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

LESSON 19A

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

able says "uhbul"

considerable comparable miserable remarkable reasonable

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

cu	
comparable cu	remarkable
	. 11

miserable

considerable reasonable

miserable

comparab	le
	comparable

L	R	L	R	Г	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 19B

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

able says "uhbul"

acceptable favorable tolerable honorable reliable

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STEP 4 – FLUENCY PRACTICE – TIMED READING

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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)

0.	(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+
مام											

reliable acceptable

favorable honorable

tolerable tolerable

honorable favorable

reliable acceptable

LESSON 19C

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

ous ending says "us"

enormous numerous miraculous monotonous prosperous

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Fluency Time Chart

0.10 0.1110	12110 (12 0110)	G	GOAL IS TO REACH RED LINE (or close to it) Can be used with up to five students													
enormous	prosperous			Can	be ı	used	iw b	th ι	ıp to	five	stu	uder	nts			
•	1 1		L	R		L	R		L	R		L	R	L	L	R
1																
			3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0	T	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
numaralia	monotonous		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3
numerous	monotonous		3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4	Ī	3.4	3.4
			3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5	ı	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	1	3.7	3.7		3.7	3.7		3.7	3.7	Ī	3.7	3.7
			3.8	3.8	1	3.8	3.8		3.8	3.8		3.8	3.8	ı	3.8	3.8
	miraculous		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
miraculous miraculous				4.0		4.0	4.0		4.0	4.0		4.0	4.0	П	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	Ī	4.2	4.2
			4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	Ī	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
			4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5
monotonous	numerous		4.6	4.6	1	4.6	4.6		4.6	4.6		4.6	4.6	Ī	4.6	4.6
monotonous			4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7	Ī	4.7	4.7
mu			4.8	4.8	1	4.8	4.8		4.8	4.8		4.8	4.8	Ī	4.8	4.8
mu			4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9	Ī	4.9	4.9
			5	5		5	5		5	5		5	5	T	5	5
			6	6		6	6		6	6		6	6	Ī	6	6
	enormous		7	7		7	7		7	7		7	7		7	7
prosperous			10+	10+	1	10+	10+		10+	10+		10+	10+	Ī	10+	10+
r r		Initials			1					•				Ī		
			ш		ו ע			U	ь		ı	Щ		L		

LESSON 19D

furious

cu

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

ious says "ee-us"

