Welcome to the ReadingKey Grade 5 Fluency Builder Lists – 1st Nine Weeks

(Previously called the "Student Reading Wall Lists")

Introduction:

You are about to begin a unique and very easy to use method for quickly advancing reading ability in any student. Whether you are a teacher or parent, the Fluency Builder Lists will enable you to become a highly effective reading teacher in just minutes. The sequential teaching techniques used in each word list allows students to advance through essential grade level vocabulary words at a dramatically faster pace than what would be observed with conventional reading methods. Even students who have been unsuccessful with conventional reading programs typically show immediate and dramatic improvement. Along with the reading improvements you'll observe minutes after beginning these strategies, please test your student again tomorrow morning – you'll observe that these special techniques resulted in "permanent learning" of the reading vocabulary, as students can typically read the words as fast (or faster) than the previous day on their first or second attempt. Vocabulary in this Grade 5 section is not common conversational vocabulary so word meanings (definitions) must also be practiced through our excellent Vocabulary Building Worksheets that parallel the same words used in these Fluency Builder Lists.

How to Begin:

- 1. **SETUP:** Tape as many pages as you have room for along a living room wall or hallway about 3 feet off the floor. Use a yardstick to help keep pages at a consistent height. Lists should be about ½ inch apart. The process goes much faster if you have an assistant who can hold the tape handing you one piece at a time.
- 2. **PICK A STARING POINT:** You typically want to begin about one year earlier than your student's current reading level. Therefore, if you think your student is reading at a beginning 6th Grade level you should begin with Lesson 1 (same as week 1) of this Grade 5 list. If your student is reading at a 5th Grade level you'll want to start with our Grade 4 Lists. We also have a new ReadingKEY test that will pinpoint the starting point for these lists (see the Quick Links box).
- 3. **BEGIN READING:** Place two chairs in front of the first page on the wall. The student sits in one and you sit in the other. Now it is just the simple process of following the 4 steps at the top of the Fluency Builder List page. After completing several lists, print out the Vocabulary Building Worksheets that parallel these same lists to help the student master word definitions.
- 4. **VARIATIONS FOR SOME STUDENTS:** About 90% of students are highly motivated when being "timed" while saying the list words You'll see boxes to the right of each set of words specifically for recording their timed attempts. You can purchase a stopwatch from Radio Shack Walmart or any local sports store for less than \$10 (better watches are closer to \$20). We do have a digital stopwatch on our website which can be accessed from the "Quick Links" box seen after you log in, although a hand-held watch is far more motivational. It should be noted that 5-10% of students do not perform well while being timed resulting in poor performance. For these students who feel uncomfortable being timed, follow the steps as usual but replace the "timing" with simply saying the column words slowly top to bottom (with no errors) and then saying the words bottom to top with no errors. Do this for both columns and then finish by having the student say the top horizontal row twice and then move to the next list. This technique works very well.

LESSON 1A

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

(Review Words from Grade 4 – see below)

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

The words in LESSON 1 are a review of the Grade 4 Vocabulary. Use these LESSON 1 words to determine readiness for beginning Grade 5 vocabulary. If your student (or a significant percentage of classroom students) are not able to fluently read and define these words, the teacher should give strong consideration to beginning at least in the middle of Grade 4.

medium Fluency Time Chart Student puts "X" in box corresponding to stopw "I" is for recording time for saving left column

beyond

remain

previous

identical

distance

effort

explanation

accurate

opportunity

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

LESSON 1B

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

Review words from Grade 4 (see below)

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Fluency Time Chart

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

Can be used with up to five students

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

gale

rate

rage

volume

compete

brain

proceed

increase

brief

coast

LESSON 1C

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

Review words from Grade 4 (see below)

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The words in LESSON 1 are a review of the Grade 4 Vocabulary. Use these LESSON 1 words to determine readiness for beginning Grade 5 vocabulary. If your student (or a significant percentage of classroom students) are not able to fluently read and define these words, the teacher should give strong consideration to beginning with the Fluency Builder Lists for the middle of Grade 4 or earlier.

Fluency Time Chart

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

Can be used with up to five students

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

recently

citizen

generous

suggest

gigantic

particle

observe

firm

hurricane

horizon

LESSON 1D

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

Review words from Grade 4 (see below)

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The words in LESSON 1 are a review of the Grade 4 Vocabulary. Use these LESSON 1 words to determine readiness for beginning Grade 5 vocabulary. If your student (or a significant percentage of classroom students) are not able to fluently read and define these words, the teacher should give strong consideration to beginning with the Fluency Builder Lists for the middle of Grade 4 or earlier.

Fluency Time Chart

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

	,an	be i	use	וא ב	tn u	p to	TIVE	Stu	ıder	าเร		
L	R		L	R		L	R		L	R	L	R
3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0	3.0	3.0
3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1	3.1	3.1
3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2	3.2	3.2
3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3	3.3	3.3
3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4	3.4	3.4
3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5	3.5	3.5
3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6	3.6	3.6
3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7	3.7	3.7
3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8	3.8	3.8
3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9	3.9	3.9
4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0	4.0	4.0
4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1	4.1	4.1
4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2	4.2	4.2
4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	4.3	4.3
4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4	4.4	4.4
4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5	4.5	4.5
4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.6
4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.7
4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8	4.8	4.8
4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9	4.9	4.9
5	5		5	5		5	5		5	5	5	5
6	6		6	6		6	6		6	6	6	6
7	7		7	7		7	7		7	7	7	7
10+	10+		10+	10+		10+	10+		10+	10+	10+	10+

