contains

airline gain

maintain mail

LESSON 4B

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

ee - long e

speed agree squeeze peek peer sleet greedy

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

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STEP 2 - STOP AT THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

G	DAL											o it)		
			be i	use		th u	p to	five	stu	ıder	nts	п і		
	L	R		L	R		L	R		L	R		L	R
	3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1
	3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8
	4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9
	5	5		5	5		5	5		5	5		5	5
	6	6		6	6		6	6		6	6		6	6
	7	7		7	7		7	7		7	7		7	7
	10+	10+		10+	10+		10+	10+		10+	10+		10+	10+
Initials														

speed greedy

agree sleet

squeeze peer

peek peek

peer squeeze

sleet agree

greedy speed

LESSON 4C

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

ea - long e

leave reason peace clearly increase decrease meanwhile

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STEP 2 - STOP AT THE VOWEL SOUND

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STEP 4 - FLUENCY PRACTICE - TIMED READING

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Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

Can be used with up to five students

٦	R	L	R	Г	R		Г	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0		3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1		3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2		3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3		3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4		3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5		3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6		3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7		3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8		3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9		3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1		4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2		4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3		4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4		4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5		4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6		4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7		4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8		4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9		4.9	4.9	4.9	4.9
5	5	5	5	5	5		5	5	5	5
6	6	6	6	6	6		6	6	6	6
7	7	7	7	7	7		7	7	7	7
10+	10+	10+	10+	10+	10+		10+	10+	10+	10+
						, ,				

leave meanwhile

reason decrease

peace increase

clearly clearly

increase peace

decrease reason

meanwhile leave

LESSON 4D

maggiira

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

ea - short e

measure treasure breath sweat weapon deadly meadow

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by discussing the colored sound in each word in the left column. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, listen to the audio file #15A at ReadingKEY.com

STEP 2 - STOP AT THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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GOAL IS TO REACH RED LINE (or close to it)
Can be used with up to five students

measure	meadow	"R" is for recording time f
		GOAL IS TO REACH Can be used with
	1 11	L R L R
treasure	deadly	
er casar c	acaary	3.0 3.0 3.0 3.0 3.1 3.1
		3.2 3.2 3.2 3.2
1 41		3.3 3.3 3.3 3.3
breath	weapon	3.4 3.4 3.4 3.4
	· · · · · · · · · · · · · · · · · · ·	3.5 3.5 3.5 3.5
		3.6 3.6 3.6 3.6
4	4	3.7 3.7 3.7
sweat	sweat	3.8 3.8 3.8 3.8 3.9 3.9 3.9 3.9
2 , , 2 3 3 3	2	3.9 3.9 3.9 3.9 4.0 4.0 4.0 4.0
		4.1 4.1 4.1 4.1
	1 41.	4.2 4.2 4.2 4.2
weapon	breath	4.3 4.3 4.3 4.3
T		4.4 4.4 4.4 4.4
		4.5 4.5 4.5
1 11	4	4.6 4.6 4.6 4.6
deadly	treasure	4.7 4.7 4.7 4.7 4.8 4.8 4.8 4.8
J		4.9 4.9 4.9 4.9 4.9
		5 5 5 5
man day.	100 0 0 011140	6 6 6 6
meadow	measure	7 7 7 7
		10+ 10+ 10+ 10+

mandaw

L	R	L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

LESSON 5A

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

ar

harm market apart artist article shark starve

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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G	JAL (ט נ p to				o it)		
	L	R	L	R	L	R	L	R		L	R
	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0		3.0	3.0
	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1		3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2		3.2	3.2
	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3		3.3	3.3
	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4		3.4	3.4
	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5		3.5	3.5
	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6		3.6	3.6
	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7		3.7	3.7
	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8		3.8	3.8
	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9		3.9	3.9
	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0		4.0	4.0
	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1		4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2		4.2	4.2
	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3		4.3	4.3
	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4		4.4	4.4
	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5		4.5	4.5
	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6		4.6	4.6
	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7		4.7	4.7
	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8		4.8	4.8
	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9		4.9	4.9
	5	5	5	5	5	5	5	5		5	5
	6	6	6	6	6	6	6	6		6	6
	7	7	7	7	7	7	7	7		7	7
	10+	10+	10+	10+	10+	10+	10+	10+		10+	10+
ls											

