# Welcome to the ReadingKey Grade 5 Fluency Builder Lists – 4th Nine Weeks

(Also called the "Student Reading Wall Lists")

### **Introduction:**

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

### How to Begin:

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

**LESSON 28A** 

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

"ar" says are

## snarl partly participate artificial charity

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

snarl	charity
partly	artificial
participate	participate
artificial	partly
charity chair	snarl

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 28B**

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

er

## derby concern barrier avert controversial

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

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

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

#### STEP 3 - READ EACH WORD SLOWLY

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

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

Can be used with up to five students

derby	controversial
concern cu	avert
barrier	brrier

controversial derby

u

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

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#### LESSON 28C

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

or

## forecast portrait restore assorted according

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

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

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		<u>                                     </u>	R		L	R		-	K		ŀ	R	-	L	ŀ
		3.	3.0		3.0	3.0	 	3.0	3.0	1	3.0	3.0	Н	3.0	2
		3.			3.1	_		-	3.1	1	3.1		4 +	3.1	3
_		3.	2 3.2		3.2	3.2		3.2	3.2		3.2	3.2	1 1	3.2	3
portrait	assorted	3.	3.3	1	3.3	3.3		3.3	3.3		3.3	3.3	1 [	3.3	3
portiait	abbortea	3.	3.4		3.4	3.4		3.4	3.4		3.4	3.4	1 [	3.4	3
		3.	3.5		3.5	3.5		3.5	3.5		3.5	3.5		3.5	3
		3.	3.6		3.6	3.6		3.6	3.6		3.6	3.6		3.6	3
		3.			3.7	3.7		3.7	3.7			3.7	J L	3.7	3
		3.	3.8		3.8	3.8			3.8	1	-	3.8	4 -	3.8	3
restore	restore	3.	3.9		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3
TOSTOTO	restore	4.	_		4.0	4.0		_	_		4.0	-		4.0	4
		4.	_					4.1	4.1	_	_	4.1		4.1	4
		4.	_		4.2			4.2	4.2	4	4.2	_		4.2	4
		4.	-					-	4.3	-11	4.3	4	4 1	4.3	4
	_	4.	_		4.4			4.4	4.4	-11	4.4	4	4 1	4.4	_
assorted	portrait	4.	_	-	4.5	_	-	4.5	4.5	-11	_	4.5	4 1	4.5	_
assorted	portrait	4.	_	-	_		-	1	4.6	-11	4.6	4	4 1	4.6	Ľ
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**LESSON 28D** 

A 4-step process for achieving accelerated advancement in grade level vocabulary - word recognition - and reading comprehension ar-or ending says "ir"

## altar irregular vendor spectator investor

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

#### STEP 1 - TEACH THE VOWEL SOUND

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

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#### STEP 3 - READ EACH WORD SLOWLY

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

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

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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)

3.8

6 6

7 7

altar	investor	GOAL									
	111 / 02001	L	R	L	R	<b>1 1</b>	L	R		L	R
0											
		3.0	3.0	3.0	3.0		3.0	3.0	П	3.0	3.0
		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
irregular	spectator	3.3	3.3	3.3	3.3		3.3	3.3		3.3	3.3
	speciator	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			-
4			3.8	3.8				3.8		-	
vendor	vendor	3.9	3.9	3.9	3.9		3.9	3.9		3.0   3.3   3.4   3.5   3.8   3.7   3.8   3.9   3.9   3.9   3.9   4.1   4.2   4.4   4.4   4.5   4.6   4.7   4.8   4.9	3.9
Vender	Vendor		4.0	4.0	-		-	4.0		-	
			4.1	4.1	_			4.1		-	_
			4.2	4.2	-		_	4.2		-	$\vdash$
		-	4.3	4.3	-			4.3			
			4.4	4.4	-			4.4		-	$\vdash$
spectator	irregular	-	4.5	4.5	-			4.5			$\vdash$
speciator	megulai		4.6	4.6	-			4.6			
		4.7	4.7	4.7				4.7			
			4.8	4.8	-			4.8		-	
			4.9	4.9				4.9			
		5	5	5	5		5	5		_	5
investor	altar	6	6	6	6		6	5			_
III V CSTOI	artar	7	7 10+	7 10+	101		7 10+	7			
	laitia		10+	10+	10+		10+	10+		10+	10+