emotion

solution

duration

combination

stationary

culture

adventure

manufacture

agriculture

legislature

LESSON 2A

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

1 consonant after the vowel often makes the vowel long

union bonus social regions statement

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

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

union statement

bonus regions

social social

regions bonus

statement union

LESSON 2B

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

short e

event fumes bravery revolt govern

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

event	COVArn	GOAL IS TO REACH RED LINE (or close to it)
	govern	Can be used with up to five students
	O	
		3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
		3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1
C	1,	3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2
fumes	revolt	3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3
	10 / 010	3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4
		3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5
		3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6
		3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7
		3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8
bravery	bravery	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9
bravery	bravery	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
14	C	4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5
revolt	fumes	4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6
		4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7
		4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8
		4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9
		5 5 5 5 5 5 5 5
C-0110444		6 6 6 6 6 6 6 6
govern	event	7 7 7 7 7 7 7 7 7 7
	O , OHE	10+ 10+ 10+ 10+ 10+ 10+ 10+ 10+ 10+
gu		Initials IIII IIII IIII IIII
\mathcal{C}		

LESSON 2C

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

inner insist intact instant influence

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

	influence	"R" is for recording time for saying right column words GOAL IS TO REACH RED LINE (or close to it)											
1nner	influence		Can be	e used	l with		o fiv			nts	_	- 11	
		L	R	L	R	L	R		L	R	H	L	R
		3.0	3.0	3.0	3.0	2	3.0	il Il	3.0	3.0	-	3.0	3.0
		3.1	-	3.1	_	_	1 3.1	-11	3.1	_		3.1	_
	-	3.2	3.2	3.2	3.2	3.	2 3.2	:	3.2	3.2		_	3.2
insist	instant	3.3	3.3	3.3	3.3	3.	3 3.3	1	3.3	3.3	_	_	3.3
1115150	mstant	3.4	3.4	3.4	3.4	3.	4 3.4	-	3.4	3.4	3	3.4	3.4
		3.5	3.5	3.5	3.5	3.	5 3.5		3.5	3.5	3	3.5	3.5
		3.6	3.6	3.6	3.6	3.	3.6		3.6	3.6	3	3.6	3.6
		3.7	3.7	3.7		_	7 3.7	4	3.7			3.7	
•	•	3.8		3.8			3.8	4	_	3.8		8.8	
intact	intact	3.9	3.9	3.9	3.9	3.	3.9		3.9	3.9	_		3.9
	muct	4.0	4.0	4.0		4.	_		4.0	-		.0	
		4.1	4.1	4.1		_	1 4.1	4	4.1	-	-	.1	
		4.2	4.2	4.2		4.	4.2 3 4.3	41	4.2	_		.2	
		4.3	4.3	4.3		4.	_	-	4.4	-	_	_	4.3 4.4
•	• •	4.4	4.4	4.4		- 1	5 4.5	-11	-	4.4		_	4.4
instant	insist	4.6	4.6	4.6		- 1	6 4.6	-11	-	-	-	.6	_
		4.7	4.7	4.7			7 4.7	4	4.7			.7	
		4.8	4.8	4.8		<u> </u>	3 4.8	_	_			.8	
		4.9	4.9	4.9		<u> </u>	9 4.9	_	-	4.9	-	.9	
		5	5	5	5	5	5	i i	5	5	十	5	5
• 🖰	•	6	6	6	6	6	6		6	6		6	6
influence	inner	7	7	7	7	7	7		7	7		7	7
		10+	10+	10+	10+	10	+ 10+	-	10+	10+	1	0+	10+
		Initials											

LESSON 2D

conflict

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

short vowel mix

conflict impeach summarize Appalachian immigration

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

Can be used with up to five students

impeach	Appalachian
summarize	summarize

immigration

_		1 •	•	1
Appa.	120	hian.	1m	peach
Typa.	ıac.	man	1111	peach
1 1				L

• • •	M •
immigration	conflict

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

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LESSON 3A

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

ai - long a

aid aide gait failure plains

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time "L" is for recording time for saying left column words

aid	plains	"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								
	President	LR LR LR L	R							
		3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0	3.0							
		3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1								
• •	0 11	3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2	3.2							
aide	failure	3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3	3.3							
arac	Tarrare	3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4								
		3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5								
		3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6								
		3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7								
~~.4	• ,	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8								
gait	gait	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9								
8	8	4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0								
		4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2								
		4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3								
		4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4	4.4							
failuma	3.40	4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5	4.5							
failure	aide	4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6	4.6							
		4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7	4.7							
		4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8								
		4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9								
			5							
nlaine	aid		6 7							
plains	aiu	7 7 7 7 7 7 7 7 7 7								
		Initials	107							
		IIIIIais								

LESSON 3B

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

ea - long e

cease reveal defeat repeal Seattle

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

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Fluency Time Chart

cease	Seattle	GOAL IS TO REACH RED LINE (or close to it)	š
CCasc	Scattle	Can be used with up to five students	R
			\Box
		3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0	3.0
		3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1	3.1
1	1	3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2	3.2
reveal	repeal		3.3
	repear		3.4
			3.5
			3.6
			3.7
1 0	1 0		3.8
defeat	defeat		3.9
	acreat		4.0
			4.1
			4.2
			4.3
_			4.4
repeal	reveal		4.5
repear	10 v Cai		4.6
			4.7
			4.8
			4.9
		5 5 5 5 5 5 5 5 5 5 6 6 6 6 6 6 6 6 6 6	5 6
Seattle	cease	7 7 7 7 7 7 7 7 7 7 7	
Scattle	Cease		10+
		Initials Introduction Internation	1107