furious mysterious various glorious contagious

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

Can be used with up to five students

	8
mysterious	glorious
various	various
glorious	mysterious
contagious	furious

contagious

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

LESSON 20A

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

1 Consonant Rule A vowel is often long if followed by one consonant

recall reject resolve reform researcher

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

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

Fluency Time Chart

recall	researcher		GOAL IS TO REACH RED LINE (or close to it) Can be used with up to five students													
Todan	Toboutonor		-	R		L	R		L	R	1	L	R		L	R
											lacksquare					_
		I -	3.0	_		3.0	3.0	41	3.0	3.0	-11		3.0		3.0	
			_	3.2		3.2		4	-	3.2	-1	_	3.2		3.2	_
raiact	reform	l -	3.3	_		3.3		4		3.3	_	-	3.3		3.3	_
reject	16101111	 -		3.4		3.4		41	-	3.4	-11	3.4			3.4	
_		II-	—⊩	3.5		-	3.5	41	-	3.5	-11	3.5	_		3.5	
		ll-	_	3.6		3.6		4	-	3.6	-1	_	3.6		3.6	_
		<u>;</u>	3.7	3.7		3.7		4	3.7	3.7	1	3.7	3.7		3.7	
			3.8	3.8		3.8	3.8		3.8	3.8	1	3.8	3.8		3.8	3.8
resolve	resolve		3.9	3.9		3.9	3.9		3.9	3.9	1	3.9	3.9		3.9	
ICSUIVE	1680116	4	1.0	1.0		4.0	4.0	İ	4.0	4.0	Ī	4.0	4.0		4.0	
		4	l.1 4	l.1		4.1	4.1		4.1	4.1	1	4.1	4.1		4.1	
		4	1.2	1.2		4.2	4.2		4.2	4.2	1	4.2	4.2		4.2	4.2
		4	1.3	1.3		4.3	4.3		4.3	4.3	1	4.3	4.3		4.3	4.3
		4	1.4	1.4		4.4	4.4		4.4	4.4]	4.4	4.4		4.4	4.4
reform	raiaat	4	1.5	1.5		4.5	4.5		4.5	4.5	4	4.5	4.5		4.5	4.5
16101111	reject	4	1.6	1.6		4.6	4.6		4.6	4.6		4.6	4.6		4.6	
	•	4	1.7	1.7		4.7	4.7		4.7	4.7	1	4.7	4.7		4.7	
		4	1.8	8.4			4.8	4	4.8	4.8	1	4.8	4.8		4.8	
		4	1.9	1.9		4.9	4.9		4.9	4.9	L	4.9	4.9		4.9	4.9
		II-	<u>-</u> ⊢	5		5	5		5	_		5	5		5	5
no a o no h o n	*** *** ** ** ** ** ** *	 -		6		6	6		6	6	4	6	6		6	6
researcher	recall		_	7		7	7		7	<u> </u>		7	7		7	7
			0+ 1	0+		10+	10+		10+	10+	1	10+	10+		10+	10+
		Initials							1							

LESSON 20B

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

1 Consonant Rule A vowel is often long if followed by one consonant

opinion refer republic request humiliated

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	5 511	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+

refer opinion

republic humiliated

request request

humiliated republic

opinion refer

LESSON 20C

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

2 Consonant Rule A vowel is often short if followed by two consonants

support freshman mangoes promptly rummage

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

support	rummage	Can be used with up to five students														
Ser PP 310	1011111110080		L	R		L	R	I	L	R		L	R		3.0 3.0 3.1 3.1 3.2 3.2 3.3 3.3 3.4 3.4 3.5 3.5 3.6 3.6 3.6 3.7 3.7 3.8 3.8 3.9 3.9 4.0 4.0 4.1 4.1 4.1 4.2 4.2 4.3 4.3 4.4 4.4 4.5 4.5 4.6 4.6 4.7 4.7	R
											L					
		l-	_	3.0		_	3.0	-11	3.0			3.0	-			
		II-	_	3.1		_	3.1	-11	3.1	_	4	3.1	_			
C 1		-	_	3.2		_	3.2	-11	3.2	_	-1	3.2	4—4			
freshman	promptly	II-	_	3.3		_	3.3	-11	3.3	_	_	3.3	4—4		-	_
	r r J	II-	_	3.4		_	3.4	-11	3.4	-	1	3.4	-		-	-
		II -	3.5		1 1	_	3.5	-11	_	3.5	-1	3.5	4—4		_	-
		II-	_	3.6			3.6	-1	3.6	_	-1	3.6	4—4		-	_
		II -	_	3.7		_	3.7	-11		3.7	-11	3.7	4—4			_
		II -	3.8				3.8	-	-	3.8	-	3.8	-		-	_
mangoes	mangoes		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9			
mangoos	mangoes	 -	4.0	4.0	11 1	4.0	_		4.0		1	4.0	_		_	-
		II-	_	4.1	4 1	_	4.1	_	4.1	_	_	4.1	-	ı	-	_
		II-	_	4.2	d l	4.2		-1	4.2	_	-1	4.2	-		-	_
		II -	4.3			_	4.3	-1	_	4.3	-	-	4.3		-	_
		II -	_	4.4		_	4.4	-11	4.4	-	_	4.4	_	ı	-	-
promptly	freshman	I +	_	4.5		4.5		-	4.5	_	-1	4.5	-		-	
promptly	Hesimian		4.6	4.6		_	4.6		_	4.6		-	4.6		-	_
		-	_	4.7			4.7		4.7			4.7	4.7	ı	-	_
			4.8	4.8		4.8		-	4.8			4.8	-		4.8	
			4.9	4.9		4.9	4.9		4.9	4.9	Щ	4.9	4.9		4.9	4.9
			5	5		5	5		5	5		5	5		5	5
4477400400000	2774242 044 4		6	6		6	6		6	6		6	6	ı	6	6
rummage	support		7	7		7	7	_	7	7	1	7	7		7	7
$\boldsymbol{\mathcal{C}}$	1 1		10+	10+		10+	10+	1	10+	10+		10+	10+		10+	10+
		Initials						I					ŀ		ı	

