## Welcome to the ReadingKey Grade 5 Fluency Builder Lists – 2nd Nine Weeks

(Also 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 6<sup>th</sup> Grade level you should begin with Lesson 1 (same as week 1) of this Grade 5 list. If your student is reading at a 5<sup>th</sup> 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 orizontal row twice and then move to the next list. This technique works very well.

**LESSON 10A** 

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

C-Rule
C makes the sound
of "s" when followed
by "e" or "i"

## ace pace cycle central magnificent

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

#### STEP 1 - TEACH THE VOWEL SOUND

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

#### STEP 2 - STOP AT THE VOWEL SOUND

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

#### STEP 3 - READ EACH WORD SLOWLY

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

#### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

### Fluency Time Chart

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

G				iw b			: (or e stu			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+
s												_

ace magnificent

pace central

cycle cycle

central pace

magnificent ace

**LESSON 10B** 

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

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

## trace scarce intelligence citizenship ancient

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

#### STEP 1 - TEACH THE VOWEL SOUND

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#### STEP 2 - STOP AT THE VOWEL SOUND

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

#### STEP 3 - READ EACH WORD SLOWLY

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

#### STEP 4 - FLUENCY PRACTICE - TIMED READING

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

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

Ο.	ے، ر <u>ر</u>	Can	be ı	use	iw b	th u	p to	five	stu	ıder	nts
	L	R		L	R		L	R		L	R
	3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1
	3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8
	4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9
	5	5		5	5		5	5		5	5
	6	6		6	6		6	6		6	6
	7	7		7	7		7	7		7	7
	10+	10+		10+	10+		10+	10+		10+	10+
s											

6

trace ancient

scarce citizenship

intelligence intelligence

citizenship scarce

**ancient** trace

**LESSON 10C** 

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

G-Rule G makes the sound of "j" when followed by letter "e" or "I"

## bulge margin generally voyage encourage

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	odii.	be i	use	וש ג	tn u	р то	TIVE	STL	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+

bulge encourage

margin voyage

generally generally

voyage margin

encourage bulge

**LESSON 10D** 

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

G-Rule G makes the sound of "j" when followed by letter "e" or "I"

## range rigid legend passage generation

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

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

C	Can	be ı	use	iw b	th u	p to		stu			,		
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+

range generation

rigid passage

legend legend

passage rigid

generation range

**LESSON 11A** 

A 4-step process for achieving accelerated advancement in grade level vocabulary - word recognition - and reading comprehension 1 Consonant Rule

1 Consonant Rule unusual short vowel sounds

## result frequent deserve rebellion revolution

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#### STEP 2 - STOP AT THE VOWEL SOUND

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

#### STEP 3 - READ EACH WORD SLOWLY

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

result	revolution
frequent	rebellion
deserve	deserve
rebellion	frequent
revolution	result

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 <del>+</del>

**LESSON 11B** 

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

1 Consonant Rule &

1 Consonant Rule Exceptions

## uniform equipped rival deceit equality

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

#### STEP 1 - TEACH THE VOWEL SOUND

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

#### STEP 2 - STOP AT THE VOWEL SOUND

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

#### STEP 3 - READ EACH WORD SLOWLY

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

#### STEP 4 - FLUENCY PRACTICE - TIMED READING

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

### Fluency Time Chart

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uniform	equality	G							.INE five			se to it	)	
	equality		ΠĬ	R R	L	R	ui u	וו	R	Siu	ı	R	L	R
				•	_			-		ŀ	_		-	
			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	- 11-	3.1	_	3.1	
			3.2	_	3.2			_	3.2	- 1	3.2		3.2	
rival	deceit		3.3	_	3.3			3.3		II-	3.3	_	3.3	
1 1 V a1	ucccit		3.4		3.4	_		3.4	3.4	II-	3.4		3.4	_
			3.5	_	3.5			3.5	3.5	- ⊩	3.5		3.5	_
			3.6	_	3.6	$\vdash$		3.6	_	- ⊩	3.6		3.6	
			3.7	_	3.7	_		3.7		- ⊩	3.7		3.7	_
			3.8	3.8	3.8			3.8	3.8	ŀ	3.8	3.8	3.8	
deceit	rival		3.9	3.9	3.9	3.9		3.9	3.9	ŀ	3.9	3.9	3.9	
deceit	HVal		4.0	4.0	4.0	4.0		4.0	4.0	Î	4.0	4.0	4.0	4.0
di			4.1	_		4.1			4.1	- 11-	4.1		4.1	_
uı			4.2	4.2	4.2	4.2		4.2	4.2	ŀ	4.2	4.2	4.2	4.2
			4.3	4.3	4.3	4.3		4.3	4.3	ŀ	4.3	4.3	4.3	4.3
			4.4	4.4	4.4	4.4		4.4	4.4	ŀ	4.4	4.4	4.4	4.4
a an a litry			4.5	4.5	4.5	4.5		4.5	4.5	ŀ	4.5	4.5	4.5	4.5
equality	equipped		4.6	4.6	4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.6
	1 11		4.7	4.7	4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.7
1			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	ĺ	5	5	5	5
aguinad	• C		6	6	6	6		6	6		6	6	6	6
equipped	uniform		7	7	7	7		7	7		7	7	7	7
	<b>3</b>		10+	10+	10+	10+		10+	10+		10+	10+	10+	10+
1		Initials								ſ				

LESSON 11C

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 short when followed by 2 consonants

## dissolve stunted impress obligated independent

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 4 – FLUENCY PRACTICE – TIMED READING

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

### Fluency Time Chart

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

L	R	L	R	L	R	L	R	L
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+

dissolve independent

stunted obligated

impress impress

obligated stunted

independent dissolve

**LESSON 11D** 

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 short when followed by 2 consonants

## mutter fungus inspect extend actually

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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Can be used with up to five students