LESSON 3C

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

ie - long e

shield shriek relieve frontier beliefs

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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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

shield	beliefs
shriek	frontier
relieve	relieve
frontier fru	shriek
beliefs	shield

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

LESSON 3D

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

oa - long o

goal coal boast cocoa approach

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

Can be used with up to five students

goal	approach
coal	cocoa
boast	boast
cocoa	coal
approach u	goal

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

LESSON 4A

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

Final-e Rule Vowel before the final e is usually long

fade dose slave prime independence

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

0		Can	be i	use	d wi	th u	p to	five	ıder		O It)		
	L	R		L	R		L	R	L	R		L	R
	3.0	3.0		3.0	3.0		3.0	3.0	3.0	3.0		3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1	3.1	3.1		3.1	3.1
	3.2	3.2		3.2	3.2		3.2	3.2	3.2	3.2		3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3	3.3	3.3		3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4	3.4	3.4		3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5	3.5	3.5		3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6	3.6	3.6		3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7	3.7	3.7		3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8	3.8	3.8		3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9	3.9	3.9		3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0	4.0	4.0		4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1	4.1	4.1		4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2	4.2	4.2		4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3	4.3	4.3		4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4	4.4	4.4		4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5	4.5	4.5		4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.6		4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.7		4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8	4.8	4.8		4.8	4.8
	4.9	4.9		4.9	4.9		4.9	4.9	4.9	4.9		4.9	4.9
	5	5		5	5		5	5	5	5		5	5
	6	6		6	6		6	6	6	6		6	6
	7	7		7	7		7	7	7	7		7	7
	10+	10+		10+	10+		10+	10+	10+	10+		10+	10+
;													

fade independence

dose prime

slave slave

prime dose

independence fade

LESSON 4B

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

Final-e Rule
Vowel before the
final e is
usually long

issue empire inhale expose glare

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors. allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

	-1		s for red SOAL IS										S
1ssue	glare							five					
	\mathcal{S}		L R		L	R	L	R		L	R	L	R
			3.0 3.0)	3.0	3.0	3.0	3.0		3.0	3.0	3.0	3.0
			3.1 3.1		3.1	3.1	3.1	3.1		3.1	3.1	3.1	3.1
•			3.2 3.2	2	3.2	3.2	3.2	3.2		3.2	3.2	3.2	3.2
emp ₁ re	expose		3.3 3.3	3	3.3	3.3	3.3	3.3		3.3	3.3	3.3	3.3
	capose		3.4 3.4	1	3.4	3.4	3.4	3.4		3.4	3.4	3.4	3.4
			3.5 3.5	5	3.5	3.5	3.5	3.5		3.5	3.5	3.5	3.5
			3.6 3.6	3	3.6	3.6	3.6	3.6		3.6	3.6	3.6	3.6
			3.7 3.7	7	3.7	3.7	3.7	3.7		3.7	3.7	3.7	3.7
			3.8 3.8	3	3.8	3.8	3.8	3.8		3.8	3.8	3.8	3.8
inhale	inhale		3.9 3.9	9	3.9	3.9	3.9	3.9		3.9	3.9	3.9	3.9
IIIIIaic	IIIIaic		4.0 4.0)	4.0	4.0	4.0	4.0	L	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	2	4.2	4.2	4.2	4.2		4.2	4.2	4.2	4.2
			4.3 4.3	3	4.3	4.3	4.3	4.3		4.3	4.3	4.3	4.3
			4.4 4.4	1	4.4	4.4	4.4	4.4		4.4	4.4	4.4	4.4
	01221120		4.5 4.5	5	4.5	4.5	4.5	4.5		4.5	4.5	4.5	4.5
expose	empire		4.6 4.6	3	4.6	4.6	4.6	4.6		4.6	4.6	4.6	4.6
•	1		4.7 4.7	7	4.7	4.7	4.7	4.7		4.7	4.7	4.7	4.7
			4.8 4.8	3	4.8	4.8	4.8	4.8		4.8	4.8	4.8	4.8
			4.9 4.9	9	4.9	4.9	4.9	4.9		4.9	4.9	4.9	4.9
			5 5		5	5	5	5		5	5	5	5
_ 1	•		6 6		6	6	6	6		6	6	6	6
glare	1ssue		7 7		7	7	7	7		7	7	7	7
<i>G</i>			10+ 10	+	10+	10+	10+	10+		10+	10+	10-	10+
		Initials			L							L	

LESSON 4C

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

ty – tee ly – lee ry - ree

misty waxy briskly anxiety revolutionary

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

L R

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

ı y	ı

3.6 3.7 3.7 3.8 3.8 3.8 3.9 3.9 3.9 4.0 4.0 4.0 4.1 4.1 4.1 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.3 4.6 4.7 4.7 4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.9 4.9 4.9 4.9 4.9 5 5 5