harm starve

market shark

article apart

artist artist

article apart

shark market

harm starve

LESSON 5B

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

er

4.2

neither several discover service deliver uglier erase

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

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180	"R" is	for	reco	rdir	ng ti	me	for s	sayi	ng r	ight (or	col	umr	1
	GC									stu			
		L	R		L	R		L	R		L	R	l
lier													l
1101		3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0	Ī
		3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1	l
		3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2	l
11,,,,,		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3	l
liver		3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4	l
		3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5	l
		3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6	l
•		3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7	l
vice		3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8	l
VICC		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9	l
		4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0	Ī
		4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1	l
10011011		4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2	l
cover		4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	l
		4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4	l
		4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5	l
1		4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6	l
veral		4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7	l
Clai		4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8	l
		4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9	l
		5	5		5	5		5	5		5	5	ĺ
ither		6	6		6	6		6	6		6	6	I
		7	7		7	7		7	7		7	7	I
		10+	10+		10+	10+		10+	10+		10+	10+	I
La	201-1-										1		1

neither erase

several uglier

discover deliver

service service

deliver discover

uglier several

eraser neither

LESSON 5C

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

er - ir

birth thirty squirrel personal thirst liter litter

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Student puts "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

G		. IS Can							
	L	R	L	R		L	R	L	R
	3.0	3.0	3.0	3.0		3.0	3.0	3.0	3.
	3.1	3.1	3.1	3.1		3.1	3.1	3.1	3.
	3.2	3.2	3.2	3.2		3.2	3.2	3.2	3.:
	3.3	3.3	3.3	3.3		3.3	3.3	3.3	3.:
	3.4	3.4	3.4	3.4		3.4	3.4	3.4	3.4
	3.5	3.5	3.5	3.5		3.5	3.5	3.5	3.
	3.6	3.6	3.6	3.6		3.6	3.6	3.6	3.
	3.7	3.7	3.7	3.7		3.7	3.7	3.7	3.
	3.8	3.8	3.8	3.8		3.8	3.8	3.8	3.
	3.9	3.9	3.9	3.9		3.9	3.9	3.9	3.
	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.
	4.1	4.1	4.1	4.1		4.1	4.1	4.1	4.
	4.2	4.2	4.2	4.2		4.2	4.2	4.2	4.:
	4.3	4.3	4.3	4.3		4.3	4.3	4.3	4.:
	4.4	4.4	4.4	4.4		4.4	4.4	4.4	4.
	4.5	4.5	4.5	4.5		4.5	4.5	4.5	4.
	4.6	4.6	4.6	4.6		4.6	4.6	4.6	4.
	4.7	4.7	4.7	4.7		4.7	4.7	4.7	4.
	4.8	4.8	4.8	4.8		4.8	4.8	4.8	4.
	4.9	4.9	4.9	4.9		4.9	4.9	4.9	4.
	5	5	5	5		5	5	5	5
	6	6	6	6		6	6	6	6
	7	7	7	7		7	7	7	7
	10+	10+	10+	10+		10±	10+	10+	10

4.2

birth litter

thirty liter

squirrel thirst

personal personal

thirst squirrel

liter thirty

litter birth

LESSON 5D

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

ur

curtain burst surface fur surf curved hurricane

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by discussing the colored sound in each word in the left column. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, listen to the audio file #15A at ReadingKEY.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see the last word in bold type. This is because the word is important to learn but typically takes longer to memorize due to spelling or phonics irregularities. If your student shows unusual difficulty with the word, you can skip it and practice it at a later time.

