LESSON 10A

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

ay – long a

bay payroll delay display relay halfway Mayflower

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+

bay Mayflower

payroll halfway

display relay

relay display

halfway delay

Mayflower payroll

delay bay

LESSON 10B

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

ai – ee - ea

brain plain kneecap teasing repeal wealthy threaten

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)

(Can	be i	use	d wi	th u	p to	five	stu	ıder	nts	
L	R		L	R		L	R		L	R	1
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	i
4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	i
4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4	i
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+	
											l

brain threaten

plain wealthy

kneecap repeal

teasing teasing

repeal kneecap

wealthy plain

threaten brain

LESSON 10C

loan

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

long vowel mix

loan grown proceed volunteer frontier keen retreat

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(Can	be ı	use	d wi	th u	p to	five	stu	ıder	nts
L	R		L	R		L	R		L	F
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

retreat

grown keen

proceed frontier

volunteer volunteer

frontier proceed

keen grown

retreat loan

LESSON 10D

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

al sound

mall eyeball hallway swallow stall altogether although

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	·	~~	4000	- "	 ٠. ٦		, 011					
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+
							U I			ı	l	

mall although

eyeball altogether

hallway stall

swallow swallow

stall hallway

altogether eyeball

although mall

LESSON 11A

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

I - sound

fumble pebble horrible trail normal individual capital

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C	Can	be ı	used	iw b	th u	p to	five	stu	ıder	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+	

4.2

fumble capital

pebble individual

horrible normal

trail trail

normal horrible

individual pebble

capital fumble

LESSON 11B

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

Final-e Rule

gale rescue type describe excite device judge

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 i	used	iw b	th u	p to	five	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+
Initials														

gale judge

rescue device

type excite

describe describe

excite type

device rescue

judge gale

LESSON 11C

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

defend fatal bakery previous odor labor equator

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)

G				KE/ use			INE five			O IT)		
	L	R	1	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	1	3.1	3.1	3.1	3.1	3.1	3.1		3.1	3.1
	3.2	3.2	1	3.2	3.2	3.2	3.2	3.2	3.2		3.2	3.2
	3.3	3.3	1	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												

defend equator

fatal labor

bakery odor

previous previous

odor bakery

labor fatal

equator defend

LESSON 11D

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

kidney mattress understood contact import export critical

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

kidneys

critical

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

			T	
1	1	•		

mattress

understood import

contact contact

import understood

export

export mattress

critical kidneys

_		De i	use		ui u	ρ ισ		SIL	iuei		1 1		П
L	R		L	R		L	R		L	R		L	R
													i
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+

Initia

LESSON 12A

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

scientist divorce cancer pesticide rice spice circular

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

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)

L				 		 ıder			
	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+

scientist circular

divorce spice

cancer rice

pesticide pesticide

rice cancer

spice divorce

circular scientist

LESSON 12B

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

location fiction information population conversation condition decision

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

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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)

Can be used with up to five students

location	decision
fiction	condition
information	conversation
population	population
conversation	information
condition	fiction
decision	location

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 12C

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

organ organized ignore boredom forecast orchestra worse

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)

`	Jan	De i	JOE	J WI	ııı u	ρ ιυ	tive	511	luei	แอ	 	
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+

organ worse

organized orchestra

ignore forecast

boredom boredom

forecast ignore

orchestra organized

worse organ

LESSON 12D

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

regular bachelor senator horror elevator interior exterior

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

ı P

L	R	L	R	L	R	L	R	1
								ı

L	к		L	к	ᆫ	к	ᆫ	к	L	к
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+
		•	•							

regular exterior

bachelor interior

senator elevator

horror horror

elevator senator

interior bachelor

exterior regular

LESSON 13A

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

chart partner tardy depart barbecue hardware parallel

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 i	use	d wi	th u	p to	five	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+
Initials													