6 6

7 7

10+

6

7

10+ 10+

6 6

7 7

misty revolutionary

briskly anxiety

anxiety briskly

revolutionary waxy

waxy misty

6

7

10+ 10+

6

7

6

7 7

6

LESSON 4D

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

ty – tee by – bee

cy – see

ry – ree

hasty lobby policy silvery ivory

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

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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Fluency Time Chart

hasty	ivory		OAL IS Can	TO	ŘE/	ACH		Ĺ	IÑE	(or	clo	se to		ius	
Habty	11019		L R		L	R	i it	L	R		L	R	[L	R
			3.0 3.0	-	3.0	-	<u> </u>	_	3.0		3.0	-		3.0	_
			3.1 3.1 3.2 3.2	-11	3.1				3.1		3.1		- 1	3.1	
lobby	cilvory		3.3 3.3	-11	3.3		_	_	3.3			3.3	- 1	3.3	
lobby	silvery		3.4 3.4	-1		3.4	I I	_	3.4		3.4		H	_	3.4
_	•		3.5 3.5	-1	3.5		_	_	3.5			3.5	- 1	3.5	_
			3.6 3.6		3.6	3.6	3	3.6	3.6		3.6	3.6	ŀ	3.6	3.6
			3.7 3.7		3.7	3.7	3	3.7	3.7		3.7	3.7	ľ	3.7	3.7
			3.8 3.8		3.8	3.8	3	3.8	3.8		3.8	3.8	ı	3.8	3.8
policy	policy		3.9 3.9		3.9	3.9	3	3.9	3.9		3.9	3.9		3.9	3.9
poncy	poncy		4.0 4.0		4.0			_	4.0		4.0	4.0		4.0	
			4.1 4.1	-1	4.1		I I	_	4.1		4.1		L	4.1	
			4.2 4.2	-1	4.2		I I	_	4.2		4.2	_	- 1	_	4.2
			4.3 4.3	4	4.3		I I	_	4.3		4.3		- 1	4.3	
• -			4.4 4.4	-1	4.4	-	-	_	4.4		4.4	_	- 1	_	4.4
silvery	lobby		4.5 4.5	-1	4.5 4.6		I I				4.5	_	L	4.5	
Silvery	1000y		4.6 4.6 4.7 4.7	-11	4.6		_	_	4.6		4.6 4.7		- 1	4.6 4.7	4.6
			4.7 4.7	-11	4.7			_	4.7		4.7		Ŀ	4.7	
			4.9 4.9	-11	4.9		I II—	_	4.9		4.9		-	4.9	
			5 5		5	5		5	5		5	5		5	5
•	•		6 6		6	6	I II—	6	6		6	6	ŀ	_	6
1VOTY	hasty		7 7		7	7		7	7		7	7	ı	7	7
	iids cy		10+ 10+	1	10+	10+	1	0+	10+		10+	10+	j	10+	10+
		Initials											Ī		

LESSON 5A

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

ou as in "ouch"

trout pouch announce encounter source

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

trout	COURCA	G	OAL											o it)		
uout	source		<u> </u>		be u	sec		th up	$\overline{}$		€ Stu N	Г.		ı	 .	_
				R	F	L	R		L	R	l	L	R		L	R
					_						_				_	
			3.0	_	_	_	3.0	I II-	3.0	-		_	3.0		3.0	_
				3.1	L	3.1	_	-	3.1	3.1			3.1		—	3.1
1.	4			3.2	_	_	3.2	I I⊢	3.2			_	3.2			3.2
pouch	encounter		-	3.3	 	3.3		-	_	3.3			3.3			3.3
1				3.4	 		3.4	-	3.4	-			3.4			3.4
				3.5	 -	_	3.5	-		3.5			3.5			3.5
				3.6	L	_	3.6	-	3.6	-			3.6			3.6
			-	3.7	 	3.7		-	3.7	3.7			3.7			3.7
				3.8	 	3.8		<u> </u>	3.8				3.8		3.8	
announce	announce		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
announce	announce		4.0	4.0	-	_	4.0	I ⊩	1.0	4.0		_	4.0		_	4.0
u				4.1	Ŀ	1.1	4.1	-	1.1	_			4.1			4.1
u			4.2	4.2	Ŀ	1.2	4.2		1.2			4.2	4.2			4.2
			4.3	4.3	Ŀ	1.3	4.3		1.3	4.3		4.3	4.3		4.3	4.3
			4.4	4.4	Ŀ	.4	4.4		1.4	4.4	İ	4.4	4.4		4.4	4.4
.	nough		4.5	4.5	Ŀ	.5	4.5		1.5	4.5		4.5	4.5		4.5	4.5
encounter	pouch		4.6	4.6		.6	4.6		1.6	4.6	İ	4.6	4.6		4.6	4.6
	1		4.7	4.7	·	1.7	4.7		1.7	4.7		4.7	4.7		4.7	4.7
			4.8	4.8		8.4	4.8		1.8	4.8		4.8	4.8		4.8	4.8
			4.9	4.9		1.9	4.9		1.9	4.9		4.9	4.9		4.9	4.9
			5	5	Ī	5	5		5	5		5	5		5	5
	4		6	6		6	6		6	6		6	6		6	6
source	trout		7	7		7	7		7	7		7	7		7	7
	trout		10+	10+	1	0+	10+		0+	10+	i	10+	10+		10+	10+
sor		Initials									i			ľ		
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LESSON 5B