3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 4.0		3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9		3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7	3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7		3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7	3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7		3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7	3.3 3.4 3.5 3.6 3.7
3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9		3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9		3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8	3.1 3.2 3.3 3.4 3.5 3.6 3.7		3.1 3.2 3.3 3.4 3.5 3.6 3.7	3.1 3.2 3.3 3.4 3.5 3.6 3.7		3.1 3.2 3.3 3.4 3.5 3.6	3.1 3.2 3.3 3.4 3.5 3.6 3.7
3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9		3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9	3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9		3.2 3.3 3.4 3.5 3.6 3.7 3.8	3.2 3.3 3.4 3.5 3.6 3.7		3.2 3.3 3.4 3.5 3.6 3.7	3.2 3.3 3.4 3.5 3.6 3.7		3.2 3.3 3.4 3.5 3.6	3.2 3.3 3.4 3.5 3.6 3.7
3.3 3.4 3.5 3.6 3.7 3.8 3.9		3.3 3.4 3.5 3.6 3.7 3.8 3.9	3.3 3.4 3.5 3.6 3.7 3.8 3.9		3.3 3.4 3.5 3.6 3.7 3.8	3.3 3.4 3.5 3.6 3.7		3.3 3.4 3.5 3.6 3.7	3.3 3.4 3.5 3.6 3.7		3.3 3.4 3.5 3.6	3.5 3.6 3.7
3.4 3.5 3.6 3.7 3.8 3.9		3.4 3.5 3.6 3.7 3.8 3.9	3.4 3.5 3.6 3.7 3.8 3.9		3.4 3.5 3.6 3.7 3.8	3.4 3.5 3.6 3.7		3.4 3.5 3.6 3.7	3.4 3.5 3.6 3.7		3.4 3.5 3.6	3.4 3.5 3.6 3.7
3.5 3.6 3.7 3.8 3.9		3.5 3.6 3.7 3.8 3.9	3.5 3.6 3.7 3.8 3.9		3.5 3.6 3.7 3.8	3.5 3.6 3.7		3.5 3.6 3.7	3.5 3.6 3.7		3.5	3.4 3.5 3.6 3.7
3.6 3.7 3.8 3.9 4.0		3.6 3.7 3.8 3.9	3.6 3.7 3.8 3.9		3.6 3.7 3.8	3.6		3.6	3.6		3.6	3.6
3.7 3.8 3.9 4.0		3.7 3.8 3.9	3.7 3.8 3.9		3.7	3.7		3.7	3.7			3.7
3.8 3.9 4.0		3.8 3.9	3.8 3.9		3.8			_	_		3.7	-
3.9 4.0		3.9	3.9			3.8			0.0			
4.0								3.8	3.8		3.8	3.8
_		4.0			3.9	3.9		3.9	3.9		3.9	3.9
4.1			4.0		4.0	4.0		4.0	4.0		4.0	4.0
	l	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
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matter actually

fungus extend

inspect inspect

extend fungus

actually mutter

**LESSON 12A** 

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

ly says "lee"

