

# Fluency Builder List

## LESSON 19A

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

"a" has unusual short u sound

assign attend afford ability approve adjust achieve

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE COLOR

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. The sound or rule is described in the top right corner above. Your student must then sound the colored sound in each word.

### 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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	L	R
4.0	4.0	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	4.1	4.1
4.2	4.2	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	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	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	4.6	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	4.8	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	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials		Initials	

assign

achieve

attend

adjust

afford

approve

ability

ability

approve

afford

adjust

attend

achieve

assign

# Fluency Builder List

## LESSON 19B

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

"a" has unusual short u sound

appear alarm annoy assist accomplish aboard appearance

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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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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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

appear

appearance

alarm

aboard

annoy

accomplish

assist

assist

accomplish

annoy

aboard

alarm

appearance

appear

# Fluency Builder List

## LESSON 19C

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

"a" has unusual short u sound

account astronomy abuse assume associated attempt arrive

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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account

arrive

astronomy

attempt

abuse

associated

assume

assume

associated

abuse

attempt

astronomy

arrive

account

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

# Fluency Builder List

“a” usually has short u sound when ending a word

## LESSON 19D

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

comma Asia California Australia peninsula China

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### STEP 1 - TEACH THE “COLORED” 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 - DISCUSS THE 1<sup>ST</sup> VOWEL SOUND

Next, discuss the first vowel sound in each word. This helps with decoding (“figuring-out”) unknown words. Often sounds are not typical so this may require practice. When student can do this with each word go to the next step.

### 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

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

Can be used with up to five students

comma

China

Asia

encyclopedia

California

peninsula

Australia

California

peninsula

Australia

encyclopedia

Asia

China

comma

L		R		L		R		L		R		L		R	
4.0	4.0	4.0	4.0	4.0	4.0	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	4.1	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	4.2	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	4.3	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	4.4	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	4.5	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	4.6	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	4.7	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	4.8	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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
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
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials															

# Fluency Builder List

## LESSON 20A

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

Vowel followed by  
1 consonant  
often has  
long vowel sound

utensils recycle religion minority italics recover provided

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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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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.

minority

utensils

provided

recycle

recover

religion

italics

minority

minority

italics

religion

recover

recycle

provided

utensils

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

When word ends in "e" the vowel before it is typically long (Final-e Rule)

## LESSON 20B

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

tone volume admire stroke demonstrate create Europe

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 - DISCUSS THE 1<sup>ST</sup> VOWEL SOUND

Next, discuss the first vowel sound in each word. This helps with decoding ("figuring-out") unknown words. Often sounds are not typical so this may require practice. When student can do this with each word go to the next step.

### 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

tone

Europe

volume

create

admire

demonstrate

stroke

stroke

demonstrate admire

create

volume

Europe

tone

# Fluency Builder List

When word ends in "e" the vowel before the e is long (Final-e Rule)

## LESSON 20C

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

share severe calculate silverware telescope microwave expense

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 - DISCUSS THE 1<sup>ST</sup> VOWEL SOUND

Next, discuss the first vowel sound in each word. This helps with decoding ("figuring-out") unknown words. Often sounds are not typical so this may require practice. When student can do this with each word go to the next step.

### 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials									

share

expense

severe

microwave

calculate

telescope

silverware

silverware

telescope

calculate

microwave

severe

expense

share

# Fluency Builder List

Unusual  
Long Vowel  
Sounds

## LESSON 20D

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

poem height frightened freight grind quotient piano

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

poem	piano
height	quotient
frightened	grind
freight	freight
grind	frightened
quotient	height
piano	poem

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials									



# Fluency Builder List

Vowel is usually short when followed by 2 consonants

## LESSON 21A

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

instead champion restaurant customer opportunity embarrass acre

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

instead	acre
champion	embarrass
restaurant	opportunity
customer	customer
opportunity	restaurant
embarrass	champion
acre	instead

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

# Fluency Builder List

Vowel is usually short when followed by 2 consonants

## LESSON 21B

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

fabric fractions mathematics gutter issue alcohol attitude

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

fabric	attitude
fractions	alcohol
mathematics	issue
gutter	gutter
issue	mathematic
alcohol	fractions
attitude	fabric

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

# Fluency Builder List

## LESSON 21C

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

1 Consonant  
Rule Exceptions  
Short Vowels

rapid project gravel panic senate talent vanish

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

rapid

vanish

project

talent

gravel

senate

panic

panic

senate

gravel

talent

project

vanish

rapid

# Fluency Builder List

## LESSON 21D

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

1 Consonant  
Rule Exceptions  
Short Vowels

topic limits cavern benefit minimum macium recognize

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

topic

recognize

limits

maximum

cavern

minimum

benefit

benefit

minimum

cavern

maximum

limits

recognize

topic

# Fluency Builder List

## LESSON 22A

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

Vowel is usually short when followed by 2 consonants

comment compound compact compromise competition composition commerce

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

comment commerce  
 compound composition  
 compact competition  
 compromise compromise  
 competition compact  
 composition compound  
 commerce comment