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

ow says long o & ou

ownership burrow drowsy towering Mayflower

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

ownership •	Mayflower	GOAL								or clo tudei		o it)		
o whership	111ay 110 W C1	L	R	L	R]	L	R	Ĭ	L	R	ī	L	R
													1	
		3.0	3.0	3.0	3.0		3.0	3.0	Ì	3.0	3.0	3	.0 3	3.0
		3.1	3.1	3.1	3.1		3.1	_		3.1	3.1	_	.1 3	
		3.2	3.2	3.2	3.2		3.2	3.2	1	3.2	3.2	3	.2	3.2
burrow	towering	3.3	3.3	3.3	3.3		3.3	3.3	1	3.3	3.3	3	.3	3.3
Ouriow	towering	3.4	3.4	3.4	3.4		3.4	3.4		3.4	3.4	3	.4	3.4
		3.5	3.5	3.5	3.5		3.5	3.5		3.5	3.5	3	.5 3	3.5
		3.6	3.6	3.6	3.6		3.6	3.6		3.6	3.6	3	.6	3.6
		3.7	3.7	3.7	3.7		3.7	3.7		3.7	3.7	3	.7	3.7
		3.8	3.8	3.8	3.8		3.8	3.8		3.8	3.8	3	.8	3.8
drowsy	drowsy	3.9	3.9	3.9	3.9		3.9	3.9		3.9	3.9	3	.9	3.9
urowsy	urowsy	4.0	4.0	4.0	4.0		4.0	4.0	j	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
torroring	human	4.5	4.5	4.5	4.5		4.5	4.5		4.5	4.5	4	.5	4.5
towering	burrow	4.6	4.6	4.6	4.6		4.6	4.6		4.6	4.6	4	.6	4.6
\mathcal{C}		4.7	4.7	4.7	4.7		4.7	4.7		4.7	4.7	4	.7	4.7
		4.8	4.8	4.8	4.8		4.8	4.8		4.8	4.8	4	.8	4.8
		4.9	4.9	4.9	4.9		4.9	4.9		4.9	4.9	4	.9	4.9
		5	5	5	5		5	5		5	5		5	5
NA CI	1 •	6	6	6	6		6	6		6	6	6	6	6
Mayflower	ownership	7	7	7	7		7	7		7	7	7	7	7
	- · · ·	10+	10+	10+	10+		10+	10+		10+	10+	10	0+ 1	0+
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LESSON 5C

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

oo has 2 sounds oo (food) oo (book)

booming nook textbook misunderstood cooperate

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

booming	cooperate GOAL IS TO REAC Can be used w											, uc
	ooperate	L	R	L	R		R		L	R		L
			3.0	3.0	3.0	1	3.0		3.0	_	-	3.0
			3.1	3.1	3.1	ļ	3.1		3.1	_	L	3.1
nook	misunderstood		3.2	3.2	3.2	ļ	3.2		3.2			3.2
HOOK	misunacistoda		3.3	3.4	3.4	H	3.3		3.3	_	-	3.4
			3.4	3.4	3.4	ŀ	3.4		3.4	_	F	3.4
			3.6	3.6			3.6		3.6	_	L	3.6
			3.7	3.6	3.7		3.7		3.7	_		3.7
			3.8	3.8		ŀ	3.8		3.8		L	3.8
textbook	textbook		3.9	3.9			3.9		3.9		-	3.9
		4.0	4.0	4.0	4.0	Ä	4.0		4.0	4.0	T	4.0
		4.1	4.1	4.1	4.1	1	4.1		4.1	4.1		4.1
		4.2	4.2	4.2	4.2	1	4.2		4.2	4.2		4.2
		4.3	4.3	4.3	4.3	1	4.3		4.3	4.3	Ī	4.3
• 1 , 1	1	4.4	4.4	4.4	4.4	1	4.4		4.4	4.4		4.4
misunderstood	nook	4.5	4.5	4.5	4.5	1	4.5		4.5	4.5		4.5
		4.6	4.6	4.6	4.6	B	4.6		4.6	4.6		4.6
		4.7	4.7	4.7	4.7	B	4.7		4.7	4.7		4.7
		4.8	4.8	4.8	4.8	1	4.8		4.8	4.8	L	4.8
		4.9	4.9	4.9	4.9	ŀ	4.9		4.9	4.9		4.9
4 -	1	5	5	5	5		5		5	5	L	5
cooperate	booming	6	6	6	6	ı	6		6	6		6
•	$\boldsymbol{\mathcal{C}}$	7	7	7	7	ļ	7		7	7	-	7
			10+	10+	10+	Į.	10+		10+	10+	Ŀ	10+
	1*	C-1-		- 11								

LESSON 5D

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

oi - oy

hoist avoid loyal destroy boycott

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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Fluency Time Chart