#### LESSON 29A

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

ai – long a

## frail prairie acquaint entertain campaign

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

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

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

## Fluency Time Chart

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

Can be used with up to five students

frail	campaign
prairie	entertain
acquaint u	acquaint
entertain	prairie
campaign	frail

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 29B** 

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

ay - long a

## delay stray layman payment Norway

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)

delay	Norway	GOAL IS	TO RE								o it)		
di	riorway	L R	L	- 11	7	L	R		L	R	F	L	R
		3.0 3.0	3.0	3.0	İ	3.0	3.0	T	3.0	3.0	Ţ	3.0	3.0
		3.1 3.1		3.1	41	3.1	3.1		3.1	3.1	;	3.1	3.1
. 4	,	3.2 3.2		3.2	41	3.2		41	3.2	-	_	_	3.2
stray	payment	3.3 3.3		3.3	-1	3.3	3.3		3.3	3.3	3	3.3	3.3
<b>-</b>	p of mone	3.4 3.4		3.4	-11	-	3.4	-1	-	-			3.4
		3.5 3.5	4 📙	3.5	-1	-	3.5	-1	3.5	3.5			3.5
		3.6 3.6	- III	3.6	-1	-	3.6	-1	3.6	ш		_	3.6
		3.7 3.7		7 3.7	-11	_	3.7	-11		_		_	3.7
1	1	3.8 3.8		3.8	-11		3.8	41		3.8	_ F	-	3.8
layman	layman	3.9 3.9		3.9			3.9	L		3.9	_	_	3.9
	iay iiiaii	4.0 4.0		4.0		4.0	_	-11	4.0	_			4.0
		4.1 4.1	4 📙	1 4.1	-1	-	4.1	-1	4.1	-	_ F	4.1	
		4.2 4.2		4.2	41	4.2		41	4.2	_		_	4.2
		4.3 4.3		4.3	-11	-	4.3	-1	4.3	-	_	_	4.3
		4.4 4.4	4 📙	4.4	-1	-	4.4	-1	4.4	-		_	4.4
payment	stray	4.5 4.5	4 ⊨	5 4.5	-1	_	4.5	-	4.5	_		4.5	_
payment	stray	4.6 4.6		4.6	_	-	4.6	-1	4.6	-	_	4.6	
		4.7 4.7		4.7	_	_	4.7	41	4.7	-	<u> </u>	_	4.7
		4.8 4.8		4.8	-11	_	4.8	4		4.8	_	4.8	
		4.9 4.9		4.9			4.9	L		4.9			4.9
		5 5	5		-	5	5	4	5	5	-		5
Norway	dalay	6 6	6	4	-	6	6	-	6	6	_ F	6	6
1 VOI Way	delay	7 7	7		-	7	7	4	7	7	_ L	_	7
	•	10+ 10+	10	+ 10+	4	10+	10+	4	10+	10+	¹	10+	10+
		Initials			]			]			L		

**LESSON 29C** 

mortgage

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

Final-e Rule
When a word ends in
"e" – the vowel
before the "e" is long

## device oppose dispute supreme mortgage

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

device di	mortgage
oppose u	supreme
dispute	dispute
supreme	oppose

device

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

#### LESSON 29D

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

er

## cluster tolerate convert reference interview

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

cluster	interview
tolerate	reference
convert cu	convert
reference	tolerate
interview	cluster

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 30A

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

ee - long e

## keel leer leech freedom committee

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

#### STEP 1 - TEACH THE VOWEL SOUND

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

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

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#### STEP 3 - READ EACH WORD SLOWLY