LESSON 20D

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

2 Consonant Rule A vowel is short if followed by two consonants

suspect emblem inflated represent neglect

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

suspect	neglect	G	DAL	IS	TO	ŘE/	\CF	l RI	EĎ I	LIŇI	E (o	r clo uder	se t		
buspeet	negreet		L	R		L	R]	L	R	Ĭ	L	R	L	R
			0.0	0.0		0.0	0.0				L			0.0	0.0
			3.0	-		3.0	_		3.0	3.0	-11		3.0	3.0	
			3.2	3.2		3.2			3.2	_	4	_		 3.2	
emblem	renrecent		3.3	3.3		3.3	_		_	3.3	4	-	3.3	 3.3	_
CIIIOICIII	represent		3.4	3.4		3.4	3.4		3.4	3.4	.1	3.4	-	 3.4	
			3.5	3.5		3.5	3.5		3.5	3.5	1	3.5	3.5	3.5	3.5
			3.6	3.6		3.6	3.6		3.6	3.6	1	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	4		3.8	 3.8	
inflated	inflated		3.9	3.9		3.9	3.9		3.9	3.9	L	3.9	3.9	3.9	3.9
Innated	minuca		4.0	4.0		4.0	_		4.0	_	-11	4.0		4.0	
			4.1			4.1				4.1	-1	-	4.1	4.1	_
			4.2	4.2		4.2			4.2	-	41		4—4		
			4.3			4.3	_		_	4.3	-1	_	4.3	4.3	_
	1 1		4.4 4.5			4.4			-	4.4	-1	4.4	4.4	 4.4	_
represent	emblem		4.6	4.6		4.6	_		_	4.6	4	-	4.6	 4.6	_
represent	CHIETCHI		4.7	4.7		4.7				4.7	-1	-	-	 4.7	
			4.8			4.8				4.8	4	-	4.8	 4.8	
			4.9	4.9		4.9				4.9	_11		4.9	 4.9	
			5	5		5	5		5	5		5	5	5	5
T	4		6	6		6	6		6	6	1	6	6	6	6
neglect	suspect		7	7		7	7		7	7	1	7	7	7	7
•	r		10+	10+		10+	10+		10+	10+]	10+	10+	10+	10+
ni		Initials													

LESSON 21A

cu

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

Final-e Rule A vowel before the final-e in a word is long

combine assume migrate emphasize communicate

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.

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Fluency Time Chart

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

Can be used with up to five students

L R L R L R L R

combine cu	communicate
assume u	emphasize
migrate	migrate
emphasize	assume
communicate	combine

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 21B

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

Final-e Rule
A vowel before the final-e in a word is long

unite quote inquire appetite parasite

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)