chart parallel

partner hardware

tardy barbecue

depart depart

barbecue tardy

hardware partner

parallel chart

LESSON 13B

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

mercy wonder wander jury firm internal external

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 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	JAL (can						
	L	R	L	R	L	R	L	
	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	(')
	3.2	3.2	3.2	3.2	3.2	3.2	3.2	٠,
	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	٠,
	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	(,)
	3.8	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	(.)
	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	
	6	6	6	6	6	6	6	
	7	7	7	7	7	7	7	L
	10+	10+	10+	10+	10+	10+	10+	1
	11		II.				 4	

mercy external

wonder internal

wander firm

jury jury

firm wander

internal wonder

external mercy

LESSON 13C

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

or middle or ending

tornado historic support visitor governor divisor janitor

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)

	С	an	be ı	use	d wi	th u	p to	five	stu	ıder	nts		
L	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
ţ	5	5		5	5		5	5		5	5	5	5
6	6	6		6	6		6	6		6	6	6	6
7	7	7		7	7		7	7		7	7	7	7
10)+	10+		10+	10+		10+	10+		10+	10+	10+	10+

tornado janitor

historic divisor

support governor

visitor visitor

governor support

divisor historic

janitor tornado

LESSON 13D

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

short vowel mix

comet gravity guilty mass discovery conflict friendship

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+
									_

comet friendship

gravity conflict

guilty discovery

mass mass

discovery guilty

conflict gravity

friendship comet

LESSON 14A

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

short o au - aw

proper cause automatic automobile awkward withdraw lawyer

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 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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"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+

proper lawyer

cause withdraw

automatic awkward

automobile automobile

awkward automatic

withdraw cause

lawyer proper

LESSON 14B

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

ou sound

ounce outline discount outgoing housing proud tour

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

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)

G	OAL		RE/ used								o it)		
	П	R	L	R	lii u	L	R) 310	L	R	1	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]					

ounce tour

outline proud

discount housing

outgoing outgoing

housing discount

proud outline

tour ounce

LESSON 14C

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

oi - oy

moist moisture foil disappointed avoid royal employ

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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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+
_									

moist employ

moisture royal

foil avoid

disappointed disappointed

avoid foil

royal moisture

employ moist

LESSON 14D

Also called the "Student Reading Wall" - A 4-step learning process for achieving dramatic advancement in word recognition and student reading ability.

proof shampoo toothbrush toothpaste crew chew cruel

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

toothbrush crew $ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	
toothbrush crew $ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	L R 3.0 3.0
3.5 3.5 3.5 3.5 3.5 3.5 3.5	3.1 3.1 3.2 3.2 3.3 3.3 3.4 3.4
	3.5 3.5 3.6 3.6 3.7 3.7 3.8 3.8
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	3.9 3.9 1.0 4.0 1.1 4.1 1.2 4.2
Crew toothbrush 4.3 4.3 4.3 4.4 4.4 4.4 4.5 4.5 4.5 4.5 4.5 4.5 4.5	1.3 4.3 1.4 4.4 1.5 4.5 1.6 4.6
chew shampoo 4,7 4,7 4,7 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	1.7 4.7 1.8 4.8 1.9 4.9
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	5 5 6 6 7 7 0+ 10+

LESSON 15A

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

unfair unsure uneven unknown unbelievable unless unnecessary

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+

unfair unnecessary

unsure unless

uneven unbelievable

unknown unknown

unbelievable uneven

unless unsure

unnecessary unfair

LESSON 15B

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

dishonest disrespect disagree discontinue disbelief discourage disaster

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+
		 		• '					• •		

dishonest disaster

disrespect discourage

disagree disbelief

discontinue discontinue

disbelief disagree

discourage disrespect

disaster dishonest

LESSON 15C

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

ex sound short e short i

excitement explanation expensive exceptional except exist exact

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+
Initials										

excitement exact

explanation exist

expensive except

exceptional exceptional

except expensive

exist explanation

exact excitement

LESSON 15D

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

co short u

connect confuse confusing contribute convince confess contract

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 ı	use	iw b	th u	p to	five	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+
Initials													