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### **Fluency Time Chart**

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)

keel	committee
leer	freedom
leech	leech
freedom	leer
committee	keel

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

Initials

cu

**LESSON 30B** 

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

ea - long e

## feat league appeal ideal realization

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

feat	realization	GC GC	AL	IS T	ГО	ŘE/	ACI	ΗR		_IŇE	∃ (o	r clo	se	n wo to it)		
Tout	Teamzanon		L	R	be i	L	R	_	L L	R		L	R	] [	L	Γ
		ŀ	3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0		3.0	
		<b>II-</b>	3.1			3.1	_	-11	-	3.1		_	3.1	- 1	3.1	ľ
_		ľ	3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2		3.2	[
league	ideal		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3		3.3	Ė
Tougue	Ideal		3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4		3.4	Ŀ
		II_	3.5			3.5	3.5		3.5	3.5		3.5	3.5		3.5	Ŀ
			3.6			3.6	_		3.6	3.6		3.6	3.6	- 1	3.6	Ŀ
		IL-	-	3.7		3.7		-1	_	3.7		-	3.7		3.7	Ŀ
-	1	II-	3.8			3.8	_	-11		3.8			3.8		3.8	Ŀ
appeal	appeal		3.9	3.9		3.9	3.9			3.9			3.9		3.9	ŀ
appour	appear	ll-	4.0	4.0		4.0	4.0	-1	-	4.0		_	4.0	- 1	4.0	Ľ
u		I-		4.1		4.1	_	-1	-	4.1	-	-	4.1	- 1	4.1	Ľ
u		IL-		4.2		4.2	4.2	-1	4.2			4.2	4	4	4.2	Ľ
		l-	4.3	_		4.3	_	-1	-	4.3	-	-	4.3	-	4.3	Ľ
	-	ll-		4.4		4.4	_		4.4	-			4.4	4	4.4	Ľ
ideal	league	l-	_	4.5		4.5		-1	-	4.5		_	4.5		4.5 4.6	Ľ
Ideal	reagae	I-				4.0		-1	4.6		-1	_	4.0	4 1	4.6	Ľ
		I-		4.7		4.7		-1	-	4.7		-	4.7	4 1	4.7	Ľ
		I-		4.9		4.9	_	-1	-	4.9	-		4.9	- 1	4.9	ŀ
		ŀ	5	5		5	5		5	5	 	5	5		5	ř
		-	6	6		6	6	1	6	6		6	6	1	6	ŀ
realization	feat		7	7		7	7	1	7	7	-	7	7	1	7	r
Tourization	Teat	<b> </b>	10+	10+		10+	10+	1	-	10+	1		10+	1	10+	1
		Initials	, l										11			-

**LESSON 30C** 

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

ie - long e

## grief lien species grievance occupied

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

_	٠٠,		_	٠٠,		_	٠.	_	٠.	_	٠.
3.0	3.0		3.0	3.0		3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1		3.1	3.1		3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2		3.2	3.2		3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3		3.3	3.3		3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4		3.4	3.4		3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5		3.5	3.5		3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6		3.6	3.6		3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7		3.7	3.7		3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8		3.8	3.8		3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9		3.9	3.9		3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0		4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1		4.1	4.1		4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2		4.2	4.2		4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3		4.3	4.3		4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4		4.4	4.4		4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5		4.5	4.5		4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8		4.8	4.8		4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9		4.9	4.9		4.9	4.9	4.9	4.9	4.9	4.9
5	5		5	5		5	5	5	5	5	5
6	6		6	6		6	6	6	6	6	6
7	7		7	7		7	7	7	7	7	7
10+	10+		10+	10+		10+	10+	10+	10+	10+	10+
		U			U						

occupied

grievance

grief

lien

species

grief

lien

occupied

grievance

species

#### LESSON 30D

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

ea - short e

## leather meadow peasant deafening jealousy

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

#### STEP 1 - TEACH THE VOWEL SOUND

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

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

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#### STEP 3 - READ EACH WORD SLOWLY

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

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

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

### Fluency Time Chart

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

leather	jealousy	GOAL IS TO REACH RED LINE (or close Can be used with up to five students
	jestis	LR LR LR
		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 C :	3.2 3.2 3.2 3.2 3.2 3.2 3.2
meadow	deafening	3.3 3.3 3.3 3.3 3.3 3.3 3.3
	$\mathcal{C}$	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 3.5
		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 3.7
		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
	4	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9
peasant	peasant	4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0
1	1	4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0
		4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2
		4.3 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
1 . C	1	4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5
deafening	meadow	4.6 4.6 4.6 4.6 4.6 4.6 4.6
8		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
		5 5 5 5 5 5 5
• 1	1 41	6 6 6 6 6 6
j <mark>ea</mark> lousy	leather	7 7 7 7 7 7 7 7
J J	<del>-</del>	10+ 10+ 10+ 10+ 10+ 10+ 10+