STEP 4 - FLUENCY PRACTICE - TIMED READING

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Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

(Can	be i	use		th u		five		nts :
L	R		L	R		L	R	L	R
3.0	3.0		3.0	3.0		3.0	3.0	3.0	3.0
3.1	3.1		3.1	3.1		3.1	3.1	3.1	3.1
3.2	3.2		3.2	3.2		3.2	3.2	3.2	3.2
3.3	3.3		3.3	3.3		3.3	3.3	3.3	3.3
3.4	3.4		3.4	3.4		3.4	3.4	3.4	3.4
3.5	3.5		3.5	3.5		3.5	3.5	3.5	3.5
3.6	3.6		3.6	3.6		3.6	3.6	3.6	3.6
3.7	3.7		3.7	3.7		3.7	3.7	3.7	3.7
3.8	3.8		3.8	3.8		3.8	3.8	3.8	3.8
3.9	3.9		3.9	3.9		3.9	3.9	3.9	3.9
4.0	4.0		4.0	4.0		4.0	4.0	4.0	4.0
4.1	4.1		4.1	4.1		4.1	4.1	4.1	4.1
4.2	4.2		4.2	4.2		4.2	4.2	4.2	4.2
4.3	4.3		4.3	4.3		4.3	4.3	4.3	4.3
4.4	4.4		4.4	4.4		4.4	4.4	4.4	4.4
4.5	4.5		4.5	4.5		4.5	4.5	4.5	4.5
4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.6
4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.7
4.8	4.8		4.8	4.8		4.8	4.8	4.8	4.8
4.9	4.9		4.9	4.9		4.9	4.9	4.9	4.9
5	5		5	5		5	5	5	5
6	6		6	6		6	6	6	6
7	7		7	7		7	7	7	7
10+	10+		10+	10+		10+	10+	10+	10+

4.1

curtain hurricane

burst curved

surface surf

fur fur

surf surface

curved burst

hurricane curtain

LESSON 6A

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

2 Consonant Rule A vowel is short when followed by 2 consonants

public language master atlas skinny effort canyon

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

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Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

_	an.	De i	1960	J WI	III U	ρ ιυ	IIVE	: อแ	ıder	เเธ	1 1		
L	R		L	R		L	R		L	R		L	R
3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0
3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1
3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2
3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3
3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4
3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5
3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6
3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7
3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8
3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0
4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1
4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2
4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3
4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4
4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5
4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6
4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7
4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8
4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9
5	5		5	5		5	5		5	5		5	5
6	6		6	6		6	6		6	6		6	6
7	7		7	7		7	7		7	7		7	7
10+	10+		10+	10+		10+	10+		10+	10+		10+	10+

public canyon

language effort

master skinny

atlas atlas

skinny master

effort language

canyon public

LESSON 6B

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

2 Consonant Rule A vowel is short when followed by 2 consonants

common expect subject added selfish agriculture handsome

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

Can be used with up to five students

L	R	L	R		L	R		L	R	L	R
3.0	3.0	3.0	3.0		3.0	3.0		3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1		3.1	3.1		3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2		3.2	3.2		3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3		3.3	3.3		3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4		3.4	3.4		3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5		3.5	3.5		3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6		3.6	3.6		3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7		3.7	3.7		3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8		3.8	3.8		3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9		3.9	3.9		3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0		4.0	4.0		4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1		4.1	4.1		4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2		4.2	4.2		4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3		4.3	4.3		4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4		4.4	4.4		4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5		4.5	4.5		4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8		4.8	4.8		4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9		4.9	4.9		4.9	4.9	4.9	4.9
5	5	5	5		5	5		5	5	5	5
6	6	6	6		6	6		6	6	6	6
7	7	7	7		7	7		7	7	7	7
10+	10+	10+	10+		10+	10+		10+	10+	10+	10+
				•			•				

common handsome

expect agriculture

subject selfish

added added

selfish subject

agriculture expect

handsome common

LESSON 6C

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

2 Consonant Rule A vowel is short when followed by 2 consonants

suffer offer signal admit jagged seldom messenger

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The student now tries to read each word slowly in the left column. If an error is made immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see the last word in bold type. This is because the word is important to learn but typically takes longer to memorize due to spelling or phonics irregularities. If your student shows unusual difficulty with the word, you can skip it and practice it at a later time.