hoist	boycott	GOAL IS TO REACH RED LINE (or close to it) Can be used with up to five students													
11015t	boycott		L R			R	i i	_	R	Siu	L	R	. [L	R
			3.0 3.0		3.0			_	3.0	- 11-	3.0	-		3.0	
			3.1 3.1		3.1			_	3.1	- 1	3.1			3.1	
• 1	1 4		3.2 3.2		3.2		- 11-	.2 3		- 1	-				3.2
avoid	destroy		3.3 3.3	U 1-	3.3		- 11-	.3 3		II-	3.3			3.3	_
			3.4 3.4		3.4			.4 3		II-	3.4				3.4
u			3.5 3.5	4 -	3.5			.5 3	_	- ⊩	3.5			3.5	_
			3.6 3.6		3.6		- 11-	.6 3		- 1	3.6			3.6	
			3.7 3.7	U 1-	3.7	_		.7 3		II-	3.7			3.7	
	1 1		3.8 3.8	U 1-	3.8			.8 3		II-	3.8				3.8
loyal	loyal		3.9 3.9		3.9			.9 3			3.9			3.9	
	10 j ali		4.0 4.0		1.0	_	- 11-	_	4.0	- 11-	4.0	-		4.0	
			4.1 4.1		1.1			_	4.1	II-	4.1			4.1	_
			4.2 4.2		1.2 1.3			.2 4	4.2	- 1	4.2				4.2
			4.3 4.3	U 1-	1.4		- 1	_		II-	4.3			-	4.3
			4.4 4.4	U 1-	1.4		- 11-	_	4.4 4.5	II-	4.4			-	4.4
doctrory	avoid		4.5 4.5	4 F	1.6			_		II-	4.5			4.5 4.6	
destroy	avola		4.6 4.6	4 F	—⊩	4.6		_	4.6 4.7	- ⊩	4.6			4.6	
1.			4.7 4.7 4.8 4.8		1.8			_	4.7	II-	4.7			4.7	
di			4.8 4.8		1.9		- 1	_	4.8	- ⊩	_			4.8	
													\blacksquare		
			5 5 6 6	4 F		5 6	<u> </u>	-	5 6	-	5	5 6		\vdash	5 6
boycott	hoist		7 7	4 F	-	7		_	7	-	7	7		-	7
	110151		10+ 10+	. L	7 0+ 1	_		, 0+ 1	_	ŀ	10+	-	.	10+	
		Initials	107 107	-	0.7	101	H'	J 1	-	ŀ	101	10+	.	101	
		miliais		J L											

LESSON 6A

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

le ending

role rubble jumble noble dismantle

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

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

Can be used with up to five students

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

role dismantle

rumble noble

jumble jumble

noble rubble

dismantle role

LESSON 6B

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

le ending

rumble shuffle miracle illegible navigable

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

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Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

	Can	be ı	use	iw b	th u	p to	five	e stu	ıder	nts		
L	R		L	R		L	R		L	R	L	R
3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0	3.0	3.0
3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1	3.1	3.1
3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2	3.2	3.2
3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3	3.3	3.3
3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4	3.4	3.4
3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5	3.5	3.5
3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6	3.6	3.6
3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7	3.7	3.7
3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8	3.8	3.8
3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9	3.9	3.9
4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0	4.0	4.0
4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1	4.1	4.1
4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2	4.2	4.2
4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	4.3	4.3
4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4	4.4	4.4
4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5	4.5	4.5
4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.6
4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.7
4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8	4.8	4.8
4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9	4.9	4.9
5	5		5	5		5	5		5	5	5	5
6	6		6	6		6	6		6	6	6	6
7	7		7	7		7	7		7	7	7	7
10+	10+		10+	10+		10+	10+		10+	10+	10+	10+
		ו ע			, ,						 	

rumble navigable

shuffle illegible

illegible miracle

navigable shuffle

miracle rumble

LESSON 6C

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

al ending

local royal approval continental Montreal

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time "L" is for recording time for saying left column words column words close to it)

3.7

3.9

3.8 3.8

4.0

4.2

4.3

6 6

7

7

local	Montreal	for OAL	reco	ordir TO	ng ti RE	me ACH	for s	sayi ED L	ing r LINE	right E (or e stu	col clo	umr se t	
Tocal	Montreal		L	R		L	R		L	R		L	R
			3.0	3.0		3.0	3.0	_	3.0	3.0		3.0	3.0
			3.1	3.1		3.1				3.1		3.1	_
	_		3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2
royal	continental		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3
Toyar	Continental		3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4
			3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5
			3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6
			3.7	3.7		3.7	3.7			3.7		3.7	3.7
			3.8	3.8			3.8	.11		3.8	4 1	3.8	
approval	approval		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
approvar	approvar		4.0	4.0		4.0	_		4.0			-	4.0
u				4.1		4.1				_		4.1	-
u		4.2	4.2		\vdash	4.2			4.2		4.2	-	
			4.3	4.3		4.3				_		4.3	-
	_		4.4	4.4		4.4			-	-		4.4	4.4
	royal		4.5	4.5 4.6		4.5 4.6				4.5		4.5	_
a antin antal	TOyur		4.6	4.6		4.6	-					\vdash	4.6
continental			4.7	4.7		4.7				4.7		4.7	
			4.9	4.9		\vdash	4.9			4.9		4.9	-
			5	5		5	5		5	5		5	5
			6	6		6	6		6	6		6	6
	local		7	7		7	7		7	7		7	7
Montrool	10041		10+	10+		10+	10+		10+	10+		10+	10+
Montreal		Initials											
					U			י ע	<u> </u>	-	4 I		_