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

# Fluency Builder List

## LESSON 22B

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

"o" has unusual short u sound

compete command combine complain compare community convention

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

compete	convention
command	community
combine	compare
complain	complain
compare	combine
community	command
convention	compete

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

# Fluency Builder List

## LESSON 22C

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

"o" has unusual short u sound

comfort comfortable communicate compass completed commission commissioner

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

comfort	commissioner
comfortable	commission
communicate	completed
compass	compass
completed	communicate
commission	comfortable
commissioner	comfort

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

# Fluency Builder List

## LESSON 22D

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

"a" has unusual short u sound

canal patrol fatigue dramatic tongue committee butcher

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

canal	butcher
patrol	committee
fatigue	tongue
dramatic	dramatic
tongue	fatigue
committee	patrol
butcher	canal

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	



# Fluency Builder List

## LESSON 23A

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

"c" has "s" sound when followed by "e" or "i"

ceramic recent adjacent concentrate recently succeed society

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 - DISCUSS THE 1<sup>ST</sup> VOWEL SOUND

Next, discuss the first vowel sound in each word. This helps with decoding ("figuring-out") unknown words. Often sounds are not typical so this may require practice. When student can do this with each word go to the next step.

### 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

ceramic	society
recent	succeed
adjacent	recently
concentrate	concentrate
recently	adjacent
succeed	recent
society	ceramic

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials									

# Fluency Builder List

## LESSON 23B

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

"c" has "s" sound when followed by "e" or "i"

cement advice Pacific replace introduce cigarettes citizenship

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 - DISCUSS THE 1<sup>ST</sup> VOWEL SOUND

Next, discuss the first vowel sound in each word. This helps with decoding ("figuring-out") unknown words. Often sounds are not typical so this may require practice. When student can do this with each word go to the next step.

### 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

cement	citizenship
advice	cigarettes
Pacific	introduce
replace	replace
introduce	Pacific
cigarettes	advice
citizenship	cement

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

## LESSON 23C

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

"g" makes the sound of "j" when followed by "e" or "i"

geography geology manager frigid region budget rage

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 - DISCUSS THE 1<sup>ST</sup> VOWEL SOUND

Next, discuss the first vowel sound in each word. This helps with decoding ("figuring-out") unknown words. Often sounds are not typical so this may require practice. When student can do this with each word go to the next step.

### 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

geography      rage  
 geology        budget  
 manager        region  
 frigid          frigid  
 region          manager  
 budget         geology  
 rage             geography

L		R		L		R		L		R		L		R	
4.0	4.0	4.0	4.0	4.0	4.0	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	4.1	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	4.2	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	4.3	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	4.4	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	4.5	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	4.6	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	4.7	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	4.8	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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
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
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials															

# Fluency Builder List

## LESSON 23D

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

al ending  
says "ul"

carnival visual diagonal gradual manual identical occasional

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 - DISCUSS THE 1<sup>ST</sup> VOWEL SOUND

Next, discuss the first vowel sound in each word. This helps with decoding ("figuring-out") unknown words. Often sounds are not typical so this may require practice. When student can do this with each word go to the next step.

### 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

carnival occasional  
visual identical  
diagonal manual  
gradual gradual  
manual diagonal  
identical visual  
occasional carnival

# Fluency Builder List

## LESSON 24A

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

Unusual "ar" sound - "ar" says "air"

married marriage carriage parachute rarely vary Caribbean

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

married	Caribbean
marriage	vary
carriage	rarely
parachute	parachute
rarely	carriage
vary	marriage
Caribbean	married

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials									

# Fluency Builder List

Vowel followed by  
1 consonant  
often has  
long sound

## LESSON 24B

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

belief gigantic deposit reserve desire resist present

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

belief	present
gigantic	resist
deposit	desire
reserve	reserve
desire	deposit
resist	gigantic
present	belief

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

# Fluency Builder List

## LESSON 3C

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

"y" makes the short i sound when in the middle of a word

system typical mystery symbol sympathy sympathetic symphony

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

system

symphony

typical

sympathetic

mystery

sympathy

symbol

symbol

sympathy

mystery

sympathetic

typical

symphony

system

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

# Fluency Builder List

## LESSON 24D

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

"s" makes the "zzz" sound

tease observe observant clumsy despise advertise advertisement

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 - DISCUSS THE 1<sup>ST</sup> VOWEL SOUND

Next, discuss the first vowel sound in each word. This helps with decoding ("figuring-out") unknown words. Often sounds are not typical so this may require practice. When student can do this with each word go to the next step.