connect contract

confuse confess

confusing convince

contribute contribute

convince confusing

confess confuse

contract connect

LESSON 16A

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

tion says shun

nation national station instruction combination selection description

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 ı	use	d Wi	th u	p to	tive	stu	ıder	nts	_	
L	R		٦	R		L	R		L	R		L
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.
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.
3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6		3.0
3.7	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	3.8		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.
4.2	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	4.3		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.
4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6		4.0
4.7	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	4.8		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

nation description

national selection

station combination

instruction instruction

combination station

selection national

description nation

LESSON 16B

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

sion says shun

discussion confusion erosion conclusion explosion compassion tension

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

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+
					_		_	 	

discussion tension
confusion compassion
erosion explosion
conclusion conclusion
explosion erosion
compassion confusion
tension discussion

LESSON 16C

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

ful ending

fearful skillful successful peaceful meaningful merciful plentiful

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

fearful plentiful skillful merciful successful meaningful peaceful peaceful meaningful successful merciful skillful plentiful fearful

LESSON 16D

Also called the "Student Reading Wall" - A 4-step learning process for achieving dramatic advancement in word recognition and student reading ability. able says uh-ble

available dependable understandable pleasurable profitable desirable reasonable

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

STEP 1 - TEACH 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

available	raaganabla	"L" is												
avallable	reasonable	"R" is G0			ordin TO F								rds	
					be u							,		
			L	R		L	R	L	R	L	R		Г	R
dependable	desirable													
dependable	desirable		3.0	3.0	I II-	_	3.0		3.0	3.0	-		3.0	
			3.1	3.1	I I	-	3.1		3.1	3.1	_			3.1
			-	3.2		_	3.2		3.2	3.2				3.2
1 , 1 1 1	C' . 1 1		3.3	3.3	I I-		3.4		3.4	3.4				3.4
understandable	profitable			3.4	I I		3.5		3.5	3.4	-			3.5
	r			3.6	-		3.6		3.6	3.6				3.6
				3.7	-		3.7		3.7	3.7	3.7			3.7
				3.8			3.8		3.8	3.8				3.8
pleasurable	pleasurable		3.9	3.9	I I		3.9		3.9	3.9	3.9		3.9	
preasarable	preasarable		4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0			4.0
			4.1	4.1	I 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
profitable	understandable		4.3	4.3		4.3	4.3	4.3	4.3	4.3	4.3		4.3	4.3
profitable	understandable		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
1 1 1	1 111		4.7	4.7	I ⊩		4.7		4.7	4.7	4.7			4.7
desirable	dependable		4.8	4.8	I I		4.8		4.8	4.8	4.8			4.8
	5. 5 P 5 = 2 5. 5. 5 = 5		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
reasonable	available		7	7		7		7	7	7	7		7	7
	a vallaule		10+	10+	lľ	10+	10+	10+	10+	10+	10+		10+	10+
		Initials												

LESSON 17A

Also called the "Student Reading Wall" - A 4-step learning process for achieving dramatic advancement in word recognition and student reading ability.

le ending

tumble vehicle capable motorcycle tricycle flexible cattle

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)

	Jan	be i	use	ı wı	ın u	ρ ιο	IIVE	Sit	iaei	แร
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 3.1 3.2 3.3	3.0 3.1 3.2 3.3	3.0	3.0						
3.1	3.1	\vdash	3.0						
3.2	3.2	3.1		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
3.3	3.3	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	3.4	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+
		L						L	

tumble cattle

vehicle flexible

tricycle capable

motorcycle motorcycle

tricycle capable

flexible vehicle

tumble cattle

LESSON 17B

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

al ending

natural capital rental vertical horizontal accidental material

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 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+