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

LESSON 31A

auction

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

au – aw short o sound

## auction autobiography brawl drawback bureau

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

#### STEP 1 - TEACH THE VOWEL SOUND

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

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#### STEP 3 - READ EACH WORD SLOWLY

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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

autobiogi	raphy di	rawback

bureau

brawl brawl

drawback autobiography

**bureau** auction

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+
				•								
ш		U			ו ע	l		l		•		

**LESSON 31B** 

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

oo has 2 sounds as in food & book

## moody loom aloof soot outlook

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

#### STEP 1 - TEACH THE VOWEL SOUND

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

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

#### STEP 3 - READ EACH WORD SLOWLY

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

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

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

### Fluency Time Chart

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

•	.1 1	"R" is for recording GOAL IS TO R									
moody	outlook	Can be us	ed w	ith u	ip to	five	stud	en	ts		
	3 6,613 311	L R L	- 11	1	L	R	ı	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
1		3.2 3.2 3.	2 3.2	:	3.2	3.2	3	.2	3.2	3.2	
loom	soot	3.3 3.3 3.	3 3.3		3.3	3.3	3	.3	3.3	3.3	3.3
	8000	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	5	3.6	3.6	3	.6	3.6	3.6	
		3.7 3.7 3.	7 3.7		3.7	3.7	3	.7	3.7	3.7	3.7
	4 0		8 3.8	_	3.8		- ⊩	.8		3.8	
aloof	aloof	3.9 3.9 3.	9 3.9	)	3.9	3.9	3	.9	3.9	3.9	3.9
a1001	aiooi		0 4.0	-11	4.0	_	- 1	.0		4.0	_
			1 4.1	_	4.1		- ⊩	.1		4.1	
			2 4.2	_	4.2		- 1	.2		4.2	
			3 4.3	-1	4.3	-	- ⊩	.3		4.3	
			4 4.4	-1	4.4	4.4	- ⊩	.4		4.4	
soot	loom	<u> </u>	5 4.5		4.5		- ⊩	.5		4.5	
Soot	100111		6 4.6	-1	4.6	_	- ⊩	.6		4.6	
			7 4.7	_	4.7		I	.7		4.7	
			8 4.8	_	4.8	_	I	.8		4.8	_
			9 4.9		4.9				4.9	4.9	
		5 5 5	-	_	5	5	-	5	5	5	5
outlook	moody	6 6	_	_	6	6	- 1	6	6	6	6
outlook	moody	7 7	_	_	7	7	- 1	7	7	7	7
	•	<b>├</b> ───	+ 10-	-	10+	10+	10	U+	10+	10+	10+
		Initials			<u> </u>						

LESSON 31C

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

ou sound as in "ouch"

## pout sprout outburst announcement Missouri

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

pout	Missouri	G		IS	TO	ŘΕ	ACH	ΙR		LIÑE	∃ (o	r clo	se to	o it)		
Pout	1 <b>111330</b> 0111			can R	be i	use	d Wi	th (	up to	five R	e st ∥	uder	nts R	,	L	R
			L	K		L	K		F	K	-	-	K		_	K
			2.0	2.0		2.0	3.0		3.0	3.0	<b>_</b>	3.0	2.0		2.0	2.0
			3.0	3.0			3.0			3.0	-	3.0	3.0		3.0	-
			3.2	3.2		3.2				3.2	-	3.2	3.1	ŀ	3.2	-
sprout	announcement		3.3				3.3			3.3	-	_	3.3		3.3	
sproat	announcement		3.4	3.4		3.4			-	3.4	1	-	3.4		3.4	_
			3.5	3.5			3.5		-	3.5	1	$\vdash$	3.5		3.5	-
			3.6	3.6		3.6	3.6		3.6	3.6	1	3.6	3.6		3.6	-
			3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7	ŀ	3.7	-
. •	. 1		3.8	3.8		3.8	3.8		3.8	3.8	1	3.8	3.8	ı	3.8	3.8
outburst	outburst		3.9	3.9		3.9	3.9		3.9	3.9	1	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
0.10.10.00.10.10.10.10.10.10.10.10.10.10	~~~		4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4		4.4	-
announcement	sprout		4.5	4.5			4.5			4.5	-1	4.5	$\vdash$		4.5	-
	1		4.6	4.6			4.6		-	4.6	-11	4.6	$\vdash$		4.6	_
u			4.7	4.7			4.7		-	4.7		4.7	$\vdash$		4.7	-
				4.8			4.8			4.8		4.8	-		4.8	-
			4.9	4.9			4.9		- II	4.9		4.9	4.9		4.9	
<b>N</b> # •	nout		5	5		5	5		5	5		5	5			5
Missouri	pout		6	6		6	6		6	6		6	6		6	6
	•		7	7		7			7	7		7	7			7
			10+	10+		10+	10+		10+	10+		10+	10+	ļ	10+	10+
		Initials							L			<u>L</u>		J		