LESSON 6D

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

al ending

mural survival federal dual cultural

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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Fluency Time Chart

mural	cultural	GOAL IS TO REACH RED LINE (or close to it) Can be used with up to five students
	G 072 072 012	L R L R L R
		3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
		3.1 3.1 3.1 3.1 3.1 3.1 3.1
• •	1 1	3.2 3.2 3.2 3.2 3.2 3.2 3.2
survival	dual	3.3 3.3 3.3 3.3 3.3 3.3 3.3
		3.4 3.4 3.4 3.4 3.4 3.4 3.4
		3.5 3.5 3.5 3.5 3.5 3.5
		3.6 3.6 3.6 3.6 3.6 3.6 3.6
		3.7 3.7 3.7 3.7 3.7 3.7 3.7
C 1 1	C 1 1	3.8 3.8 3.8 3.8 3.8 3.8 3.8
federal	federal	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9
	100001001	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 4.3 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
1 1	• 1	4.5 4.5 4.5 4.5 4.5 4.5 4.5
dual	survival	4.6 4.6 4.6 4.6 4.6 4.6 4.6
		4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7
		4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8
		4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9
		5 5 5 5 5 5
011411401		6 6 6 6 6 6
cultural	mural	7 7 7 7 7 7 7 7
		10+ 10+ 10+ 10+ 10+ 10+ 10+ 10+

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

LESSON 7A

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

arch barter harsh charter parallel

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

STEP 1 - TEACH THE VOWEL SOUND

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Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time
"L" is for recording time for saying left column words
"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

parallel pair	arch
charter	barter
harsh	harsh
barter	charter
arch	parallel

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

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ar

LESSON 7B

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

ar

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5 5 6 6

10+

ark startle remark architect artifacts

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

ark	antifa ata	"R" is for recording time for saying right colum GOAL IS TO REACH RED LINE (or close	n to
ark	artifacts	Can be used with up to five students	_
		LR LR LR	ı
			l
		3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0	I
		3.1 3.1 3.1 3.1 3.1 3.1 3.1	
1	1 • ,	3.2 3.2 3.2 3.2 3.2 3.2 3.2	
startle	architect	3.3 3.3 3.3 3.3 3.3 3.3 3.3	
Startie		3.4 3.4 3.4 3.4 3.4 3.4 3.4	1
		3.5 3.5 3.5 3.5 3.5 3.5 3.5	
		3.6 3.6 3.6 3.6 3.6 3.6 3.6	
		3.7 3.7 3.7 3.7 3.7 3.7 3.7	
		3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8	
remark	remark	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9	
Tomark	ICIIIaik	4.0 4.0 4.0 4.0 4.0 4.0 4.0	
		4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1	
		4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2	
		4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3	
		4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4	
architect	startle	4.5 4.5 4.5 4.5 4.5 4.5 4.5	
arcintect	Startie	4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6	
		4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7	
		4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8	1
		4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9	1
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artifacts	ark	7 7 7 7 7 7 7 7	
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			1

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LESSON 7C

terms

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

er - ir - ur all say same sound

terms perk merchant urge circumstance

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

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Fluency Time Chart

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

Can be used with up to five students

perk	urge

circumstance

merc	hant	-	1	nei	C	h	al	n	L
			_		•		-		•

urge	perk
urge	perk

•	4
circumstance	terms
Circuitistance	

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

LESSON 7D

nor

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

nor forced ordinary historian performance

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

performance

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

٥r

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

forced historian

ordinary ordinary

historian forced

performance nor

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

LESSON 8A

unrest

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

un prefix

unrest uneasy unexpected unsuccessful unfamiliar

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

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

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Fluency Time Chart

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

Can be used with up to five students

uneasy unsuccessful

unfamiliar

unexpected unexpected

unsuccessful uneasy

unfamiliar unrest

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

LESSON 8B

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

dis - prefix

dissatisfied disadvantage disability disregard discrimination

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

STEP 1 - TEACH THE VOWEL SOUND

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Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

(Can	be ı	use	d wi	th u	p to	five	e stu	<u>ıder</u>	nts		
L	R		L	R		L	R		L	R	L	R
3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0	3.0	3.
3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1	3.1	3.
3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2	3.2	3.:
3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3	3.3	3.
3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4	3.4	3.
3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5	3.5	3.
3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6	3.6	3.
3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7	3.7	3.
3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8	3.8	3.
3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9	3.9	3.
4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0	4.0	4.
4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1	4.1	4.
4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2	4.2	4.
4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	4.3	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.
4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.
4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.
4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8	4.8	4.
4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9	4.9	4.
5	5		5	5		5	5		5	5	5	5
6	6		6	6		6	6		6	6	6	6
7	7		7	7		7	7		7	7	7	7

dissatisfied discrimination

disadvantage disregard

disability disability

disregard disadvantage

discrimination dissatisfied

LESSON 8C

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

1 Consonant Rule Exceptions— "de" often says" di (short i)

defend demand depend democracy poverty

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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)

defend di	poverty
demand di	democracy
depend di	depend
democracy di	demand
poverty	defend