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Can be used with up to five students

L	R	L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

suffer messenger

offer seldom

signal jagged

admit admit

jagged signal

seldom offer

messenger suffer

LESSON 6D

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

2 Consonant Rule A vowel is short when followed by 2 consonants

ribbon sandwich gather gallop pressure interest plastic

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STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start 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 strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

(an	be ı	used	d Wi	th u	p to	TIVE	e stu	ıder	its	
L	R		L	R		L	R		L	R	1

L	R	L	R		L	R	L	R		L	R
3.0	3.0	3.0	3.0		3.0	3.0	3.0	3.0		3.0	3.0
3.1	3.1	3.1	3.1		3.1	3.1	3.1	3.1		3.1	3.1
3.2	3.2	3.2	3.2		3.2	3.2	3.2	3.2		3.2	3.2
3.3	3.3	3.3	3.3		3.3	3.3	3.3	3.3		3.3	3.3
3.4	3.4	3.4	3.4		3.4	3.4	3.4	3.4		3.4	3.4
3.5	3.5	3.5	3.5		3.5	3.5	3.5	3.5		3.5	3.5
3.6	3.6	3.6	3.6		3.6	3.6	3.6	3.6		3.6	3.6
3.7	3.7	3.7	3.7		3.7	3.7	3.7	3.7		3.7	3.7
3.8	3.8	3.8	3.8		3.8	3.8	3.8	3.8		3.8	3.8
3.9	3.9	3.9	3.9		3.9	3.9	3.9	3.9		3.9	3.9
4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0		4.0	4.0
4.1	4.1	4.1	4.1		4.1	4.1	4.1	4.1		4.1	4.1
4.2	4.2	4.2	4.2		4.2	4.2	4.2	4.2		4.2	4.2
4.3	4.3	4.3	4.3		4.3	4.3	4.3	4.3		4.3	4.3
4.4	4.4	4.4	4.4		4.4	4.4	4.4	4.4		4.4	4.4
4.5	4.5	4.5	4.5		4.5	4.5	4.5	4.5		4.5	4.5
4.6	4.6	4.6	4.6		4.6	4.6	4.6	4.6		4.6	4.6
4.7	4.7	4.7	4.7		4.7	4.7	4.7	4.7		4.7	4.7
4.8	4.8	4.8	4.8		4.8	4.8	4.8	4.8		4.8	4.8
4.9	4.9	4.9	4.9		4.9	4.9	4.9	4.9		4.9	4.9
5	5	5	5		5	5	5	5		5	5
6	6	6	6		6	6	6	6		6	6
7	7	7	7		7	7	7	7		7	7
10+	10+	10+	10+		10+	10+	10+	10+		10+	10+
				- '					- '		

ribbon plastic

sandwich interest

gather pressure

gallop gallop

pressure gather

interest sandwich

plastic ribbon

LESSON 7A

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

ai - long a

main hail straight trailer remain railroad maintenance

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by discussing the colored sound in each word in the left column. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, listen to the audio file #15A at ReadingKEY.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see the last word in bold type. This is because the word is important to learn but typically takes longer to memorize due to spelling or phonics irregularities. If your student shows unusual difficulty with the word, you can skip it and practice it at a later time.