LESSON 31D

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

## recoil rejoice boisterous adjoining Illinois

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

Can be used with up to five students

L R

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Initials

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4.2 4.2 4.2 4.8 4.8 4.9 4.9 5 6 6 6 6

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10+

7

10+

7

Illinois recoil

adjoining rejoice

boisterous boisterous

adjoining rejoice

Illinois recoil

#### LESSON 32A

dahata

A 4-step process for achieving accelerated advancement in grade level vocabulary - word recognition - and reading comprehension Final-e Rule ate - long a

## debate irritate investigate estate navigate

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

#### STEP 1 - TEACH THE VOWEL SOUND

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

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

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### Fluency Time Chart

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

debate	navigate	Can be used with up to five students	
		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	_
i 1010 i t 0 t 0	astata	3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3	_
irritate	estate		-
		3.4 3.4 3.4 3.4 3.4 3.4 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5	_
		3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6	-
		3.6 3.6 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7	_
		3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.8 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	_
investig <u>ate</u>	investigate	4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0	_
$\mathcal{C}$	$\mathcal{C}$	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	_
		4.3 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	• • , ,	4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5	-
estate	irritate	4.6 4.6 4.6 4.6 4.6 4.6 4.6 4.6	6
		4.7 4.7 4.7 4.7 4.7 4.7 4.7 4.7	7
		4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8	8
		4.9 4.9 4.9 4.9 4.9 4.9 4.9	9
		5 5 5 5 5 5 5	
	.1 . 1	6 6 6 6 6 6	J
navig <mark>ate</mark>	debate	7 7 7 7 7 7 7 7 7	
		10, 10, 10, 10, 10, 10, 10, 10, 10	1

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 32B

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

"ate" ending "a" says long a

## eliminate duplicate germinate associate evaluate

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

#### STEP 1 - TEACH THE VOWEL SOUND

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

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

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

#### STEP 3 - READ EACH WORD SLOWLY

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

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### Fluency Time Chart

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

eliminate	evaluate	GOAL			KE <i>F</i> used							Э
	Cvaraate	L	R		L	R	L	R		L	R	l
i												l
_		3.0	3.0		3.0	3.0	3.0	3.0	П	3.0	3.0	_
		3.1	3.1		3.1	3.1	3.1	3.1		3.1	3.1	ĺ
1 10	• ,	3.2	3.2		3.2	3.2	3.2	3.2		3.2	3.2	l
duplicate	associate	3.3	3.3		3.3	3.3	3.3	3.3		3.3	3.3	l
aupireate		3.4	3.4		3.4	3.4	3.4	3.4		3.4	3.4	l
		3.5	3.5		3.5	3.5	3.5	3.5		3.5	3.5	l
		3.6	3.6		3.6	3.6	3.6	3.6		3.6	3.6	l
		3.7	3.7		_	3.7	3.7	3.7			3.7	ĺ
•			3.8		3.8	_	3.8		1 1	3.8		ı
germinate	germinate	3.9	3.9		3.9	3.9	3.9	3.9		3.9	3.9	L
Serminate	Serminate	4.0	_		4.0	4.0	4.0	4.0		4.0	_	l
		4.1	-		4.1	4.1	4.1			4.1		ı
		4.2				4.2	4.2	4.2		_	4.2	ı
		4.3	_			4.3	4.3	4.3		_	4.3	l
		4.4			4.4	4.4	4.4	4.4		_	4.4	l
associate	duplicate		4.5		4.5		4.5			4.5		l
associate	dupireate		4.6		4.6		4.6	4.6		4.6		l
		4.7	4.7		4.7	4.7	4.7	4.7			4.7	l
			4.8		4.8		4.8		4 1	4.8	_	l
		4.9			4.9		4.9			4.9		_
		5	5		5	5	5	5		5	5	ı
evaluate	eliminate	6	6		6	6	6	6		6	6	ı
varuate	Cillinate	7	7 10+		7 10+	7	7	7 10+		7 10+	7	l
	1.50		10+		10+	10+	10+	10+		10+	10+	l