## elderly skillfully effortlessly eventually

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

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

#### STEP 4 - FLUENCY PRACTICE - TIMED READING

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

### **Fluency Time Chart**

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

3.1         3.2         3.3 <th>C</th> <th>Can</th> <th>be ı</th> <th>use</th> <th>d wi</th> <th>th u</th> <th>p to</th> <th>five</th> <th>stu</th> <th>ıder</th> <th>nts</th> <th></th> <th></th>	C	Can	be ı	use	d wi	th u	p to	five	stu	ıder	nts		
3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.2 <th>L</th> <th>R</th> <th></th> <th>L</th> <th>R</th> <th></th> <th>L</th> <th>R</th> <th></th> <th>L</th> <th>R</th> <th>L</th> <th>R</th>	L	R		L	R		L	R		L	R	L	R
3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.1         3.2 <th></th>													
3.2         3.2         3.2         3.2         3.2         3.2         3.2         3.2         3.2         3.2         3.3         3.4         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.8         3.8         3.8         3.8         3.8 <td>3.0</td> <td>3.0</td> <td></td> <td>3.0</td> <td>3.0</td> <td></td> <td>3.0</td> <td>3.0</td> <td></td> <td>3.0</td> <td>3.0</td> <td>3.0</td> <td>3.0</td>	3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0	3.0	3.0
3.3         3.4         3.5         3.5 <td>3.1</td> <td>3.1</td> <td></td> <td>3.1</td> <td>3.1</td> <td></td> <td>3.1</td> <td>3.1</td> <td></td> <td>3.1</td> <td>3.1</td> <td>3.1</td> <td>3.1</td>	3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1	3.1	3.1
3.4         3.5         3.5 <td>3.2</td> <td>3.2</td> <td></td> <td>3.2</td> <td>3.2</td> <td></td> <td>3.2</td> <td>3.2</td> <td></td> <td>3.2</td> <td>3.2</td> <td>3.2</td> <td>3.2</td>	3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2	3.2	3.2
3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.6         3.7         3.7         3.7         3.7         3.7 <td>3.3</td> <td>3.3</td> <td></td> <td>3.3</td> <td>3.3</td> <td></td> <td>3.3</td> <td>3.3</td> <td></td> <td>3.3</td> <td>3.3</td> <td>3.3</td> <td>3.3</td>	3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3	3.3	3.3
3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.7         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.9         3.9         3.9         3.9 <td>3.4</td> <td>3.4</td> <td></td> <td>3.4</td> <td>3.4</td> <td></td> <td>3.4</td> <td>3.4</td> <td></td> <td>3.4</td> <td>3.4</td> <td>3.4</td> <td>3.4</td>	3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4	3.4	3.4
3.7         3.7         3.7         3.7         3.7         3.7         3.7         3.8         3.9 <td>3.5</td> <td>3.5</td> <td></td> <td>3.5</td> <td>3.5</td> <td></td> <td>3.5</td> <td>3.5</td> <td></td> <td>3.5</td> <td>3.5</td> <td>3.5</td> <td>3.5</td>	3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5	3.5	3.5
3.8         3.9         3.9 <td>3.6</td> <td>3.6</td> <td></td> <td>3.6</td> <td>3.6</td> <td></td> <td>3.6</td> <td>3.6</td> <td></td> <td>3.6</td> <td>3.6</td> <td>3.6</td> <td>3.6</td>	3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6	3.6	3.6
3.9         4.0         3.0         4.0         4.0         4.0         4.0         4.2         4.2         4.2         4.2         4.2 <td>3.7</td> <td>3.7</td> <td></td> <td>3.7</td> <td>3.7</td> <td></td> <td>3.7</td> <td>3.7</td> <td></td> <td>3.7</td> <td>3.7</td> <td>3.7</td> <td>3.7</td>	3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7	3.7	3.7
4.0         4.1         4.2         4.2 <td>3.8</td> <td>3.8</td> <td></td> <td>3.8</td> <td>3.8</td> <td></td> <td>3.8</td> <td>3.8</td> <td></td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.8</td>	3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8	3.8	3.8
4.1     4.2     4.2 <td>3.9</td> <td>3.9</td> <td></td> <td>3.9</td> <td>3.9</td> <td></td> <td>3.9</td> <td>3.9</td> <td></td> <td>3.9</td> <td>3.9</td> <td>3.9</td> <td>3.9</td>	3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9	3.9	3.9
4.2       4.2       4.2       4.2       4.2       4.2       4.2       4.2       4.2       4.2       4.2       4.2       4.2       4.2       4.2       4.2       4.3       4.4       4.5       4.5       4.5       4.5       4.5       4.5       4.5       4.5       4.5       4.5       4.5       4.5       4.5       4.6       4.6       4.6       4.6       4.6       4.6       4.6       4.6       4.6       4.6       4.6       4.6       4.6       4.6       4.8       4.8       4.8       4.8       4.8       4	4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0	4.0	4.0
4.3     4.3     4.3     4.3     4.3     4.3     4.3     4.3     4.3     4.3     4.3     4.3     4.4     4.5     4.5     4.5     4.5     4.5     4.5     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.9 <td>4.1</td> <td>4.1</td> <td></td> <td>4.1</td> <td>4.1</td> <td></td> <td>4.1</td> <td>4.1</td> <td></td> <td>4.1</td> <td>4.1</td> <td>4.1</td> <td>4.1</td>	4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1	4.1	4.1
4.4     4.4     4.4     4.4     4.4     4.4     4.4     4.4     4.4     4.4     4.4     4.4     4.4     4.4     4.4     4.4     4.4     4.5     4.5     4.5     4.5     4.5     4.5     4.5     4.5     4.5     4.5     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.9 <td>4.2</td> <td>4.2</td> <td></td> <td>4.2</td> <td>4.2</td> <td></td> <td>4.2</td> <td>4.2</td> <td></td> <td>4.2</td> <td>4.2</td> <td>4.2</td> <td>4.2</td>	4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2	4.2	4.2
4.5     4.5     4.5     4.5     4.5     4.5     4.5     4.5     4.5     4.5     4.5     4.5     4.5     4.5     4.5     4.5     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.9 <td>4.3</td> <td>4.3</td> <td></td> <td>4.3</td> <td>4.3</td> <td></td> <td>4.3</td> <td>4.3</td> <td></td> <td>4.3</td> <td>4.3</td> <td>4.3</td> <td>4.3</td>	4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	4.3	4.3
4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.6     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.7     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.9 <td>4.4</td> <td>4.4</td> <td></td> <td>4.4</td> <td>4.4</td> <td></td> <td>4.4</td> <td>4.4</td> <td></td> <td>4.4</td> <td>4.4</td> <td>4.4</td> <td>4.4</td>	4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4	4.4	4.4
4.7     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.9 <td>4.5</td> <td>4.5</td> <td></td> <td>4.5</td> <td>4.5</td> <td></td> <td>4.5</td> <td>4.5</td> <td></td> <td>4.5</td> <td>4.5</td> <td>4.5</td> <td>4.5</td>	4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5	4.5	4.5
4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.8     4.9 <td>4.6</td> <td>4.6</td> <td></td> <td>4.6</td> <td>4.6</td> <td></td> <td>4.6</td> <td>4.6</td> <td></td> <td>4.6</td> <td>4.6</td> <td>4.6</td> <td>4.6</td>	4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.6
4.9     4.9 <td>4.7</td> <td>4.7</td> <td></td> <td>4.7</td> <td>4.7</td> <td></td> <td>4.7</td> <td>4.7</td> <td></td> <td>4.7</td> <td>4.7</td> <td>4.7</td> <td>4.7</td>	4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.7
5         5         5         5         5         5         5         5         5         5         5         5         5         6         6         6         6         6         6         6         6         6         6         6         6         6         6         6         7         8	4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8	4.8	4.8
6     6     6     6     6     6     6       7     7     7     7     7     7	4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9	4.9	4.9
7 7 7 7 7 7 7 7	5	5		5	5		5	5		5	5	5	5
	6	6		6	6		6	6		6	6	6	6
10+ 10+ 10+ 10+ 10+ 10+ 10+ 10+	7	7		7	7		7	7		7	7	7	7
	10+	10+		10+	10+		10+	10+		10+	10+	10+	10-

elderly directly

skillfully eventually

effortlessly effortlessly

eventually skillfully

elderly

directly

LESSON 12B

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

ty ending - tee

## society liberty community diversity university

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 used with up to five students

LR LR LR LR

university	
diversity	
community	
liberty	

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+

diversity

community

society

liberty

cu

society university

LESSON 12C

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

ry - ree sy - see ly - lee by - bi (long i)

## diary slavery glossy recently nearby

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

1	1		s for re SOAL IS										S
dairy	nearby				use								
J	J		L F		L	R	L	R		L	R	L	R
			3.0 3.		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 3.1
1	.1		3.2 3.	_	_	3.2	3.2		- 1	3.2		_	2 3.2
slavery	recently		3.3 3.	_	_	3.3	3.3	3.3	- 1	3.3	_	-	3.3
			3.4 3.	_		3.4		3.4	-	3.4	_		4 3.4
			3.5 3.	5	_	3.5	3.5	3.5		3.5	3.5	-	5 3.5
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glossy	glossy		3.9 3.	9	3.9	3.9	3.9	3.9		3.9	3.9	3.9	3.9
Siossy	Slobby		4.0 4.	_	4.0		_	-		4.0			4.0
			4.1 4.	_	_	4.1	4.1	_		4.1		_	1 4.1
			4.2 4.	-	-	4.2		4.2	- 1	4.2	_	_	2 4.2
			4.3 4.	_	-	4.3		_	- 1	4.3	_	_	3 4.3
			4.4 4.	-1	_	4.4		_	-	4.4	_	_	4.4
recently	slavery		4.5 4.	_	-	4.5		4.5		4.5		_	5 4.5
recentry	Stavery		4.6 4.	_	_	4.6	4.6		-	4.6	_	_	6 4.6
			4.7 4.		-	4.7		4.7	- 1	4.7		_	7 4.7
			4.8 4.	_	_	4.8	4.8			4.8		_	3 4.8
			4.9 4.	9	4.9	4.9	4.9	4.9		4.9	4.9	4.9	9 4.9
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		Initials										L	

