

Welcome to the ReadingKey

Grade 6 Fluency Builder Lists 3rd Nine Weeks

(Previously called the “Student Reading Wall Lists”)

Introduction:

You are about to begin a unique and very easy to use method for quickly advancing reading ability in any student. Whether you are a teacher or parent, the Fluency Builder Lists will enable you to become a highly effective reading teacher in just minutes. The sequential teaching techniques used in each word list allow students to master essential grade level vocabulary at a much faster pace than conventional reading methods. Even students who have not been successful with conventional reading programs typically show immediate and dramatic improvement. Along with the reading improvements you’ll observe after just minutes of using the lists, 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 6 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 the Fluency Builder Lists.

How to Begin:

1. 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. If you just completed our online grade level reading test, this reading vocabulary list was specifically selected as the best place to begin for your student.
3. Purchase a stopwatch from Radio Shack – Walmart or any local sports store. This is actually very important as the timing of the lists is highly motivational for the student as the time is recorded in the bar-graph in the lower right of each list. 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 adds increased motivation.
4. Next, bring out two chairs and place in front of the first page on the wall. Your student should sit on the left and you on the right. Now it is just the simple process of following the 4 steps at the top of word list page. After completing several lists, print out the Vocabulary Building Worksheets that parallel these same lists to master word meaning.

Fluency Builder List

Final-e Rule
"e" at the end of a word
makes the vowel
before it long

LESSON 19A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

thrive donate decode hibernate guideline vague

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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").

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NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

thrive

vague

donate

guideline

decode

hibernate

hibernate

decode

guideline

donate

vague

thrive

Ceiling							
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+
Initials							

Fluency Builder List

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

Also called the "Student Reading Wall" - A 4 Step memorization process
for achieving dramatic advancement in student reading ability.

LESSON 19B

mason trader noted unified Salem sapiens

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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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

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Fluency Time Chart

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"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

mason

sapiens

trader

Salem

noted

unified

unified

noted

Salem

trader

sapiens

mason

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

Fluency Builder List

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

LESSON 19C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

related bison fiber obedient rotor eyewitness

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STEP 2 - STOP AT THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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STEP 4 – FLUENCY PRACTICE – TIMED READING

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"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

related

eyewitness

bison

rotor

fiber

obedient

obedient

fiber

rotor

bison

eyewitness

related

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 19D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Long Vowels
1 Consonant Rule

genes ecosystem republican stamen plague ideals

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STEP 1 - TEACH THE VOWEL SOUND

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Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

genes	ideals
ecosystem	plague
republican	stamen
stamen	republican
plague	ecosystem
ideals	genes

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 20A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

short i sound
sometimes made by "e"

limited existing exhausted specific secure messiah

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"L" is for recording time for saying left column words
"R" is for recording time for saying right column words
TRY TO REACH THE RED LINE

<p>existing</p> <p>exhausted</p> <p>specific</p> <p>secure</p> <p>messiah</p> <p>limited</p>	<p>messiah</p> <p>secure</p> <p>specific</p> <p>exhausted</p> <p>existing</p> <p>limited</p>
--	--

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

Fluency Builder List

LESSON 20B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Long Vowels
1 Consonant Rule

pre- post equally meteor meteorite meteorology

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

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

pre-

meteorology

post

meteorite

equally

meteor

meteor

equally

meteorite

post

meteorology pre-

Fluency Builder List

LESSON 20C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

ies ending says "eez"

similarities copies liberties sanctuaries mysteries policies

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

similarities

policies

copies

mysteries

liberties

sanctuaries

sanctuaries

liberties

mysteries

copies

policies

similarities

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 20D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Prefix "un"

unavailable unfortunate unpopular unconstitutional uncover unavoidable

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

<p>unavailable</p> <p>unfortunate</p> <p>unpopular</p> <p>unconstitutional</p> <p>uncover</p> <p>unavoidable</p>	<p>unavoidable</p> <p>uncover</p> <p>unconstitutional</p> <p>unpopular</p> <p>unfortunate</p> <p>unavailable</p>
--	--

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

Fluency Builder List

While 1 consonant after a vowel usually makes the vowel long, here are six exceptions

LESSON 21A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

panel gradually talented status cataract Latin

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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").