L	R	L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
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 32C

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

"ate" ending "ate" says "it"

## fortunate delicate accurate deliberate intermediate

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

fortunate	intermediate
delicate	deliberate
accurate	accurate
deliberate di	delicate

intermediate fortunate

_	_	_	ĸ	I K		_	I.	_	K
3.0	3.0	3.0	3.0	3.0		3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1		3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2		3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3		3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4		3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5		3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6		3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7		3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8		3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9		3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0		4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1		4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2		4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3		4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4		4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5		4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6		4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7		4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8		4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9		4.9	4.9	4.9	4.9
5	5	5	5	5		5	5	5	5
6	6	6	6	6		6	6	6	6
7	7	7	7	7		7	7	7	7
10+	10+	10+	10+	10+		10+	10+	10+	10+
					-				

LESSON 32D

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

"ate" ending
"a" says short i

## confederate adequate appropriate inaccurate corporate

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

a an fadamata

corporate

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)

confederate	corporate
adequate	inaccurate
appropriate u	appropriate
inaccurate	adequate

(	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+

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confederate

LESSON 33A

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

"ine" ending "i" says long i

> 6 6 7 7

### swine decline incline recline coastline

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)

swine	coastline	G(	DAL	. IS	TO	REA	<b>ACH</b>	RE	ĎL	.IÑE	(or	r clo	se t
						H							
			3.0	3.0		3.0	3.0	İ	3.0	3.0		3.0	3.0
			3.1	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	3.2
decline	recline		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
				3.5		-				3.5			3.5
				3.6					0.0	3.6			3.6
			3.7	3.7		3.7	3.7			3.7			3.7
• 1•	. 1.		_	3.8		3.8				3.8			3.8
incline	incline			3.9		3.9				3.9			3.9
			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	4.2		$\vdash$	4.2			4.2
			4.4			4.4	4.4		4.4	4.4			4.4
1.	1 1.		4.5	4.5		4.5	4.5		$\vdash$	4.5		_	4.5
recline	decline		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
			4.8	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
.1 °	•		6	6		6	6		6	6		6	6
coastline	swine		7	7		7	7		7	7		7	7
	<del>-</del>		10+	10+		10+	10+		10+	10+		10+	10+
		Initiala	l			I					1 1	l	

LESSON 33B

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

"ine" ending "i" says short i

## examine intestine masculine discipline famine

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)

examine i	famine
intestine	discipline
masculine	masculine
discipline	intestine
famine	examine

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 33C

marine

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

"ine" ending "i" says long e

## marine sardine nicotine tambourine St. Augustine

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

mu	200 - 200 800 0 - 200
sardine	tambourine
nicotine	nicotine

St. Augustine

tambourine sardine

St. Augustine marine

L	R	L	R	L	R	Г	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 33D

motiva

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

"ive" ending "I" says short i

## motive native instinctive persuasive incentive

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

#### STEP 1 - TEACH THE VOWEL SOUND

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

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

#### STEP 3 - READ EACH WORD SLOWLY

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

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

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

### **Fluency Time Chart**

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

Can be used with up to five students

motive	memuve
native	persuasive
instinctive	instinctive
persuasive	native

incentive

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

incentive motive

#### **LESSON 34A**

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

ph - "f" sound

## physical philosophy physician physics telegraph

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

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

physical telegraph

philosophy physics

physician physician

physics philosophy

telegraph physical

LESSON 34B

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

ph - "f" sound

## phase physiology triumph hemisphere geographer

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

#### STEP 1 - TEACH THE VOWEL SOUND

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

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

#### STEP 3 - READ EACH WORD SLOWLY

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

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

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## 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