LESSON 12D

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

fy - long i sound

## satisfy identify magnify unify amplify

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**

satisfy	amplify	GOA	LIS		ŘE,	ACH	l R	EĎ L	LIÑE	∃ (o	r clo	se t		100	
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identify	unify	-	3 3. 4 3.	-	_	3.4	ł	3.4	₩	-1	-	3.4		3.4	
•	•		5 3.	-1	_	3.5	1	_	3.5	-11	-	3.5		3.5	
		<u> </u>	6 3.	_	_	3.6	1		3.6	-		3.6		3.6	
		-	7 3.	-		3.7	1	3.7		4		3.7	•	3.7	3
			B 3.		_	3.8		_	3.8	4		3.8	•	3.8	3
magnify	magnify	-	9 3.	-	_	3.9	4	3.9	3.9			3.9		3.9	
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		<u> </u>	2 4.	_		4.2			4.2	4	4.2			4.2 4.3	4
		<u> </u>	3 4.	_	-	4.3		-	4.3	-11	4.3	4			
		-	4 4.	-	_	4.4		4.4	_	4	-	4.4		4.4	
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			9 4.	_	_	4.8	-	4.8	_	-		4.8		4.8	4
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#### LESSON 13A

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

tion - shun

## function infection tradition expectation constitution

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

tunction	constitution
infection	expectation
tradition	tradition
expectation	infection

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 13B

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

sion - chun sion - shun

## tension dimension expansion comprehension

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)

tension	mission	OAL	.IS	TO	ŘΕ	ACI		ĎĹ	IÑE	Ē (oı	r clo	se t	
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		Can be used with up to five  L R L R L R L R  3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.1 3.1			L	R	l						
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							4 1				3.1	3.1	l
dimension	aamprahangian	-	3.2		3.2		4 1		3.2		3.2	3.2	l
dimension	comprehension	3.3	3.3		3.3			3.3			3.3	3.3	l
	•	3.4	3.4		3.4	3.4	1	3.4	3.4		3.4	3.4	l
		3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5	l
		3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6	l
		3.7	3.7		3.7	3.7	_	3.7	3.7		3.7	3.7	l
	·	3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8	l
expansion	expansion	3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9	l
1	1	4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0	Ī
		4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1	l
		4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2	l
		4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	l
1 .	1.	4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4	
comprehension	dimension	4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5	
r P		4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6	
		4.7	4.7		4.7	4.7	-	4.7	4.7		4.7	4.7	
		4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8	
		4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9	
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mission	tension	6	6		6	6		6	6		6	6	
		7	7		7	7		7	7		7	7	I
		10+	10+		10+	10+	1	10+	10+		10+	10+	I

#### LESSON 13C

legislature

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

## vulture posture fracture miniature legislature

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

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#### STEP 2 - STOP AT THE VOWEL SOUND

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#### STEP 3 - READ EACH WORD SLOWLY

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#### 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)

vulture	legislature
posture	miniature
fracture	fracture
miniature	posture

vulture

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+

LESSON 13D

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

"tive" at the end of a word makes the sound "tiv"

## protective primitive competitive alternative collaborative

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

#### STEP 1 - TEACH THE VOWEL SOUND

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#### STEP 2 - STOP AT THE VOWEL SOUND

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#### STEP 3 - READ EACH WORD SLOWLY

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

#### 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

protective	collaborative
primitive	alternative
competive cu	competitive
alternative	primitive