(an	be ı	use	iw b	th u	p to	TIVE	STL	ıder	nts		
L	R		L	R		L	R		L	R	L	F
3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0	3.0	3
3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1	3.1	3
3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2	3.2	3
3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3	3.3	3
3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4	3.4	3
3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5	3.5	3
3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6	3.6	3
3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7	3.7	3
3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8	3.8	3
3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9	3.9	3
4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0	4.0	4
4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1	4.1	4
4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2	4.2	4
4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	4.3	4
4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4	4.4	4
4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5	4.5	4
4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6	4.6	4
4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7	4.7	4
4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8	4.8	4
4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9	4.9	4
5	5		5	5		5	5		5	5	5	
6	6		6	6		6	6		6	6	6	-
7	7		7	7		7	7		7	7	7	Γ.
10+	10+		10+	10+		10+	10+		10+	10+	10+	10

unite parasite

quote appetite

inquire inquire

appetite quote

parasite unite

LESSON 21C

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

Final-e Rule
A vowel before the
final-e in a word
is long

intrude turnpike despite indicate fugitive

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+

intrude fugitive

turnpike indicate

despite despite

indicate turnpike

fugitive intrude

LESSON 21D

passive

executive

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

ive says "iv"

passive excessive impressive constructive executive

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)

P	
excessive	constructive
impressive	impressive
constructive cu	excessive

executive

passive

Can be used with up to five students															
L	R		L	R	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 22A

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

C-Rule When "e" or "i" follow C, C makes the "s" sound

civil recent decent descent judicial

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.

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

Can be used with up to five students

Г	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+

civil judicial

recent descent

decent decent

descent recent

judicial civil

di

LESSON 22B

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

C-Rule When "e" or "i" follow C, C makes the "s" sound

cancel innocent evidence precise ceremony

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

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

Fluency Time Chart

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

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

cancel ceremony

innocent precise

evidence evidence

precise innocent

ceremony cancel

LESSON 22C

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

G-Rule When "e" or "i" follow G, G makes the "j" sound

emerge fringe energetic exaggerate imaginary

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

emerge i	imaginary	GOA
fringe	exaggerate	3.4 3.5 3.6 3.6
energetic	energetic	3.3 3.4 4.4 4.2
exaggerate i	fringe	4.5 4.6 4.6 4.7 4.8 4.8
imaginary	emerge	5 6 7 10

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

LESSON 22D

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

G-Rule When "e" or "i" follow G, G makes the "j" sound

gender tragic fidget origin exchange

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

1	1		s for re SOAL IS										
gender	exchange								stude		,		
8	8-1-1-0		L F	:	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	2 3.2]	3.2	3.2
tragic	origin		3.3	3	3.3	3.3	3.3	3.3	3.3	3.3		3.3	3.3
crus10	0115111		3.4 3	4	3.4	3.4	3.4	3.4	3.4	4 3.4]	3.4	3.4
			3.5 3	5	3.5	3.5	3.5	3.5	3.5	5 3.5		3.5	3.5
			3.6 3	6	3.6	3.6	3.6	3.6	3.6	3.6	4	3.6	
			3.7	7	3.7	3.7	3.7	3.7	3.7	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
fidget	fidget		3.9 3	9	3.9	3.9	3.9	3.9	3.9	3.9		3.9	3.9
Huget	naget		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	2 4.2]	4.2	4.2
			4.3 4	3	4.3	4.3	4.3	4.3	4.3	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
origin	tragia		4.5 4	5	4.5	4.5	4.5	4.5	4.5	5 4.5		4.5	4.5
Origin	tragic		4.6 4	6	4.6	4.6	4.6	4.6	4.6	3 4.6		4.6	4.6
	•		4.7 4	7	4.7	4.7	4.7	4.7	4.7	7 4.7		4.7	4.7
			4.8 4	8	4.8	4.8	4.8	4.8	4.8	3 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
1	1		6 6		6	6	6	6	6	6]	6	6
exchange	gender		7 7		7	7	7	7	7	7		7	7
	$\boldsymbol{\mathcal{C}}$		10+ 10	+	10+	10+	10+	10+	10	+ 10+		10+	10+
1		Initials											

LESSON 23A

<mark>u</mark>nique

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

prefix – un "un" means "not"

uncertain unaware unconscious unfortunately unique

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

uncertain	unique
unaware	unfortunately
unconscious	unconscious
unfortunately	unaware