Can be used with up to five students												
L	R		L	R		L	R		L	R	L	R
3.0	3.0		3.0	3.0		3.	3.0		3.0	3.0	3.0	3.0
3.1	3.1		3.1	3.1		3.	3.1		3.1	3.1	3.1	3.1
3.2	3.2		3.2	3.2		3.	3.2		3.2	3.2	3.2	3.2
3.3	3.3		3.3	3.3		3.	3.3		3.3	3.3	3.3	3.3
3.4	3.4		3.4	3.4		3.	3.4		3.4	3.4	3.4	3.4
3.5	3.5		3.5	3.5		3.	3.5		3.5	3.5	3.5	3.5
3.6	3.6		3.6	3.6		3.	3.6		3.6	3.6	3.6	3.6
3.7	3.7		3.7	3.7		3.	3.7		3.7	3.7	3.7	3.7
3.8	3.8		3.8	3.8		3. o	3.8		3.8	3.8	3.8	3.8
3.9	3.9		3.9	3.9		3.	3.9		3.9	3.9	3.9	3.9
4.0	4.0		4.0	4.0	Γ	4.	4.0		4.0	4.0	4.0	4.0
4.1	4.1		4.1	4.1		4.	4.1		4.1	4.1	4.1	4.1
4.2	4.2		4.2	4.2		4.	4.2		4.2	4.2	4.2	4.2
4.3	4.3		4.3	4.3		4.	4.3		4.3	4.3	4.3	4.3
4.4	4.4		4.4	4.4		4.	4.4		4.4	4.4	4.4	4.4
4.5	4.5		4.5	4.5		4.	4.5		4.5	4.5	4.5	4.5
4.6	4.6		4.6	4.6		4.	4.6		4.6	4.6	4.6	4.6
4.7	4.7		4.7	4.7		4.	4.7		4.7	4.7	4.7	4.7
4.8	4.8		4.8	4.8		4. Ω	4.8		4.8	4.8	4.8	4.8
4.9	4.9		4.9	4.9		4. o	4.9		4.9	4.9	4.9	4.9
5	5		5	5		5	5		5	5	5	5
6	6		6	6		6	6		6	6	6	6
7	7		7	7		7	7		7	7	7	7
10+	10+		10+	10+		10	10+		10+	10+	10+	10+

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LESSON 8D

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

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

crisis trader focus primary religious

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

Can be used with up to five students

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

crisis religious

trader primary

focus focus

primary trader

religious crisis

ri

LESSON 9A

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

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

historic pilgrim suffrage advantage massacre

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

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Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

(30	DAL C	l:
	ſ	L	F
		3.0	3.
		3.1	3.
		3.2	3.
		3.3	3.
		3.4	3.
		3.5	3.
		3.6	3.
		3.7	3.
		3.8	3
		3.9	3.
		4.0	4
		4.1	4
		4.2	4
		4.3	4
		4.4	4.
		4.5	4
		4.6	4
		4.7	4
		4.8	4.
		4.9	4
		5	Ę
		6	6
		_	_

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

historic massacre

pilgrim advantage

suffrage suffrage

advantage pilgrim

massacre historic

LESSON 9B

effect

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

2 Consonant Rule Exceptions short u sound

effect affect official assembly responsibilities

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

responsibilities

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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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)

affect assembly

official official

assembly affect

responsibilities effect

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

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LESSON 9C

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

Final-e Rule
The vowel before
a final-e
is usually long

sane pure hesitate persuade prejudice

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

3.0 3.1 3.2 3.3 3.4 3.5	3.0 3.1 3.2 3.3 3.4 3.5 3.6	3.0 3.1 3.2 3.3 3.4	3.0 3.1 3.2 3.3	3.0 3.1	R 3.0 3.1	3.0	R 3.0	L 3.0	R 3.0
3.1 3.2 3.3 3.4	3.1 3.2 3.3 3.4 3.5 3.6	3.1 3.2 3.3 3.4	3.1 3.2 3.3	3.1		-	_	3.0	3.0
3.1 3.2 3.3 3.4	3.1 3.2 3.3 3.4 3.5 3.6	3.1 3.2 3.3 3.4	3.1 3.2 3.3	3.1		-	_	3.0	3.0
3.2 3.3 3.4	3.2 3.3 3.4 3.5 3.6	3.2 3.3 3.4	3.2	_	3.1	~ 4			
3.3	3.3 3.4 3.5 3.6	3.3	3.3	~ ~		3.1	3.1	3.1	3.1
3.4	3.4 3.5 3.6	3.4	\vdash	3.2	3.2	3.2	3.2	3.2	3.2
	3.5	-	2 4	3.3	3.3	3.3	3.3	3.3	3.3
3.5	3.6		3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5		3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6		3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

sane prejudice

pure persuade

hesitate hesitate

persuade pure

prejudice sane

LESSON 9D

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

Final-a Rule
When a word ends
letter "a" it has the
short u sound

nausea replica amnesia era utopia

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

Get out the stopwatch or watch timer from our web site and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the words in the right column. However, for the right column words, just have your student read the words once and then start timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (try for 3 seconds), you can congratulate your student and move to the next word lesson. NOTE: It is the short term repetition of the list words using this sequential process that enables the dramatic increase in learning rate for the words. Before beginning a new set of list words on any day, always review 5-10 of the previous word lists by having the student read the horizontal row of words at the top of each list. If hesitations occur - then repractice the timed section. The five 'L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

nausea	utopía	GOAL IS TO REACH RED LINE (or close to it) Can be used with up to five students						
nausca	июріа	L R L R L R L R						
		3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0	0					
		3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1	_					
		3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2	2					
replica	era	3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3	_					
		3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4	4					
		3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5	5					
		3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6	6					
		3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7	7					
amnesia	amnesia	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8	8					
		3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9	9					
ammesia		4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0	0					
		4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1 4.1	1					
		4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2	2					
		4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3	3					
		4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4 4.4	4					
oro	replica	4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5	5					
era		4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6	6					
•	•	4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7	7					
air		4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8	8					
		4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9	9					
		5 5 5 5 5 5 5 5						
	42.033.00	6 6 6 6 6 6 6						
	nausea	7 7 7 7 7 7 7 7 7 7 7 7 7 7 7						
utopia		10+ 10+ 10+ 10+ 10+ 10+ 10+ 10+ 10+	+					
. I		Initials Initial Initials Initials Initials Initials Initials Initials Initial						