3.0					-	-						
2 1		3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0
J. I		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		7.7			7.7				7.7			
4.7 4.8		4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8
			$\vdash$			_		4.8			4.8	_
4.8		4.8	4.8		4.8	4.8		-	4.8			4.8
4.8 4.9		4.8 4.9	4.8 4.9		4.8 4.9	4.8 4.9		4.9	4.8 4.9		4.9	4.8 4.9
4.8 4.9 5		4.8 4.9 5	4.8 4.9 5		4.8 4.9 5	4.8 4.9 5		4.9 5	4.8 4.9 5		4.9 5	4.8 4.9 5
4.8 4.9 5 6		4.8 4.9 5 6	4.8 4.9 5 6		4.8 4.9 5 6	4.8 4.9 5 6		4.9 5 6	4.8 4.9 5 6		4.9 5 6	4.8 4.9 5 6
	3.4 3.5 3.6 3.7 3.8 3.9 4.0 4.1 4.2 4.3 4.4	3.4 3.5 3.6 3.7 3.8 3.9 4.0 4.1 4.2 4.3 4.4 4.5	3.4     3.4       3.5     3.5       3.6     3.6       3.7     3.7       3.8     3.9       4.0     4.0       4.1     4.1       4.2     4.2       4.3     4.3       4.4     4.5	3.4 3.4 3.4 3.5 3.5 3.5 3.6 3.6 3.6 3.7 3.7 3.7 3.8 3.9 3.9 3.9 4.0 4.1 4.1 4.1 4.2 4.2 4.2 4.3 4.3 4.4 4.4 4.5 4.5 4.5 4.5 4.5 4.5	3.4 3.4 3.4 3.5 3.5 3.5 3.6 3.6 3.6 3.7 3.7 3.7 3.8 3.8 3.9 3.9 3.9 4.0 4.0 4.1 4.1 4.1 4.2 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.4 4.4 4.5 4.5 4.5	3.4     3.4     3.4     3.4       3.5     3.5     3.5       3.6     3.6     3.6       3.7     3.7     3.7       3.8     3.8     3.8       3.9     3.9     3.9       4.0     4.0     4.0     4.0       4.1     4.1     4.1     4.1       4.2     4.2     4.2     4.2       4.3     4.3     4.3     4.3       4.4     4.4     4.4     4.4       4.5     4.5     4.5     4.5	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     3.5     3.6     3.6     3.6     3.6     3.6     3.6     3.6     3.7     3.7     3.7     3.7     3.7     3.8     3.8     3.8     3.8     3.8     3.8     3.8     3.8     3.8     3.8     3.8     3.8     3.8     3.9     3.2     3.2     4.0     4.0     4.0     4.1     4.1     4.1     4.2     4.2     4.2     4.2     4.2     4.2     4.2 <td>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     3.7       3.7     3.7     3.7     3.7     3.7     3.7       3.8     3.8     3.8     3.8     3.8       3.9     3.9     3.9     3.9     3.9       4.0     4.0     4.0     4.0     4.0       4.1     4.1     4.1     4.1     4.1       4.2     4.2     4.2     4.2     4.2       4.3     4.3     4.3     4.3     4.3       4.4     4.4     4.4     4.4     4.4       4.5     4.5     4.5     4.5     4.5</td> <td>3.4         3.4         3.4         3.4         3.4         3.4         3.4         3.4         3.4         3.4         3.4         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.7         3.7         3.7         3.7         3.7         3.7         3.7         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.9<td>3.4         3.5         3.5         3.5         3.5         3.5         3.6         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.9         3.9         3.9         3.9<td>3.4     3.5     3.5     3.5     3.5     3.5     3.5     3.6     3.6     3.6     3.6     3.6     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.8     3.8     3.8     3.8     3.8     3.8     3.8     3.9<td>3.4         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.6         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.9         3.9</td></td></td></td>	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     3.7       3.7     3.7     3.7     3.7     3.7     3.7       3.8     3.8     3.8     3.8     3.8       3.9     3.9     3.9     3.9     3.9       4.0     4.0     4.0     4.0     4.0       4.1     4.1     4.1     4.1     4.1       4.2     4.2     4.2     4.2     4.2       4.3     4.3     4.3     4.3     4.3       4.4     4.4     4.4     4.4     4.4       4.5     4.5     4.5     4.5     4.5	3.4         3.4         3.4         3.4         3.4         3.4         3.4         3.4         3.4         3.4         3.4         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.6         3.7         3.7         3.7         3.7         3.7         3.7         3.7         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.9 <td>3.4         3.5         3.5         3.5         3.5         3.5         3.6         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.9         3.9         3.9         3.9<td>3.4     3.5     3.5     3.5     3.5     3.5     3.5     3.6     3.6     3.6     3.6     3.6     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.8     3.8     3.8     3.8     3.8     3.8     3.8     3.9<td>3.4         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.6         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.9         3.9</td></td></td>	3.4         3.5         3.5         3.5         3.5         3.5         3.6         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.9         3.9         3.9         3.9 <td>3.4     3.5     3.5     3.5     3.5     3.5     3.5     3.6     3.6     3.6     3.6     3.6     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.8     3.8     3.8     3.8     3.8     3.8     3.8     3.9<td>3.4         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.6         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.9         3.9</td></td>	3.4     3.5     3.5     3.5     3.5     3.5     3.5     3.6     3.6     3.6     3.6     3.6     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.7     3.8     3.8     3.8     3.8     3.8     3.8     3.8     3.9 <td>3.4         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.6         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.9         3.9</td>	3.4         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.6         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.8         3.9         3.9

collaborative protective

cu

**LESSON 14A** 

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

"ar" at the end of a word makes the sound of "er"

## molar familiar peculiar particular afar

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

#### STEP 1 - TEACH THE VOWEL SOUND

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

#### STEP 2 - STOP AT THE VOWEL SOUND

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

#### STEP 3 - READ EACH WORD SLOWLY

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

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### Fluency Time Chart

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

G								ıder		O II,
	L	R	1	L	R	L	R	L	R	Ī
	3.0	3.0		3.0	3.0	3.0	3.0	3.0	3.0	
	3.1	3.1		3.1	3.1	3.1	3.1	3.1	3.1	
	3.2	3.2		3.2	3.2	3.2	3.2	3.2	3.2	
	3.3	3.3		3.3	3.3	3.3	3.3	3.3	3.3	
	3.4	3.4		3.4	3.4	3.4	3.4	3.4	3.4	
	3.5	3.5		3.5	3.5	3.5	3.5	3.5	3.5	
	3.6	3.6		3.6	3.6	3.6	3.6	3.6	3.6	
	3.7	3.7		3.7	3.7	3.7	3.7	3.7	3.7	
	3.8	3.8		3.8	3.8	3.8	3.8	3.8	3.8	
	3.9	3.9		3.9	3.9	3.9	3.9	3.9	3.9	
	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	
	4.1	4.1		4.1	4.1	4.1	4.1	4.1	4.1	
	4.2	4.2		4.2	4.2	4.2	4.2	4.2	4.2	
	4.3	4.3		4.3	4.3	4.3	4.3	4.3	4.3	
	4.4	4.4		4.4	4.4	4.4	4.4	4.4	4.4	
	4.5	4.5		4.5	4.5	4.5	4.5	4.5	4.5	
	4.6	4.6		4.6	4.6	4.6	4.6	4.6	4.6	
	4.7	4.7		4.7	4.7	4.7	4.7	4.7	4.7	
	4.8	4.8		4.8	4.8	4.8	4.8	4.8	4.8	
	4.9	4.9		4.9	4.9	4.9	4.9	4.9	4.9	
	5	5		5	5	5	5	5	5	
	6	6		6	6	6	6	6	6	
	7	7		7	7	7	7	7	7	
	10+	10+		10+	10+	10+	10+	10+	10+	
s										

molar afar

familiar particular

peculiar peculiar

particular familiar

**afar** molar

**LESSON 14B** 

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

"or" at the end of a word makes the sound of "er"

## director vigor conductor superior splendor

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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

	R	De i	L	ı wı	lii u	1	R	310				ь
L	К		_	K		L	К		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+
										•		
					י ע							

director splendor

vigor superior

conductor conductor

cu

superior vigor

splendor director

**LESSON 14C** 

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

"le" at the end of a word makes the sound of "uhl"

## tremble nestle stable responsible lifestyle

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+

tremble lifestyle

nestle responsible

stable stable

responsible nestle

lifestyle tremble

**LESSON 14D** 

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

al" at the end of a word makes the sound of "uhl"