3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.2 3.3 3.3 3.3 3.3 <th>R</th> <th>L</th> <th>R</th> <th>L</th> <th>R</th> <th>L</th> <th>R</th> <th>L</th> <th>R</th> <th>L</th>	R	L	R	L	R	L	R	L	R	L
3.1 3.2 3.2 <th></th>										
3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.3 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 <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 3.6 3.6 <td>3.1</td>	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.4 3.5 3.5 3.5 3.5 3.5 3.5 3.6 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 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.9 <td>3.2</td>	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 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 3.8 3.8 3.8 3.9 3.9 3.9 3.9 3.9 3.9 3.9 <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 3.9 3.9 <td>3.4</td>	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.9 <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>	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 4.2 4.2 4.2 <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 4.2 4.2 <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>	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.2 4.2 <td>4.0</td>	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 4.4 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 4	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.4 4.5 4.5 4.5 4.5 4.5 4.5 4.5 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 4.7 4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 <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 4.5 4.5 4.5 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 <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 4.7 4.7 4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 4.6 4.6 4.6 4.6 4.7 4.7 4.7 4.7 4.7 4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 <td>4.4</td>	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.7 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.9 <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 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 5 5 5 6 6 6 6 6 6 6	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>	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
5 5 5 5 5 5 5 5 5 5 6	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	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
7 7 7 7 7 7 7 7 7	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+	10+	10+	10+	10+	10+	10+	10+	10+	10+
							•			

Initials

uncertain

LESSON 23B

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

prefix – in means "not"

incomplete injustice incapable incompetent invincible

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

incomplete cu	invincible
injustice	incompetent
incapable	incapable
incompetent	injustice
invincible	incomplete

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 23C

forces

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

forces perform formal ordinance ornamental

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

or

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

perform	ordinance

ornamental

formal formal

ordinance perform

ornamental forces

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 23D

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

"or" ending "or" makes the sound of "ir" when ending a word

editor advisor ancestor navigator inferior

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

3.1

3.6

3.7 3.7

3.9

4.0 4.0

4.7 47

4.8

4.9 4.9

5

6 6 7 7

10+ 10+

editor	inferior	"R" is	for OAL	reco	rdir TO	ng ti RE/	me ACH	for s	sayi D L	ng r INE five	ight (or	colu	umn se to
			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	
	•		3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2
advisor	navigator		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3
dd v 1501	navigator		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	
				3.6		3.6				_		3.6	-
			_	3.7		3.7				3.7			3.7
,	,			3.8		3.8	-			3.8		3.8	
ancestor	ancestor			3.9		3.9				3.9		3.9	
	00110 0 × 0 0 1		4.0	4.0 4.1		4.0	4.0		4.0 4.1	4.0 4.1		4.0	_
		_	4.1		4.1	-		4.1	4.1		4.1	-	
				4.3		4.3	-		-	_		4.3	-
			4.4				4.4		4.4	4.4		4.4	-
	- 1		4.5	-		4.5	-			4.5		_	4.5
navigator	advisor		4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6
\mathcal{L}			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
inferior	editor		6	6		6	6		6	6		6	6
	eunoi		7	7		7	7		7	7		7	7
		Initials	10+	10+		10+	10+		10+	10+		10+	10+
		Initials]			i J		

LESSON 24A

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

ur - errr

urban rural surplus current pluralism

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)