### 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

tease	advertisement
observe	advertise
observant	despise
clumsy	clumsy
despise	observant
advertise	observe
advertisement	tease

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials									



# Fluency Builder List

## LESSON 25A

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

OU – OW  
say "ou"

outstanding boundary stout mountainous counselor coward journey

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

outstanding	journey
boundary	coward
stout	counselor
mountainous	mountainous
counselor	stout
coward	boundary
journey	outstanding

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

# Fluency Builder List

## LESSON 25B

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

"ance" ending has 2 sounds

glance stance finance fragrance ignorance ambulance acquaintance

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 - DISCUSS THE 1<sup>ST</sup> VOWEL SOUND

Next, discuss the first vowel sound in each word. This helps with decoding ("figuring-out") unknown words. Often sounds are not typical so this may require practice. When student can do this with each word go to the next step.

### 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

glance	acquaintance
stance	ambulance
finance	ignorance
fragrance	fragrance
ignorance	finance
ambulance	stance
acquaintance	glance

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

## LESSON 25C

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

ion says  
"yun"

million billion trillion onion union companion rebellion

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 - DISCUSS THE 1<sup>ST</sup> VOWEL SOUND

Next, discuss the first vowel sound in each word. This helps with decoding ("figuring-out") unknown words. Often sounds are not typical so this may require practice. When student can do this with each word go to the next step.

### 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

million

rebellion

billion

companion

trillion

union

onion

onion

union

trillion

companion

billion

rebellion

million

# Fluency Builder List

## LESSON 25D

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

ment ending says "mint"

department argument agreement settlement amendment government equipment

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 - DISCUSS THE 1<sup>ST</sup> VOWEL SOUND

Next, discuss the first vowel sound in each word. This helps with decoding ("figuring-out") unknown words. Often sounds are not typical so this may require practice. When student can do this with each word go to the next step.

### 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

department equipment  
 argument government  
 agreement amendment  
 settlement settlement  
 amendment agreement  
 government argument  
 equipment department

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

## LESSON 26A

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

Vowel is usually short when followed by 2 consonants

blizzard differ reptile millimeter ingredient Missouri slender

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

blizzard

slender

differ

Missouri

reptile

ingredient

millimeter

millimeter

ingredient

reptile

Missouri

differ

slender

blizzard

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

# Fluency Builder List

## LESSON 26B

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

Vowel is usually short when followed by 2 consonants

intense drastic entrance velvet actually dispose mistaken

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

intense

mistaken

drastic

dispose

entrance

actually

velvet

velvet

actually

entrance

dispose

drastic

mistaken

intense

# Fluency Builder List

Vowel is usually short when followed by 2 consonants

## LESSON 26C

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

practical abnormal structure advance illustrate publisher essential

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

practical essential  
 abnormal publisher  
 structure illustrate  
 advance advance  
 illustrate structure  
 publisher abnormal  
 essential practical

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

# Fluency Builder List

## LESSON 26D

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

tion usually makes the sound "shun" - in the last word it says "chun"

stationary taxation transaction attrition additional protection detention

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

stationary	detention
taxation	protection
transaction	additional
attrition	attrition
addition	transaction
protection	taxation
detention	stationary

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	



# Fluency Builder List

## LESSON 27A

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

er – ir - ur  
says "urrr"

fertile Virginia shiver stapler helicopter duration purchase

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

fertile	purchase
Virginia	duration
shiver	helicopter
stapler	stapler
helicopter	shiver
duration	Virginia
purchase	fertile

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

# Fluency Builder List

## LESSON 27B

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

or says "or"

forms oral gorgeous original former minorities coarse

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

forms	coarse
oral	minorities
gorgeous	former
original	original
former	gorgeous
minorities	oral
coarse	forms

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

# Fluency Builder List

ty – my - hy - ry  
endings – y has the  
long e sound  
fy has long i sound

## LESSON 27C

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

penalty security variety anatomy squishy luxury purify

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 - DISCUSS THE 1<sup>ST</sup> VOWEL SOUND

Next, discuss the first vowel sound in each word. This helps with decoding ("figuring-out") unknown words. Often sounds are not typical so this may require practice. When student can do this with each word go to the next step.

### 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

penalty

purify

security

luxury

variety

squishy

anatomy

anatomy

squishy

variety

luxury

security

purify

penalty

# Fluency Builder List

r-controlled vowels  
ar says "are"  
er – ur say "ir"  
or says "ore"

## LESSON 27D

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

cargo carpenter perfect permanent tolerate survive torture

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE "COLORED" 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 4 or less 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 4 or less seconds is reached for the right column words, 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 re-practice 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

cargo	torture
carpenter	survive
perfect	tolerate
permanent	permanent
tolerate	perfect
survive	carpenter
torture	cargo

L	R	L	R	L	R	L	R	L	R
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
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	