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Fluency Time Chart

Place an "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
 TRY TO REACH THE RED LINE

panel	Latin
gradually	cataract
talented	status
status	talented
cataract	gradually
Latin	panel

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 21B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Exceptions to the
1 Consonant Rule
short vowels

telegram necessarily economically democratic delegate epidemic

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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").

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Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

te	gram	epi	demic
ne	cessarily	de	legate
eco	nomicall	demo	cratic
demo	cratic	eco	nomicall
de	legate	ne	cessarily
epi	demic	tele	gram

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 21C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Exceptions to the
1 Consonant Rule
short i sound

criticism minister figures physicist Italian defense

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

criticism

defense

minister

Italian

figures

physicist

physicist

figures

Italian

minister

defense

criticism

di

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 21D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Short o

document monument Ptolemy Solomon Colosseum province

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

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Fluency Time Chart

Place an "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
 TRY TO REACH THE RED LINE

document

province

monument

Colosseum

Ptolemy

Solomon

Solomon

Ptolemy

Colosseum

monument

province

document

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 22A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Short a
2 Consonant Rule

standard magnetic amber annex fashion campfire

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

standard	campfire
magnetic	fashion
amber	annex
annex	amber
fashion	magnetic
campfire	standard

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 22B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Unusual short i

erupt expected extent explorer extended established

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

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Fluency Time Chart

Place an "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
 TRY TO REACH THE RED LINE

erupt

established

expected

extended

extent

explorer

explorer

extent

extended

expected

established

erupt

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 22C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Short vowels

tranquil willing flimsy ingredients siblings frustrated

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

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Fluency Time Chart

Place an "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
 TRY TO REACH THE RED LINE

tranquil

frustrated

willing

siblings

flimsy

ingredients

ingredients

flimsy

siblings

willing

frustrated

tranquil

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 22D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Short o

pottery crossed pollen toxic ostrich sovereignty

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

<p>pottery</p> <p>crossed</p> <p>pollen</p> <p>toxic</p> <p>ostrich</p> <p>sovereignty</p>	<p>sovereignty</p> <p>ostrich</p> <p>toxic</p> <p>pollen</p> <p>crossed</p> <p>pottery</p>
--	--

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

Fluency Builder List

LESSON 23A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

a says short u

aggressive apparently approximate aside analogy adapt

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
 TRY TO REACH THE RED LINE

aggressive adapt
 apparently analogy
 approximate aside
 aside approximate
 analogy apparently
 adapt aggressive

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 23B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

a says short u

appendix alliance allergic Magellan dramatically calligraphy

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

appendix

calligraphy

alliance

dramatically

allergic

Magellan

Magellan

allergic

dramatically

alliance

calligraphy

appendix

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 23C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Short a

palace majesty banished Maximilian category algae

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
 TRY TO REACH THE RED LINE

palace

algae

majesty

category

banished

Maximilian

Maximilian

banished

category

majesty

algae

palace

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 23D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

o says short u

cocoon Columbus propose production procedure molasses

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

cocoon Columbus propose production procedure molasses	molasses procedure production propose Columbus cocoon
--	--

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

Fluency Builder List

LESSON 24A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Long Vowels
1 Consonant Rule

reform prehistoric deforestation cuneiform overthrow spacecraft

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

reform	spacecraft
prehistoric	overthrow
deforestation	cuneiform
cuneiform	deforestation
overthrow	prehistoric
spacecraft	reform

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

Fluency Builder List

LESSON 24B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Long Vowels
1 Consonant Rule

thriving preserved Ireland cedar overseer mohawk

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

thriving	Mohawk
preserved	overseer
Ireland	cedar
cedar	Ireland
overseer	preserved
Mohawk	thriving