urban	pluralism
rural	current
surplus	surplus
current	rural
pluralism	urban

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 24B

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

short vowels

vast hull draft grid grant

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

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

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

Fluency Time Chart

vast	grant		OAL	IS	TO	ŘΕ	ACH	I RE		IŇE	Ē (or	· clo			as	
vast	grant			R		L	R		L	R	310	L	R		L	R
			3.0			3.0	_		1	3.0		3.0	_	_	3.0	_
			3.1			3.1				3.1		3.1			3.1	
111	1		3.2			3.2			3.2			3.2			3.2	
hull	grid		3.3			3.3	_			3.3		3.3	-		3.3	
	\mathcal{C}		3.4			3.4			1	3.4		3.4	_		3.4	
			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	_
1	1 C		3.8			3.8	_			3.8		3.8			3.8	
draft	draft		3.9			3.9				3.9		3.9			3.9	
	GIGIC		4.0			4.0				4.0		4.0	-	_	1.0	_
			4.1				4.1		1	4.1		4.1	-	-	1.1	—
			4.2			4.2			4.2			4.2			1.2	
			4.3				4.3		1	4.3		4.3	-	_	1.3	_
			4.4			4.4				4.4		4.4	-		1.4	_
grid	hull		4.5			4.5				4.5		4.5			1.5	
Sila	man		4.6				4.6			4.6		4.6	-		1.6	
			4.7			4.7				4.7			4.7		1.7	
			4.8				4.8			4.8		4.8	_		1.8	
			4.9				4.9			4.9			4.9		1.9	
			5	5		5	5		5	5		5	5	-	—	5
grant	vast		6	6		6 7	6		6	6		6	6			7
grant	vast		7	7			7		7	7 10+		7	_		_	
C		1	10+	10+		10+	10+		10+	10+		10+	10+	1	0+ 1	U+
		Initials												L		

LESSON 24C

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

Unusual letter combinations

violence diagram diary symbol system

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

violence	ce system				GOAL IS TO REACH RED LINE (or close to it) Can be used with up to five students									
VIOICIICC	System		L R		L	R	lii u	R R	5 510	L	R	L	R	
			3.0 3.0	-1	3.0			3.0		3.0		3.0	3.0	
			3.2 3.2	-1	3.2			3.1		3.1		-	3.2	
diagram	symbol		3.3 3.3	4	3.3			3.3			3.3		3.3	
diagram	Symbol		3.4 3.4	-1	3.4			3.4		3.4		_	3.4	
			3.5 3.5	5	3.5	3.5		3.5		3.5	3.5	-	3.5	
			3.6 3.6	5	3.6	3.6		3.6		3.6	3.6	3.6	3.6	
			3.7 3.7	-	3.7	3.7		3.7		3.7	3.7	3.7	3.7	
			3.8 3.8	3	3.8	3.8		3.8		3.8	3.8	3.8	3.8	
diary	diary		3.9 3.9)	3.9	3.9		3.9		3.9	3.9	3.9	3.9	
urai y	urary		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	
			4.2 4.2	2	4.2			4.2		4.2		_	4.2	
			4.3 4.3	-	4.3	-		4.3		4.3		_	4.3	
			4.4 4.4	-1	4.4	-		4.4		4.4		\vdash	4.4	
symbol	diagram		4.5 4.5	-	4.5			4.5		4.5		\vdash	4.5	
Symbol	uragram		4.6 4.6	_	4.6			4.6		4.6			4.6	
			4.7 4.7	4	4.7			4.7		4.7		-	4.7	
			4.8 4.8	-1	4.8	_		4.8 4.9		4.8		-	4.8	
			4.9 4.9	'	4.9					4.9			4.9	
			5 5 6 6	-	5 6	5 6		5 6		5	5	5	5	
system	violence		7 7	-	7	7		7		7	7	7	7	
System	VIOICIICC		10+ 10	4	10+			10+		10+		-	10+	
		Initials		1	Н			d				۳		

LESSON 24D

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

"al" ending same as "le"

ideal festival additional spiritual industrial

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

ideal	industrial
festival	spiritual
additional u	additional
spiritual speer	festival
industrial	ideal

L	R	L	R	Г	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 25A

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 if followed by one consonant

detect dilate brutal numerals patriotic

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

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

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Fluency Time Chart

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+

detect patriotic

dilate numerals

brutal brutal

numerals dilate

patriotic detect

LESSON 25B

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 if followed by one consonant

unit laces detach elapse diverse

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STEP 1 - TEACH THE VOWEL SOUND