natural material

capital accidental

rental horizontal

vertical vertical

horizontal rental

accidental capital

material natural

LESSON 17C

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

est ending says ist (short i)

freshest tiniest busiest prettiest roughest straightest wealthiest

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+

freshest wealthiest

tiniest straightest

busiest roughest

prettiest prettiest

roughest busiest

straightest tiniest

wealthiest freshest

LESSON 17D

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

less ending ness ending short i sound

restless endless worthless usefulness wilderness boldness witness

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

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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+

restless witness

endless boldness

worthless wilderness

usefulness usefulness

wilderness worthless

boldness endless

witness restless

LESSON 18A

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

When words end in gy ly ry ty & wy the y has the long e sound

foggy curly injury priority shaggy snowy simply

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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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
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LESSON 18B

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

When words end in gy ly ry ty & wy the y has the long e sound

usually activity grumpy instantly memory diary poverty

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

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"L" is for recording time for saying left column words
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Can be used with up to five students

3.0 3.1 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 <th>(</th> <th>anر</th> <th>be i</th> <th>use</th> <th>וש ג</th> <th>tn u</th> <th>p to</th> <th>TIVE</th> <th>ะรณ</th> <th>ıaer</th> <th>าเร</th> <th> </th> <th></th>	(anر	be i	use	וש ג	tn u	p to	TIVE	ะรณ	ıaer	าเร	 	
3.1 3.2 3.3 3.5 3.5 3.5 <th>L</th> <th>R</th> <th></th> <th>L</th> <th>R</th> <th></th> <th>L</th> <th>R</th> <th></th> <th>L</th> <th>R</th> <th>L</th> <th>R</th>	L	R		L	R		L	R		L	R	L	R
3.1 3.2 3.3 3.5 3.5 3.5 3.5 <th></th>													
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 3.4 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 <td>3.0</td> <td>3.0</td> <td></td> <td>3.0</td> <td>3.0</td> <td></td> <td>3.0</td> <td>3.0</td> <td></td> <td>3.0</td> <td>3.0</td> <td>3.0</td> <td>3.0</td>	3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0	3.0	3.0
3.3 3.4 3.5 3.5 <td>3.1</td> <td>3.1</td> <td></td> <td>3.1</td> <td>3.1</td> <td></td> <td>3.1</td> <td>3.1</td> <td></td> <td>3.1</td> <td>3.1</td> <td>3.1</td> <td>3.1</td>	3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1	3.1	3.1
3.4 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 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 <td>3.2</td> <td>3.2</td> <td></td> <td>3.2</td> <td>3.2</td> <td></td> <td>3.2</td> <td>3.2</td> <td></td> <td>3.2</td> <td>3.2</td> <td>3.2</td> <td>3.2</td>	3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2	3.2	3.2
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 3.6 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 3.7 3.8 3.8 3.8 3.8 <td>3.3</td> <td>3.3</td> <td></td> <td>3.3</td> <td>3.3</td> <td></td> <td>3.3</td> <td>3.3</td> <td></td> <td>3.3</td> <td>3.3</td> <td>3.3</td> <td>3.3</td>	3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3	3.3	3.3
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 3.7 3.8 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 <td>3.4</td> <td>3.4</td> <td></td> <td>3.4</td> <td>3.4</td> <td></td> <td>3.4</td> <td>3.4</td> <td></td> <td>3.4</td> <td>3.4</td> <td>3.4</td> <td>3.4</td>	3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4	3.4	3.4
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 3.7 3.7 3.7 3.8 3.9 3.9 <td>3.5</td> <td>3.5</td> <td></td> <td>3.5</td> <td>3.5</td> <td></td> <td>3.5</td> <td>3.5</td> <td></td> <td>3.5</td> <td>3.5</td> <td>3.5</td> <td>3.5</td>	3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5	3.5	3.5