## political journal colonial impractical historical

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

0(		. 10	10	1						
Can be u										
	L	R		L						
	3.0	3.0		3.						
	3.1	3.1		3.						
	3.2	3.2		3.						
	3.3	3.3		3.						
	3.4	3.4		3.						
	3.5	3.5		3.						
	3.6	3.6		3.						
	3.7	3.7		3.						
	3.8	3.8		3.						
	3.9	3.9		3.						
	4.0	4.0		4.						
	4.1	4.1		4.						
	4.2	4.2		4.						
	4.3	4.3		4.						
	4.4	4.4		4.						
	4.5	4.5		4.						
	4.6	4.6		4.						
	4.7	4.7		4.						
	4.8	4.8		4.						

political historical

journal impractical

colonial colonial

impractical journal

cu

historical political

4.7 4.7 4.8 4.9 4.9 5 5 5 6 6 6 6 6 6 7 7 7 10+ 10+ Initials

4.0

**LESSON 15A** 

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

## resign motorized professional preserve profit

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

	r. Ì	<u> </u>	ľ			ŭ			) 				
	L	R		L	R		L	R		L	R	i	L
	3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0		3.0
	3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1		3.1
	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+
Initials													

resign profit

motorized preserve

preserve professional

professional motorized

pru

**profit** resign

LESSON 15B

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

## laborer glacier recover require basic

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

#### STEP 1 - TEACH THE VOWEL SOUND

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

#### STEP 2 - STOP AT THE VOWEL SOUND

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

#### STEP 3 - READ EACH WORD SLOWLY

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

#### STEP 4 - FLUENCY PRACTICE - TIMED READING

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

### Fluency Time Chart

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

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

labor basic

glacier require

recover recover

require glacier

basic laborer

LESSON 15C

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 often short when followed by 2 consonants

## muster express frantic splendid immigrant

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

#### STEP 1 - TEACH THE VOWEL SOUND

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

#### STEP 2 - STOP AT THE VOWEL SOUND

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

#### STEP 3 - READ EACH WORD SLOWLY

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

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### Fluency Time Chart

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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)

J ( )	Can be used with up to five students												
L	R		L	R		L	R		L	R		L	
3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0		3.0	
3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1		3.1	
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+	

muster immigrant

express splendid

frantic frantic

splendid express

immigrant muster

LESSON 15D

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 often short when followed by 2 consonants

## inform confident immense interrupt ethnic

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	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. ၁	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.	3.8		3.8	3.8		3.8	3.8
3.9	3.9		3.9	3.9		3. o	3.9		3.9	3.9		3.9	3.9
4.0	4.0		4.0	4.0		4.	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. 2	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. c	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. o	4.8		4.8	4.8		4.8	4.8
4.9	4.9		4.9	4.9		4. a	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+		1	10+		10+	10+		10+	10+

inform ethnic

confident interrupt

immense immense

interrupt confident

ethnic inform

### **LESSON 16A**

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

ai – long a

## slain despair restrain attain Britain

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

		"R" is for recording time for saying right column wor	ds
slain	Britain	GOAL IS TO REACH RED LINE (or close to it)	
Siaill	DHIAIII	Can be used with up to five students	
		LR LR LR	L R
			3.0
		3.1 3.1 3.1 3.1 3.1 3.1 3.1	3.1
•	•		3.2
despair	attain	3.3 3.3 3.3 3.3 3.3 3.3 3.3	3.3
_	actain	3.4 3.4 3.4 3.4 3.4 3.4 3.4	3.4 3.4
di		3.5 3.5 3.5 3.5 3.5 3.5 3.5	3.5
uı		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	3.8
•	restrain	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9	3.9 3.9
restrain	iestiaiii	4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0	1.0 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	1.2 4.2
		4.3 4.3 4.3 4.3 4.3 4.3 4.3 4.3	1.3 4.3
		4.4 4.4 4.4 4.4 4.4 4.4 4.4	1.4 4.4
	1	4.5 4.5 4.5 4.5 4.5 4.5 4.5	1.5 4.5
attain	despair	4.6 4.6 4.6 4.6 4.6 4.6 4.6	1.6 4.6
attam	· · · · · · · · · · · · · · · · ·	4.7 4.7 4.7 4.7 4.7 4.7 4.7	1.7 4.7
11			1.8 4.8
u			1.9 4.9
		5 5 5 5 5 5 5	5 5
			6 6
<b>T</b>	slain		7 7
Br <mark>i</mark> tain	Statti		0+ 10+
		Initials Initials	
		IIIIIais	

#### **LESSON 16B**

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

ay - long a

## layer essay decay frayed portray

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

lover	nortray	"R" is G	OAL	IS	TO	ŘΕ	ACH	l RI	ED L	IŇE	E (or	· clo	se to		S
layer	portray		-		be		1	th u	ıp to		Stu	ıder		г.	
_			L	R		L	R		L	R		_	R	L	R
			3.0	2 0		3.0	3.0	 	3.0	3.0		3.0	2.0	2 (	3.0
			3.1				3.1		_	3.1		3.1	_		1 3.1
			3.2				3.2			3.2		3.2	_		3.2
$\triangle CC 2M$	frayed		3.3				3.3		_	3.3		3.3	_	_	3 3.3
essay	maycu		3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4	3.4	1 3.4
			3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5	3.5	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	7 3.7
			3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8	3.8	3.8
decay	decay		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9	3.9	3.9
uccay	uccay		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	2 4.2
			4.3	4.3		_	4.3		4.3	4.3		4.3	_	_	3 4.3
			4.4			_	4.4			4.4		4.4	_	_	4.4
frayed	Accau		4.5	_		_	4.5			4.5		4.5		_	4.5
maycu	essay		4.6			_	4.6			4.6		4.6	_		3 4.6
			4.7			4.7	<b>—</b>			4.7		4.7	-	_	7 4.7
			4.8				4.8			4.8		4.8		_	3 4.8
			4.9			4.9				4.9		4.9			4.9
			5	5		5	5		5	5		5	5	5	
nortray	lavar		6 7	7		6 7	6 7		7	6		6 7	7	7	
portray	layer		10+				7 10+			7 10+		7 10+		_	+ 10+
•	-	ا مناها ما	10+	10+		10+	10+		10+	10+		10+	10+	10-	-110+
		Initials	Ш_		J			J						L	