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Student puts "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

G	JAL (•	ıder		U
	L	R	L	R	L	R		L	R	
	3.0	3.0	3.0	3.0	3.0	3.0		3.0	3.0	Γ
	3.1	3.1	3.1	3.1	3.1	3.1		3.1	3.1	
	3.2	3.2	3.2	3.2	3.2	3.2		3.2	3.2	
	3.3	3.3	3.3	3.3	3.3	3.3		3.3	3.3	
	3.4	3.4	3.4	3.4	3.4	3.4		3.4	3.4	
	3.5	3.5	3.5	3.5	3.5	3.5		3.5	3.5	
	3.6	3.6	3.6	3.6	3.6	3.6		3.6	3.6	
	3.7	3.7	3.7	3.7	3.7	3.7		3.7	3.7	
	3.8	3.8	3.8	3.8	3.8	3.8		3.8	3.8	
	3.9	3.9	3.9	3.9	3.9	3.9		3.9	3.9	
	4.0	4.0	4.0	4.0	4.0	4.0		4.0	4.0	Ī
	4.1	4.1	4.1	4.1	4.1	4.1		4.1	4.1	
	4.2	4.2	4.2	4.2	4.2	4.2		4.2	4.2	
	4.3	4.3	4.3	4.3	4.3	4.3		4.3	4.3	
	4.4	4.4	4.4	4.4	4.4	4.4		4.4	4.4	
	4.5	4.5	4.5	4.5	4.5	4.5		4.5	4.5	
	4.6	4.6	4.6	4.6	4.6	4.6		4.6	4.6	
	4.7	4.7	4.7	4.7	4.7	4.7		4.7	4.7	
	4.8	4.8	4.8	4.8	4.8	4.8		4.8	4.8	
	4.9	4.9	4.9	4.9	4.9	4.9		4.9	4.9	
	5	5	5	5	5	5		5	5	Ī
	6	6	6	6	6	6		6	6	
	7	7	7	7	7	7		7	7	
	10+	10+	10+	10+	10+	10+		10+	10+	
							1			1

4.1

main maintenance

hail railroad

straight remain

trailer trailer

remain straight

railroad hail

maintenance main

LESSON 7B

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

Final-e Rule
When a word ends
in "e" the vowel
before it is long

ache value continue gaze rate latitude longitude

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by discussing the colored sound in each word in the left column. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, listen to the audio file #15A at ReadingKEY.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

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STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start 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 strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

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Student puts "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

(an	be ı	usec	d Wi	th u	p to	tive	stu	ıder	nts	 	
L	R		L	R		L	R		L	R	L	R
3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0	3.0	3.0
3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1	3.1	3.1
3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2	3.2	3.2
3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3	3.3	3.3
3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4	3.4	3.4
3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5	3.5	3.5
3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6	3.6	3.6
3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7	3.7	3.7
3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8	3.8	3.8
3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9	3.9	3.9
4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0	4.0	4.0
4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1	4.1	4.1
4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2	4.2	4.2
4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	4.3	4.3
4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4	4.4	4.4
4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5	4.5	4.5
4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.6
4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.7
4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8	4.8	4.8
4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9	4.9	4.9
5	5		5	5		5	5		5	5	5	5
6	6		6	6		6	6		6	6	6	6
7	7		7	7		7	7		7	7	7	7
10+	10+		10+	10+		10+	10+		10+	10+	10+	10+

ache longitude

value latitude

continue rate

gaze gaze

rate continue

latitude value

longitude ache

LESSON 7C

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

1 Consonant Rule A vowel is often long when followed by 1 consonant

usual hero museum total even rules frequent

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see the last word in bold type. This is because the word is important to learn but typically takes longer to memorize due to spelling or phonics irregularities. If your student shows unusual difficulty with the word, you can skip it and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start 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 strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

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"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

L	an R	L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

usual frequent

hero rules

museum even

total total

even museum

rules hero

frequent usual

LESSON 7D

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

ie - long e

field niece brief shield priest fierce briefcase

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"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)
Can be used with up to five students