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phase geographer

hemisphere physiology

triumph triumph

hemisphere physiology

geographer phase

4.2 4.8 4.8 4.8 4.9 4.9 5 6 6 6 6 6 6 7 7 7 7 7 7 7 7 10+ 10+ 10+ Initials

**LESSON 34C** 

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

"ant" ending says "int"

## reluctant pleasant covenant significant descendant

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

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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)

reluctant ri	descendant
pleasant	significant
covenant cu	covenant
significant	pleasant

descendant reluctant

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 34D

column

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

Silent Letters

## column debt hymn condemn chronological

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

Column	cinonological
debt	condemn
hvmn	hvmn

chronological

condemn	debt
cu	

chronological column

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

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#### **LESSON 35A**

faithful

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

ful ending full

## faithful dreadful grateful delightful forceful

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

G	ገ/
O.	<i>J</i>
	ı
	3.
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	4.
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	4.
	4.
	6
	7

Initials

dreadful delightful

forceful

grateful grateful

delightful dreadful

forceful faithful

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 35B

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

## irritable intolerable imaginable justifiable profitable

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

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## Fluency Time Chart

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0.		Can	be i	use	d wi	th u			ıder	
	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+

irritable profitable ear

intolerable justifiable

imaginable imaginable

intolerable justifiable

irritable profitable

**LESSON 35C** 

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

"ey" ending long a sound

## prey obey survey convey disobey

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

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

prey	disobey		ΑL	IS	TO I	ŘΕ	ACH	H R	RED I	LIŇ	Ε (α	or clo	se t	o it)		
prey	disobby		L	R		L	R	]	L	R	Ĭ	L	R		L	R
				0.0		0.0	0.0		10.0	100		0.0	0.0		0.0	0.0
		<b>I</b> I <del>-</del>		3.0			3.0	-11	3.0	3.0	-11	_	3.0		3.0	3.0
			_	3.2			3.2	4	3.2	_	4	-	3.2			3.2
ohow	CONVOV	<b>I</b> -	3.3				3.3	-11		3.3	41	-	3.3			3.3
obey	convey	II-	3.4				3.4	-11	-	3.4	-11	-	3.4			3.4
	-	<b>I</b> -	3.5				3.5			3.5	-11	-	3.5		3.5	_
		<b>I</b> -	3.6				3.6	-11		3.6	41		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	
CHENION	CHTMAN	3	3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
survey	survey	4	1.0	4.0		4.0	4.0	Ì	4.0	4.0	Ì	4.0	4.0			4.0
	•	4	1.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1			4.1
		4	1.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2
		4	1.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3
		4	1.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4
0.04011.011	ohov		1.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5
convey	obey		1.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6
	•	4	1.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7
cu		4	1.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8
		4	1.9	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	40.44.0.7.7	<b>I</b> -	6	6		6	6		6	6		6	6		6	6
disobey	prey	<b>I</b>  _	7	7		7	7		7	7		7	7		7	7
	1 2		0+	10+		10+	10+		10+	10+	1	10+	10+		10+	10+
		Initials														

**LESSON 35D** 

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

"ey" ending long e

## kidney pulley attorney medley volley

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

kidney	volley	GOA								r clo uder		it)		
Riditey	voney	L	Т-		L	R	L	R		L	R	Γ	L	R
												ŀ		
		3.0	3.0	1	3.0	3.0	3.0	3.0		3.0	3.0		3.0	3.0
		3.1	3.1		3.1	3.1	3.1	3.1		3.1	3.1	- [	3.1	3.1
11	11	3.2	3.2		3.2	3.2	3.2	3.2		3.2	3.2	- [	3.2	3.2
pulley	medley	3.3	3.3		3.3	3.3	3.3	3.3		3.3	3.3	- 1	3.3	3.3
Paricy	medicy	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
attorney	attorney	3.9	3.9		3.9	3.9	3.9	3.9		3.9	3.9	;	3.9	3.9
attorney	attorney	4.0	4.0		4.0	4.0	4.0	4.0		4.0	4.0	Ŀ	4.0	4.0
		4.	4.1		4.1	4.1	4.1	4.1		4.1	4.1	Ŀ	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	Ŀ	4.3	4.3
		4.4	4.4		4.4	4.4	4.4	4.4		4.4	4.4	Ŀ	4.4	4.4
modlow	<b>111101</b> 7	4.5	4.5		4.5	4.5	4.5	4.5		4.5	4.5	Ŀ	4.5	4.5
medley	pulley	4.6	4.6		4.6	4.6	4.6	4.6		4.6	4.6	Ŀ	4.6	4.6
•	1 0	4.7	4.7		4.7	4.7	4.7	4.7		4.7	4.7	Ŀ	4.7	4.7
		4.8	4.8		4.8	4.8	4.8	4.8		4.8	4.8	Ŀ	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	L	5	5
11	1_! 1	6	6		6	6	6	6		6	6	L	6	6
volley	kidney	7	7		7	7	7	7		7	7		7	7
<i>J</i>	J	10-	+ 10+	1	10+	10+	10+	10+		10+	10+	1	10+	10+
		Initials												