**LESSON 16C** 

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

"ea" has 2 sounds long e & short e

## features repeal treaty headlines wealth

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

features	wealth	G	OAL 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												
1 Catules	wearth		L R	T De	ıse	R	ui ui	ו נ	R	; 511 	L	R	l 1	ı I	R
				-	_	-			-		-	·`	ı	_	-
			3.0 3.0		3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0
			3.1 3.1	-1	3.1	_		3.1	3.1	l	-	3.1			3.1
_			3.2 3.2		3.2	3.2		3.2	3.2	l	3.2	3.2		3.2	3.2
repeal	headlines		3.3 3.3		3.3	3.3		3.3	3.3	l	3.3	3.3		3.3	3.3
repear	neadines		3.4 3.4		3.4	3.4		3.4	3.4	l	3.4	3.4		3.4	3.4
			3.5 3.5		3.5	3.5		3.5	3.5	l	3.5	3.5		3.5	3.5
			3.6 3.6		3.6	3.6		3.6	3.6		3.6	3.6	ı	3.6	3.6
			3.7 3.7		3.7	3.7		3.7	3.7	l	3.7	3.7		3.7	3.7
			3.8 3.8		3.8	3.8		3.8	3.8		3.8	3.8	ı	3.8	3.8
tr <mark>ea</mark> ty	treaty		3.9 3.9		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
ucaty	ucaty		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	l	4.1	4.1	ı	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	ı	4.3	4.3
			4.4 4.4		4.4	4.4		4.4	4.4		4.4	4.4	ı	4.4	4.4
h <mark>ea</mark> dlines	ropool		4.5 4.5		4.5	4.5		4.5	4.5	i	4.5	4.5	ı	4.5	4.5
Headimes	repeal		4.6 4.6		4.6	4.6		4.6	4.6	i	4.6	4.6	ı		4.6
	•		4.7 4.7		4.7	4.7		4.7	4.7		4.7	4.7	ı	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
141	C				6	6		6	6	l	6	6		6	6
w <mark>ea</mark> lth	features		7 7		7	7		7	7	l	7	7	ı	7	7
			10+ 10+	1	10+	10+		10+	10+	i	10+	10+		10+	10+
		Initials								i					

LESSON 16D

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

ea - 3 sounds ee-uh ee-ah ee-ih

## areas reappear reaction meander European

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

#### STEP 1 - TEACH THE VOWEL SOUND

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

#### STEP 2 - STOP AT THE VOWEL SOUND

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#### STEP 3 - READ EACH WORD SLOWLY

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

#### STEP 4 - FLUENCY PRACTICE - TIMED READING

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

### Fluency Time Chart

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

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

areas European

reappear meander

reaction reaction

meander reappear

European areas

Initia

#### LESSON 17A

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

au - short o

## pause autopsy audition exhaust authority

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

	authority GOAL IS TO R															
pause	authority	_												,		
r			L	R			R		L	R		L	R		L	R
			3.0	3.0		0 3	_	11-	3.0	_	II I	3.0	-		3.0	
				3.1	_	1 3	_	- 11-	-			3.1			3.1	-
4	1		_	3.2	_	2 3	_	- 11-		3.2		3.2				3.2
autopsy	exhaust		_	3.3		3 3		- 1		3.3		3.3	-		3.3	_
r J			H	3.4	I -	4 3	—	- 1	3.4	-		3.4			_	3.4
			H	3.5	I -	5 3	—	- 1		3.5		3.5	-		3.5	_
				3.6	_	6 3	_	- 1		$\vdash$		3.6			_	3.6
				3.7		7 3	_	- 1		-		3.7				3.7
1:4:	4		H	3.8	I -	8 3	—	- 1	3.8	4		3.8			3.8	
audition	audition			3.9		9 3				3.9		3.9			3.9	
	aaamon		-	4.0		0 4	_	- 11-	4.0	_		4.0	_		4.0	-
			$\vdash$	4.1	I ⊢	1 4	_	- 1	4.1	$\vdash$		4.1	-			4.1
				4.2	_	2 4	_	IL.	4.2			4.2				4.2
			$\vdash$	4.3	I <b>-</b>	3 4		- 1		4.3		4.3	-		4.3	
exhaust			$\vdash$	4.4	_	4 4	_	II-	4.4			4.4			_	4.4
exmaust	autopsy		$\vdash$	4.5	_	5 4	_	- 1		4.5		4.5			_	4.5
•	autopsy			4.6	_	6 4	_	- 1		4.6		4.6	-		4.6	_
i			-	4.7	_	7 4	_	- 1		_		4.7			_	4.7
				4.8	_	8 4	_	- 1		4.8		4.8			4.8	
				4.9		9 4				4.9		4.9			4.9	
			5	5	_		5	ŀ	5	5		5	5		5	5
authority	101100		6	6		_	6	ŀ	6	6		6	6		6	6
authority	pause		7	7		, ,		ŀ	7	7		7	7		7	7
u	-		10+	10+	10	)+ 10	U+	╟	10+	10+		10+	10+		10+	10+
u		Initials			L						]	<u></u>		J		