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 24C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Long Vowels
1 Consonant Rule

based Roman tedious luminous Pocahontas Stonehenge

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

based	Stonehenge
Roman	Pocahontas
tedious	luminous
luminous	tedious
Pocahontas	Roman
Stonehenge	based

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 24D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Short Vowels
1 Cons. Except.

granite ratified federalist economic nevertheless analyze

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

granite

analyze

ratified

nevertheless

federalist

economic

economic

federalist

nevertheless

ratified

analyze

granite

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 25A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Short a
2 Consonant Rule

access Manhattan classmate landscape baptism sacrifice

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

access

sacrifice

Manhattan

baptism

classmate

landscape

landscape

classmate

baptism

Manhattan

sacrifice

access

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 25B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Short e
2 Consonant Rule

sensible dwellings density emphasis reckless entirely

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

sensible entirely
dwellings reckless
density emphasis
emphasis density
reckless dwellings
entirely sensible

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 25C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Short i
2 Consonant Rule

filthy diffuse inland disputes immigrated middleman

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

filthy	middleman
diffuse	immigrated
inland	disputes
disputes	inland
immigrated	\diffuse
middleman	filthy

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 25D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Short o – u
2 Consonant Rule

occupies possibility otters underwater rubbish custom

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

occupies	custom
possibility	rubbish
otters	underwater
underwater	otters
rubbish	possibility
custom	occupies

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 26A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Short a
2 Consonant Rule

altitude battered Passover sanctuary activism absolute

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

altitude	absolute
battered	activism
Passover	sanctuary
sanctuary	Passover
activism	battered
absolute	altitude

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

Fluency Builder List

LESSON 26B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Short e
2 Consonant Rule

eldest represented Netherlands self-sufficient empathy peppermint

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

eldest	peppermint
represented	empathy
Netherlands	self-sufficient
self-sufficient	Netherlands
empathy	represented
peppermint	eldest

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

Fluency Builder List

LESSON 26C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Short i
2 Consonant Rule

misfortune infer interact inhabitants silkworm issues

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

misfortune

issues

infer

silkworm

interact

inhabitants

inhabitants

interact

silkworm

infer

issues

misfortune

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 26D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Short Vowels
2 Consonant Rule

disabled foster Socrates prosperity substance subtropics

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

disabled	subtropics
foster	substance
Socrates	prosperity
prosperity	Socrates
substance	foster
subtropics	disabled

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

Fluency Builder List

LESSON 27A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

ur - errr

curb currency sturdy turbine cursive Burgoyne

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

<p>curb</p> <p>currency</p> <p>sturdy</p> <p>turbine</p> <p>cursive</p> <p>Burgoyne</p>	<p>Burgoyne</p> <p>cursive</p> <p>turbine</p> <p>sturdy</p> <p>currency</p> <p>curb</p>
---	---

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

Fluency Builder List

LESSON 27B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

er

per persecuted thermal Persian perceive Cherokee

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

per	Cherokee
persecuted	perceive
thermal	Persian
Persian	thermal
perceive	persecuted
Cherokee	per

Ceiling							
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+
Initials							

Fluency Builder List

LESSON 27C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

or

form former portable correspond Cornwallis flourished

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin 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 (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
 TRY TO REACH THE RED LINE

Ceiling							
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+
Initials							

form

flourished

former

Cornwallis

portable

correspond

correspond

portable

Cornwallis

former

flourished

form

Fluency Builder List

LESSON 27D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

ar – er ur
r-controlled vowels

Clark Sargon term perceive Jerusalem pluralistic

DIRECTIONS FOR STUDENT VOCAB BUILDER – More details and video at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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").

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NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Place an "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
TRY TO REACH THE RED LINE

Clark	pluralistic
Sargon	Jerusalem
term	perceive
perceive	term
Jerusalem	Sargon
pluralistic	Clark

Ceiling							
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+
Initials							