**LESSON 36A** 

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

"al" ending same as "le" ending

## manual maternal paternal informal neutral

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)

manual	neutral
maternal mu	informal
paternal pu	paternal
informal	maternal
neutral	manual

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+

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LESSON 36B

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

"al" ending same as "le" ending

## abnormal critical denial econonical constitutional

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)

			_			, ,						
for recording time for saying right column words												
DAL IS TO REACH RED LINE (or close to it)												
Can be used with up to five students												
L	R		L	R		R		L	R		L	R
0.0	0.0		0.0	0.0		0.0		0.0	0.0		0.0	0.0

# abnormal constitutional

critical economical

denial denial

economical critical

constitutional abnormal

_	٠٠.	_	٠.		_		_	٠.
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+	10+

**LESSON 36C** 

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

"le" ending

3.8 3.8

6 6 7 7

## assemble capsule ample textile fertile

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)

assemble	fertile	GOAL IS TO REACH RED LINE (or close Can be used with up to five students
		LR LR LR LR
u		
		3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
		3.1 3.1 3.1 3.1 3.1 3.1 3.1
1	4 4:1 -	3.2 3.2 3.2 3.2 3.2 3.2 3.2
capsule	textile	3.3 3.3 3.3 3.3 3.3 3.3 3.3
r		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
		3.6 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 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8
1	aa 1 a	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9
ample	ample	4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0
I	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
		4.3 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 1	1 -	4.5 4.5 4.5 4.5 4.5 4.5 4.5
textile	capsule	4.6 4.6 4.6 4.6 4.6 4.6 4.6
	1	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
		5 5 5 5 5 5 5
C 4.1	1- 1 -	6 6 6 6 6 6
fertile	assemble	7 7 7 7 7 7 7 7
		10+ 10+ 10+ 10+ 10+ 10+ 10+

LESSON 36D

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

"le" ending

## bible dimple style edible durable

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)

bible	durable		AL	IS	TO	ŘΕ	ACI	ΗR	RED I	LIÑE	E (o	r clc	se t	o it)		
Office	aaraore		L	R		L	R	-	L	R		L	R		L	R
			3.0	3.0		3.0	3.0	1	3.0	3.0	<del>                                     </del>	3.0	3.0		3.0	3.0
		ll-	3.1				3.1			3.1			3.1		3.1	
			3.2	3.2			3.2	-11	3.2	3.2			3.2		3.2	3.2
dimple	edible		3.3	3.3		3.3	3.3			3.3	-11		3.3		3.3	
ampic	Cultic		3.4	3.4		3.4	3.4		3.4	3.4	1	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	
			3.7	3.7		3.7	3.7	1	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
style	style		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
Style	Style		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	1	4.3	4.3		4.3	4.3			4.3
			4.4	4.4		4.4	4.4	1	4.4	4.4		4.4	4.4		4.4	4.4
edible	dimplo		4.5	4.5			4.5	-11		4.5	_	_	4.5		4.5	
eurore	dimple		4.6			_	4.6	-11		4.6	-1	_	4.6		4.6	_
	•	l <sub>-</sub>		4.7			4.7	41		4.7	4	4.7	-		4.7	
		ll-	4.8				4.8	41		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
duma bla	hihla		6	6		6	6	1	6	6		6	6		6	6
durable	bible		7	7		7	7		7	7		7	7		7	7
		ll-	10+	10+		10+	10+	1	10+	10+	1	10+	10+		10+	10+
		Initials						1								