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Fluency Time Chart

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

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

unit diverse

laces elapse

detach detach

diverse laces

elapse unit

LESSON 25C

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

object stocked progress desperate opposition

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

object o	opposition	GOAL IS TO REACH RED LINE (or close to it) Can be used with up to five students
3	11	
		3.0 3.0 3.0 3.0 3.0 3.0 3.0
		3.1 3.1 3.1 3.1 3.1 3.1 3.1
, 1 1	1 ,	3.2 3.2 3.2 3.2 3.2 3.2 3.2
stocked	desperate	3.3 3.3 3.3 3.3 3.3 3.3 3.3
	or or a production	3.4 3.4 3.4 3.4 3.4 3.4 3.4
		3.5 3.5 3.5 3.5 3.5 3.5
		3.6 3.6 3.6 3.6 3.6 3.6 3.6
		3.7 3.7 3.7 3.7 3.7 3.7
		3.8 3.8 3.8 3.8 3.8 3.8 3.8
progress	progress	3.9 3.9 3.9 3.9 3.9 3.9 3.9
progress	progress	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
		4.2 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
		4.4 4.4 4.4 4.4 4.4 4.4
desperate	stocked	4.5 4.5 4.5 4.5 4.5 4.5
desperate	Stocked	4.6 4.6 4.6 4.6 4.6 4.6
		4.7 4.7 4.7 4.7 4.7 4.7
		4.8 4.8 4.8 4.8 4.8 4.8
		4.9 4.9 4.9 4.9 4.9 4.9 4.9
		5 5 5 5 5 5
onnogition	object	6 6 6 6 6 6
opposition •	object	7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7
A A	<u> </u>	10+ 10+ 10+ 10+ 10+ 10+ 10+ 10+

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

LESSON 25D

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

brilliant complex peppermint amputate declare

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

brilliant	declare	G	OAL I		O RE								(1	
Ullilant	acciaic			R R	le us	R	1011 C	up to L	R	510	L	R	L	R
			3.0 3	.0	3.	3.0	l	3.0	3.0		3.0	3.0	3.0	3.0
			3.1 3	.1		3.1		3.1	3.1		3.1	-		
-			3.2 3	.2	3.	3.2		3.2	3.2		3.2	3.2	3.2	3.2
complex	amputate		3.3	.3	3.	3.3		3.3	3.3		3.3	3.3	3.3	3.3
Complex	ampatate		3.4	.4	3.	3.4		3.4	3.4		3.4	3.4	3.4	3.4
			3.5	.5	3.	3.5		3.5	3.5		3.5	3.5	3.5	3.5
			3.6	.6	3.	3.6		3.6	3.6		3.6	3.6	3.6	3.6
			3.7	.7	3.	3.7		3.7	3.7		3.7	3.7	3.7	3.7
•			3.8	8.	3.	3.8					3.8			3.8
peppermint	peppermint		3.9	.9	3.	3.9		3.9	3.9		3.9	3.9	3.9	3.9
peppermint	pepperimit		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
			4.2 4	.2	4.	_		4.2	4.2		4.2			4.2
			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
amputata	complex		4.5 4	.5		4.5					4.5	⊩	_	4.5
amputate	Complex		4.6 4			4.6		\vdash	4.6		4.6	⊩	-	4.6
_	_		4.7 4	_		4.7		4.7	4.7		4.7		4.7	
			4.8 4	_		4.8	_	_	4.8		4.8			4.8
			4.9 4	.9	4.	4.9		4.9	4.9		4.9	4.9	4.9	4.9
			⊢	5	5		_	5	5		5	5	5	5
declare	brilliant			6	6	4—	_	6	6		6	6	6	6
ueciare	DHIIIaiii			7	7	_	_	7	7		7	7	7	7
			10+ 1	0+	10	+ 10+		10+	10+		10+	10+	10+	10+
		Initials		╝]						L	