3.8 3.9 3.9 <td>3.6</td> <td>3.6</td> <td></td> <td>3.6</td> <td>3.6</td> <td></td> <td>3.6</td> <td>3.6</td> <td></td> <td>3.6</td> <td>3.6</td> <td>3.6</td> <td>3.6</td>	3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6	3.6	3.6
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4.3 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.6 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 4.9 4.9 4.9 4.9 4.9 <td>4.1</td> <td>4.1</td> <td></td> <td>4.1</td> <td>4.1</td> <td></td> <td>4.1</td> <td>4.1</td> <td></td> <td>4.1</td> <td>4.1</td> <td>4.1</td> <td>4.1</td>	4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1	4.1	4.1
4.4 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 4.7 4.7 4.8 4.9 <td>4.2</td> <td>4.2</td> <td></td> <td>4.2</td> <td>4.2</td> <td></td> <td>4.2</td> <td>4.2</td> <td></td> <td>4.2</td> <td>4.2</td> <td>4.2</td> <td>4.2</td>	4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2	4.2	4.2
4.5 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 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 4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 <td>4.3</td> <td>4.3</td> <td></td> <td>4.3</td> <td>4.3</td> <td></td> <td>4.3</td> <td>4.3</td> <td></td> <td>4.3</td> <td>4.3</td> <td>4.3</td> <td>4.3</td>	4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	4.3	4.3
4.6 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 <td>4.4</td> <td>4.4</td> <td></td> <td>4.4</td> <td>4.4</td> <td></td> <td>4.4</td> <td>4.4</td> <td></td> <td>4.4</td> <td>4.4</td> <td>4.4</td> <td>4.4</td>	4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4	4.4	4.4
4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 <td>4.5</td> <td>4.5</td> <td></td> <td>4.5</td> <td>4.5</td> <td></td> <td>4.5</td> <td>4.5</td> <td></td> <td>4.5</td> <td>4.5</td> <td>4.5</td> <td>4.5</td>	4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5	4.5	4.5
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 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.8 4.8 4.8 4.8 4.9 4.9 4.9 4.9 4.9 4.9 4.8 4.8 4.8 4.8 4.8 4.8 4.9 4.9 4.9 4.9 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 4.9 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 5 5 <td>4.6</td> <td>4.6</td> <td></td> <td>4.6</td> <td>4.6</td> <td></td> <td>4.6</td> <td>4.6</td> <td></td> <td>4.6</td> <td>4.6</td> <td>4.6</td> <td>4.6</td>	4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.6
4.9 4.9 <td>4.7</td> <td>4.7</td> <td></td> <td>4.7</td> <td>4.7</td> <td></td> <td>4.7</td> <td>4.7</td> <td></td> <td>4.7</td> <td>4.7</td> <td>4.7</td> <td>4.7</td>	4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.7
5 5 5 5 5 5 5 5 5 5 6 6 6 6 6 6 6 6 6 6 6 7 8	4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8	4.8	4.8
6 6 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9	4.9	4.9
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	6	6		6	6		6	6		6	6	6	6
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	10+	10+		10+	10+		10+	10+		10+	10+	10+	10+

usually	poverty
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activity	diary
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griimny	memory
grumpy	incinor y

instantly	instantly
111Starrtry	mstantiy

memory	grumpy
	Sidilipy

diary activity

poverty usually

LESSON 18C

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

When words end in gy ly ry ty & wy the y has the long e sound

delivery deputy barely previously practically temporary reply

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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"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

	, w	~~			 ,,,		,			 	
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+
							U 1				

delivery reply

deputy temporary

barely practically

previously previously

practically barely

temporary deputy

reply delivery

LESSON 18D

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> in word recognition and student reading ability.

fy ending y has long i sound

satisfy magnify amplify simplify ratify modify stuffy

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 3.2	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	3.3
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+

satisfy stuffy

magnify modify

amplify ratify

simplify simplify

ratify amplify

modify magnify

stuffy satisfy