L	R	L	R	L	R	L	R	Г	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

field briefcase

niece fierce

brief priest

shield shield

priest brief

fierce niece

briefcase field

LESSON 8A

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

silent letters

known thought palm though knight doubt knob

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

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		recc .IS						
•		Can						
	L	R	L	R	L	R	L	ſ
								l
	3.0	3.0	3.0	3.0	3.0	3.0	3.0	Ī
	3.1	3.1	3.1	3.1	3.1	3.1	3.1	ŀ
	3.2	3.2	3.2	3.2	3.2	3.2	3.2	ŀ
	3.3	3.3	3.3	3.3	3.3	3.3	3.3	ŀ
	3.4	3.4	3.4	3.4	3.4	3.4	3.4	ŀ
	3.5	3.5	3.5	3.5	3.5	3.5	3.5	ŀ
	3.6	3.6	3.6	3.6	3.6	3.6	3.6	ŀ
	3.7	3.7	3.7	3.7	3.7	3.7	3.7	ŀ
	3.8	3.8	3.8	3.8	3.8	3.8	3.8	ŀ
	3.9	3.9	3.9	3.9	3.9	3.9	3.9	ŀ
	4.0	4.0	4.0	4.0	4.0	4.0	4.0	ŀ
	4.1	4.1	4.1	4.1	4.1	4.1	4.1	ŀ
	4.2	4.2	4.2	4.2	4.2	4.2	4.2	ŀ
	4.3	4.3	4.3	4.3	4.3	4.3	4.3	ŀ
	4.4	4.4	4.4	4.4	4.4	4.4	4.4	ŀ
	4.5	4.5	4.5	4.5	4.5	4.5	4.5	ŀ
	4.6	4.6	4.6	4.6	4.6	4.6	4.6	ŀ
	4.7	4.7	4.7	4.7	4.7	4.7	4.7	ŀ
	4.8	4.8	4.8	4.8	4.8	4.8	4.8	ŀ
	4.9	4.9	4.9	4.9	4.9	4.9	4.9	ŀ
	5	5	5	5	5	5	5	Ī
	6	6	6	6	6	6	6	ſ
	7	7	7	7	7	7	7	ſ
	10+	10+	10+	10+	10+	10+	10+	1
ale								

known knob

thought doubt

palm knight

though though

knight palm

doubt thought

knob known

LESSON 8B

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

C-Rule C has sound of "s' when followed by letters "e" "i"

certain office necessary citizen cancel balance accelerate

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Can be used with up to five students

L	R	L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
10+	104	104	10⊥	1∩⊥	10+	10+	10+	10+	10+

certain accelerate

office balance

necessary cancel

citizen citizen

cancel necessary

balance office

accelerate certain

LESSON 8C

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

G-Rule g has sound of "j" when followed by letters "e" "i"

gentle imagine biology Germany challenge knowledge legislature

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

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L	R	L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

gentle legislature

imagine knowledge

biology challenge

Germany Germany

challenge biology

knowledge imagine

legislature gentle

LESSON 8D

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

short vowels

attic swift flock rust shin width sniff

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O.	3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 <th></th>													
	L	R		L	R		L	R		L	R		L	R
	3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1
	3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8
	4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9
	5	5		5	5		5	5		5	5		5	5
	6	6		6	6		6	6		6	6		6	6
	7	7		7	7		7	7		7	7		7	7
	10+	10+		10+	10+		10+	10+		10+	10+		10+	10+
Initials	7 7													

attic sniff

swift width

flock shin

rust rust

shin flock

width swift

sniff attic

LESSON 9A

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

ly – ty ending y has long e sound

finally plenty duty hourly monthly yearly annually

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The student now tries to read each word slowly in the left column. If an error is made immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see the last word in bold type. This is because the word is important to learn but typically takes longer to memorize due to spelling or phonics irregularities. If your student shows unusual difficulty with the word, you can skip it and practice it at a later time.

STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start 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 strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

G		IS									
	L	can R	be (L	J WI	ın u	р ю L	R	Sit	L	R
	3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.
	3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.
	3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.
	3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.
	3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.
	3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.
	3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.
	3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.
	3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.
	3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.
	4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.
	4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.
	4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.
	4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.
	4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.
	4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.
	4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.
	4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.
	4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.
	4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.
	5	5		5	5		5	5		5	5
	6	6		6	6		6	6		6	6
	7	7		7	7		7	7		7	7

4.2

finally annually

plenty yearly

duty monthly

hourly hourly

monthly duty

yearly plenty

annually finally

LESSON 9B

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

silent letters

whistle listening foreign doubtful neighborhood lamb debt

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by discussing the colored sound in each word in the left column. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, listen to the audio file #15A at ReadingKEY.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see the last word in bold type. This is because the word is important to learn but typically takes longer to memorize due to spelling or phonics irregularities. If your student shows unusual difficulty with the word, you can skip it and practice it at a later time.

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Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
GOAL IS TO REACH RED LINE (or close to it)

Can be used with up to five students

3.0												
3.0												
0.0		3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0
3.1		3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1
3.2		3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2
3.3		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3
3.4		3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4
3.5		3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5
3.6		3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6
3.7		3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7
3.8		3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8
3.9		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
4.0		4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0
4.1		4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1
4.2		4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2
4.3		4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3
4.4		4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4
4.5		4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5
4.6		4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6
4.7		4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7
4.8		4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8
4.9		4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9
5		5	5		5	5		5	5		5	5
6		6	6		6	6		6	6		6	6
7		7	7		7	7		7	7		7	7
10+		10+	10+		10+	10+		10+	10+		10+	10+
	3.3 3.4 3.5 3.6 3.7 3.8 3.9 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9 5 6	3.3 3.4 3.5 3.6 3.7 3.8 3.9 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9 5 6 7	3.3 3.4 3.4 3.5 3.5 3.6 3.7 3.8 3.9 3.9 4.0 4.1 4.1 4.2 4.3 4.4 4.4 4.5 4.5 4.6 4.7 4.8 4.9 4.9 5 6 6 7 7	3.3 3.4 3.4 3.4 3.4 3.5 3.5 3.5 3.6 3.6 3.8 3.8 3.9 3.9 3.9 3.9 4.0 4.1 4.1 4.1 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.4 4.4 4.4 4.4 4.4 4.4 4.4	3.3 3.3 3.3 3.3 3.4 3.4 3.4 3.5 3.5 3.5 3.5 3.6 3.6 3.7 3.7 3.8 3.8 3.9 3.9 3.9 4.0 4.1 4.1 4.1 4.2 4.2 4.2 4.3 4.3 4.4 4.4 4.4 4.5 4.5 4.6 4.7 4.7 4.7 4.7 4.8 4.9 4.9 4.9 5.5 6.6 6.6 7.7 7.7	3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.4 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.8 3.8 3.8 3.9 3.9 3.9 4.0 4.1 4.1 4.1 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.3 4.4 4.4 4.4 4.4 4.5 4.5 4.5 4.5 4.6 4.6 4.6 4.6 4.7 4.7 4.7 4.7 4.8 4.8 4.8 4.9 4.9 4.9 4.9 5 5 5 5 6 6 6 6 7 7 7 7	3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 <td>3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 4.0 4.0 4.1 4.1 4.1<td>3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9<td>3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5<td>3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8<td>3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8</td></td></td></td></td>	3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 4.0 4.0 4.1 4.1 4.1 <td>3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9<td>3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5<td>3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8<td>3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 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3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8<td>3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8</td></td></td>	3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 <td>3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8<td>3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8</td></td>	3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 <td>3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8</td>	3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8

whistle debt

listening lamb

foreign neighborhood

doubtful doubtful

neighborhood foreign

lamb listening

debt whistle

LESSON 9C

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

ol - long o

pole solar folder bold scold mold scroll

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by discussing the colored sound in each word in the left column. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, listen to the audio file #15A at ReadingKEY.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see the last word in bold type. This is because the word is important to learn but typically takes longer to memorize due to spelling or phonics irregularities. If your student shows unusual difficulty with the word, you can skip it and practice it at a later time.

STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start 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 strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time "L" is for recording time for saying left column words "R" is for recording time for saying right column words GOAL IS TO REACH RED LINE (or close to it)

GOAL IS TO REACH RED LINE (or close to it)													
Can be used with up to five students													
	L	R		L	R		L	R		L	R	L	R
	3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0	3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1	3.1	3.1
	3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2	3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3	3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4	3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5	3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6	3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7	3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8	3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9	3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0	4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1	4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2	4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4	4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5	4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8	4.8	4.8
	4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9	4.9	4.9
	5	5		5	5		5	5		5	5	5	5
	6	6		6	6		6	6		6	6	6	6
	7	7		7	7		7	7		7	7	7	7
	10+	10+		10+	10+		10+	10+		10+	10+	10+	10+
Initials	itials												

pole scroll

solar mold

folder scold

bold bold

scold folder

mold solar

scroll pole

LESSON 9D

A 4-step process for achieving <u>accelerated advancement</u> of grade level vocabulary - word recognition – and reading comprehension

oa – long o

coast roam boast coal goal load cocoa

DIRECTIONS FOR STUDENT FLUENCY BUILDER - More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by discussing the colored sound in each word in the left column. Short vowels are red - long vowels blue and other sounds are green. If you need to review the sounds, listen to the audio file #15A at ReadingKEY.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made immediately stop your student discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see the last word in bold type. This is because the word is important to learn but typically takes longer to memorize due to spelling or phonics irregularities. If your student shows unusual difficulty with the word, you can skip it and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start 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 strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time

coast	cocoa		s for re												
	6060 4		OAL I	S T	O ŘE/	ACH	l RI	ED L	_IŇE	Ē (o	r clo	se to		ius	
			1	_	e use		th ι	•		e sti	uder	_	П	. 1	_
room	load		-	₹	-	R		L	R		_	R	=	L	R
roam	Toau		3.0	.0	3.0				3.0		3.0			3.0	
			\vdash	.1	3.1				3.1		-	3.1	- 1	3.1	
_				.2	3.2			_	3.2		-	_	11-	3.2	
boast	goal			.3	3.3			_	3.3		3.3	3.3	- ⊩	3.3	
ooasi	goar			.5	3.5			_	3.5		3.5		- ⊩	3.5	
			3.6	.6	3.6			_	3.6	l	-	3.6	- ⊩	3.6	
4	-1		3.7	.7	3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7
coal	coal		3.8	_	3.8				3.8		3.8		11-	3.8	
Coul	Cour		3.9		3.9				3.9			3.9		3.9	
			4.0 4	.0	4.0	_			4.0 4.1	l	4.0	4.0	- 11-	4.0 4.1	
1	1		1	.1	4.1			_	4.1	l	4.2	4.1	I-	4.1	
goal	boast		4.3	.3	4.3	4.3			4.3	l	4.3	4.3	- ⊩	4.3	
8	3 3 3 5		4.4	.4	4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4
				.5	4.5			_	4.5				- ⊩	4.5	
1 1	40.0.400		\vdash	.6	4.6	_		-	4.6		_	4.6	- ⊩	4.6	
load	roam		4.7 4	.7	4.7			_	4.7 4.8	l	4.7	4.7	II-	4.7 4.8	
			\vdash	.9	4.9			_	4.9	l	-	4.9	- ⊩	4.9	
			5	5	5	5		5	5		5	5		5	5
00000	coast		6	6	6	6		6	6	j	6	6		6	6
cocoa	coast			7	7	7		7	7		7	7	IL.	7	7
			10+ 1)+	10+	10+		10+	10+	ĺ	10+	10+	-	10+	10+
		Initials								J	L		L		