LESSON 26A

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

conduct contact constant contrast consequences

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

contact contra	ıst
constant consta	ant
contrast contac	et

consequences conduct

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 26B

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

congress conquer continent concept conservation

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

congress	conservation
conquer	concept
continent	continent
concept	conquer
conservation	congress

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 26C

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

co says "cuh"

confess contain conclude consider continuous

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

confess	continuous
contain	consider
conclude	conclude
consider	contain
continuous	confess

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 26D

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

cu says "cuh"

consume congested convince contract convention

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

consume	convention	GOAL IS TO REACH RED LINE (or close to it) Can be used with up to five students														
Consume	convention		L	R	De (L	R]	L L	R	-	L	R	1	L	R
														1		
			3.0	3.0		3.0	3.0	ĺ	3.0	3.0	1	3.0	3.0		3.0	3.0
			3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1		3.1	
, 1			3.2	3.2		3.2	3.2		3.2	3.2	:∐	3.2	3.2		3.2	3.2
congested	contract		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3
congested			3.4	3.4		3.4	3.4		3.4	3.4	╝	3.4	3.4	1	3.4	3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 4.0 4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9
			3.5	3.5		3.5	3.5		3.5	3.5	.∐	3.5	3.5	1		
			3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6		3.6	
				3.7		3.7	3.7	41	3.7	3.7	1	3.7	3.7		3.5 3.5 3.6 3.6 3.7 3.7 3.8 3.8 3.9 3.9 4.0 4.0 4.1 4.1	
_			3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8
convince	convince		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
Convince	Convince		4.0	4.0		4.0	4.0		4.0	4.0	1	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	
			4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	1	4.3	4.3
			4.4	4.4		4.4	4.4		4.4	4.4	_	4.4	4.4		4.4	4.4
contract	congested		4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5
Contract	congested		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	1	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	4.9
			5	5		5	5		5	5		5	5		5	5
	0.040.033400.0		6	6		6	6		6	6	_	6	6	1	6	6
convention	consume		7	7		7	7		7	7	_	7	7	1	7	
			10+	10+		10+	10+		10+	10+		10+	10+		10+	10+
		Initials														

LESSON 27A

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

tion says "shun"

inspection humiliation projection recognition plantation

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-

inspection plantation

humiliation recognition

projection projection

recognition humiliation

plantation inspection

LESSON 27B

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

sion "shun" & "chun"

invasion corrosion emission commission mansion

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

invasion	mansion
corrosion cu	commission
emission	emission
commission	corrosion

invasion

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+

mansion

LESSON 27C

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

tious says "shus"

nutritious ambitious infectious superstitious repetitious

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

nutritious	repetitious
ambitious	superstitious
infectious	infectious
superstitious	ambitious
repetitious	nutritious

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 27D

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

cious says "shus"

spacious gracious precious ferocious luscious

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

chacione	luscious	G	GOAL IS TO REACH RED LINE (or close to it) Can be used with up to five students													
spacious spacious	luscious		(1	be ı	used		th i	<u> </u>	_	e st	udei		1		
•			L	R		L	R		L	R	-	L	R		L	R
			3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0
			3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1
•			3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2
gracious	ferocious		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3
	rerocious		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
precious	precious		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
	precious		4.0	4.0		4.0	4.0		4.0	4.0	ĺ	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
fanaciona			4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5
ferocious	gracious		4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6
	\mathcal{C}		4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7
			4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8
			4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9
			5	5		5	5		5	5	Ì	5	5		5	5
1	•		6	6		6	6		6	6		6	6		6	6
luscious	spacious		7	7		7	7		7	7	1	7	7		7	7
	~ P ••• • • • •		10+	10+		10+	10+		10+	10+	1	10+	10+		10+	10+
		Initials		•				1		_						