**LESSON 17B** 

council

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

ou unique sound called a diphthong

## council pounce boundary compound outnumbered

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

outnumbered

#### 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

pounce	compound
boundary	boundary
compound	pounce

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+

outnumbered council

**LESSON 17C** 

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

oi – oy unique sound called a diphthong

## appoint viewpoint avoidance convoy royalty

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

appoint	appoint	G	OAL	IS T	ΓΟ RI be us	EAC	H R	REDI	LIÑE	(oi	r clo		o it)		
	appoint			R	Je us	1 -	]	L	R	5 511	L	R		L	R
u			3.0	3.0	3.	0 3.0	)	3.0	3.0		3.0	3.0	Н	3.0	3.0
			-	3.1		1 3.1	-11	3.1	_		3.1	3.1		3.1	_
			3.2	3.2	3.	2 3.2	2	3.2	3.2		3.2	3.2		3.2	3.2
viouvnoint	viewpoint		3.3	3.3	3.	3 3.3	3	3.3	3.3		3.3	3.3	i 1	3.3	3.3
viewpoint	viewpoint		3.4	3.4	3.	4 3.4	Ļ	3.4	3.4		3.4	3.4		3.4	3.4
•			3.5	3.5	3.	5 3.5	5	3.5	3.5		3.5	3.5	i [	3.5	3.5
			3.6	3.6	3.	6 3.6	6	3.6	3.6		3.6	3.6	i [	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	3.8	3.8		3.8	3.8		3.8	
avaidanaa	avoidance		3.9	3.9	3.	9 3.9	)	3.9	3.9		3.9	3.9		3.9	3.9
avoidance	avoluance		4.0	1.0		0 4.0	-1	4.0	_		_	4.0		4.0	_
				1.1	-	1 4.1		4.1	$\vdash$		4.1	4.1		4.1	
u			4.2			2 4.2		4.2	-		4.2	4.2		4.2	
			4.3		_	3 4.3		4.3			_	4.3	i	4.3	_
			4.4		-	4 4.4		4.4	_		4.4	4.4	l	4.4	_
	CONVOV		4.5		-	5 4.5	-	_	4.5			4.5		4.5	_
convoy	convoy		4.6			6 4.6		-	4.6		_	4.6	l	4.6	_
Convoy			4.7			7 4.7		4.7			4.7	4.7	i	4.7	
			4.8		-	8 4.8	-	4.8	$\vdash$			4.8	i	4.8	
			4.9	_ !		9 4.9	9	4.9				4.9		4.9	
			$\vdash$	5	5		4	5	5		5	5	i	<u> </u>	5
	rovoltv			6	6		4	6	6		6	6	i		6
royalty	royalty		7 10+ 1	7	7	7 + 10-	-	7	7 10+		7 10+	10:	l	7 10+ 1	7
10 y arty	•	1-20-1-	10+11	U+	10	+ 10-	-	10+	10+		10+	10+	i I	10+1	U+
		Initials	ı		I		1			I	l		i 1		I

LESSON 17D

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

oo has 2 unique sounds We call them long & short oo

## groove bamboo woodland statehood livelihood

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

groove	livelihood
bamboo	statehood
woodland	woodland
statehood	bamboo
livelihood	groove

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 18A

section

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

tion - shun

## section petition destination exploration communication

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

communication

#### STEP 1 - TEACH THE VOWEL SOUND

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#### STEP 3 - READ EACH WORD SLOWLY

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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

petition pu	exploration

destination destination

exploration petition

communication section cu

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 18B

cu

cu

A 4-step process for achieving accelerated advancement in grade level vocabulary - word recognition - and reading comprehension sion - 2 sounds shun zshun

## admission concussion confession version collision

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

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

0.		Can	be ι	use	w b
	L	R		L	R
	3.0	3.0		3.0	3.0
	3.1	3.1		3.1	3.1
	3.2	3.2		3.2	3.2
	3.3	3.3		3.3	3.3
	3.4	3.4		3.4	3.4
	3.5	3.5		3.5	3.5
	3.6	3.6		3.6	3.6
	3.7	3.7		3.7	3.7
	3.8	3.8		3.8	3.8
	3.9	3.9		3.9	3.9
	4.0	4.0		4.0	4.0
	4.1	4.1		4.1	4.1
	4.2	4.2		4.2	4.2
	4.3	4.3		4.3	4.3
	4.4	4.4		4.4	4.4
	4.5	4.5		4.5	4.5
	4.6	4.6		4.6	4.6
	4.7	4.7		4.7	4.7
	4.8	4.8		4.8	4.8
	4.9	4.9		4.9	4.9
	5	5		5	5
	6	6		6	6
	7	7		7	7

admission confession

concussion concussion

confession collision

admission version

collision version cu

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 18C** 

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

ance ending

## France romance advance prance finance

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

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### Fluency Time Chart

France	finance	GOAL I		REAC used							o it)		
Tance	imanee	L F	_	L I	_	L	R		L	R	ſ	L	R
		3.0 3	0	3.0 3	0	3.0	3.0	]	3.0	3.0		3.0	_
		3.1 3		3.1 3			3.1	-1	3.1	_		3.1	
		3.2 3		3.2 3		3.2		4		3.2		3.2	_
romance	prance	3.3 3		3.3	-1	-	3.3		-	3.3		3.3	_
	Promo	3.4 3		3.4 3	-1	-	3.4		-	3.4		3.4	_
		3.5 3		3.5		-	3.5	-1	-	3.5		3.5	_
		3.6 3	_	3.6		-	3.6	-11	-	3.6		3.6	
		3.7 3		3.7			3.7	-1		3.7		3.7	
_		3.8 3		3.8 3	-1		3.8	4	-	3.8		3.8	_
advance	advance	3.9 3	9	3.9 3	9	3.9	3.9		3.9	3.9		3.9	
ad variet	advance	4.0 4	_	4.0 4			4.0	-11	4.0	_		4.0	
		4.1 4		4.1 4		-	4.1	-1	4.1	_		4.1	_
		4.2 4		4.2 4			4.2	-11		4.2		4.2	_
		4.3 4		4.3 4	-1	-	4.3	_	-	4.3			4.3
		4.4 4		4.4 4	4	-	4.4		4.4	4.4		4.4	
nrance	romance	4.5 4		4.5 4	-1	-	4.5	-1	-	4.5		4.5	
prance	Tomance	4.6 4		4.6 4			4.6	-1	-	4.6		4.6	
_		4.7 4		4.7 4		-	4.7		4.7	$\vdash$			4.7
		4.8 4		4.8 4	-1	-	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	-1	5	5		5	5		5	5
f. to our or	Europe	6 6	i	6	;	6	6		6	6		6	6
finance	France	7	_			7	7		7	7		7	7
		10+ 10	+	10+ 1	+	10+	10+	1	10+	10+		10+	10+
		Initials						1					

LESSON 18D

racidanca

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

ence ending

## residence coincidence tolerance endurance arrogance

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

Can be used with up to five students

residence	arrogance
coincidence	endurance
tolerance	tolerance
endurance	coincidence

arrogance

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+

arrogance residence