# Welcome to the ReadingKey Grade 6 Fluency Builder Lists 3<sup>rd</sup> 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:

- 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 <sup>1</sup>/<sub>2</sub> 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.

# **LESSON 19A**

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

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

# 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 colorcoded. 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**

thrive	vague	Place an ' "L" is for r "R" is for r	ecorc ecord	ling tir ing tin	me for	<sup>.</sup> sayir sayin	ng left g righ	colur t colu	nn wo Imn w	rds
	•		L	R		L	R		L	R
		Ceiling								
1 ,	• 1 1•		3.0	3.0		3.0	3.0		3.0	3.0
donate	guideline		3.1	3.1		3.1	3.1		3.1	3.1
	841441114		3.2 3.3	3.2 3.3		3.2 3.3	3.2 3.3		3.2 3.3	3.2 3.3
			3.3	3.3		3.3	3.3		3.3	3.3
			3.5	3.5		3.5	3.5		3.5	3.5
decode	hibernate		3.6	3.6		3.6	3.6		3.6	3.6
uecoue	mbernate		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
	1 1		4.0	4.0		4.0	4.0		4.0	4.0
hibernate	decode		4.1	4.1		4.1	4.1		4.1	4.1
moormate	400040		4.2	4.2		4.2	4.2		4.2	4.2
			4.3 4.4	4.3 4.4		4.3	4.3 4.4		4.3 4.4	4.3 4.4
			4.4	4.4		4.4	4.4		4.4	4.4
audalina	donate		4.6	4.6		4.6	4.6		4.6	4.6
guideline	uonale		4.7	4.7		4.7	4.7		4.7	4.7
e			4.8	4.8		4.8	4.8		4.8	4.8
			4.9	4.9		4.9	4.9		4.9	4.9
	. 1 •		5	5		5	5		5	5
vague	thrive		6	6		6	6		6	6
· • 8 • •			7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+
		Initials								

# **LESSON 19B**

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

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

# mason trader noted unified Salem sapiens

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

#### **STEP 1 - TEACH THE VOWEL SOUND**

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#### 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**

mason	sapiens	Place an ' "L" is for r "R" is for re	ecorc ecord	ling tir	ne foi ne for	<sup>.</sup> sayir sayin	ng left g righ	t colur nt colu	nn wo mn w	ords
	-		L	R		L	R		L	R
		Ceiling								
4	<b>C</b> - 1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
trader	Salem		3.1	3.1		3.1	3.1		3.1	3.1
			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
noted	unified		3.6	3.6		3.6	3.6		3.6	3.6
noteu	ummeu		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
• • • 1	4 1		4.0	4.0		4.0	4.0		4.0	4.0
unified	noted		4.1 4.2	4.1 4.2		4.1 4.2	4.1 4.2		4.1 4.2	4.1 4.2
•••••••			4.2	4.2		4.2	4.2		4.2	4.2
			4.4	4.4		4.4	4.4		4.4	4.4
			4.5	4.5		4.5	4.5		4.5	4.5
Salem	trader		4.6	4.6		4.6	4.6		4.6	4.6
Salum	trauci		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
sapiens	mason		6	6		6	6		6	6
			7 10+	7 10+		7 10+	7 10+		7 10+	7 10+
		luitie le	10+	10+		10+	10+		10+	10+
		Initials								

# LESSON 19C

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

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

# related bison fiber obedient rotor eyewitness

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

#### **STEP 1 - TEACH THE VOWEL SOUND**

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

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## **Fluency Time Chart**

		r	·iue	IC	уг	IIIIE		nar	τ	
related	eyewitness	Place an "L" is for "R" is for r	record ecord	ing tir ng tin TRY T	ne for	sayir sayin ACH	ng left g righ THE	colur t colu	nn wa Imn w	ords ords
		o	L	R		L	R		L	R
		Ceiling								
1 •	4		3.0	3.0		3.0	3.0		3.0	3.0
bison	rotor		3.1 3.2	3.1		3.1	3.1		3.1	3.1
	10001		3.2	3.2 3.3		3.2	3.2 3.3		3.2 3.3	3.2 3.3
			3.3	3.3		3.3 3.4	3.3 3.4		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
			3.5 3.6	3.5		3.5	3.5		3.5	3.5
fiber	obedient		3.0	3.0		3.0	3.0		3.0	3.0
			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
obedient	fibor		4.0	4.0		4.0	4.1		4.1	4.1
Obealent	fiber		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
rotor	bison		4.6	4.6		4.6	4.6		4.6	4.6
	015011		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
eyewitness	related		6	6		6	6		6	6
	Iciated		7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+
		Initials								

# LESSON 19D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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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# 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.

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## **Fluency Time Chart**

genes	ideals	Place an "L" is for "R" is for r	record ecord	ling
-		o	L	R
		Ceiling	3.0	
accustom			3.0	3.0 3.1
ecosystem	plague		3.2	3.2
5	1 0		3.3	3.3
			3.4	3.4
			3.5	3.5
republican	stamen		3.6	3.6
republican	Stamon		3.7	3.7
			3.8	3.8
			3.9	3.9
			4.0	4.0
stamen	republican		4.1	4.1
	<b>I</b>		4.3	4.2
			4.4	4.4
			4.5	4.5
plague	ecosystem		4.6	4.6
plague	ccosystem		4.7	4.7
	-		4.8	4.8
			4.9	4.9
• 1 1			5	5
ideals	genes		6	6
	<b>D</b> • • • • • •		7	7
			10+	10-

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

	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+
ls							
эR	abea	com -	IFV	EL 6-3	2		

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Initia

# **LESSON 20A**

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

short i sound sometimes made by "e"

# limited existing exhausted specific secure messiah

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

#### **STEP 1 - TEACH THE VOWEL SOUND**

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#### letters up to and including the color-coded vowel sound. STEP 3 - READ EACH WORD SLOWLY

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# **Fluency Time Chart**

existing	messiah	Place an "L" is for "R" is for r	ecord	ling tir	ne foi ne for	<sup>.</sup> sayir sayin	ng left g righ	t colur nt colu	nn wo Imn w	rds
-			L	R		L	R		L	R
		Ceiling	3.0	3.0		3.0	3.0		3.0	3.0
exhausted	CACUTA		3.1	3.1		3.1	3.1		3.1	3.1
CAHAUSICU	secure		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
specific	specific		3.6 3.7	3.6 3.7		3.6 3.7	3.6 3.7		3.6 3.7	3.6 3.7
	~ <b>F</b> · · · · · · ·		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
secure	exhausted		4.1	4.1		4.1	4.1		4.1	4.1
Secure	CAHAUSICU		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 4.5	4.4 4.5		4.4 4.5	4.4 4.5		4.4 4.5	4.4 4.5
magaiah	oviction		4.5	4.5		4.5	4.5		4.5	4.5
messiah	existing		4.7	4.7		4.7	4.7		4.7	4.7
	e		4.8	4.8		4.8	4.8		4.8	4.8
			4.9	4.9		4.9	4.9		4.9	4.9
1	1 1		5	5		5	5		5	5
limited	limited		6	6		6	6		6	6
			7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+

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Initials

## 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 colorcoded. 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**

pre-	neteorology The Chart Place an "X" in box corresponding to stopwatch t "L" is for recording time for saying left column wo "R" is for recording time for saying right column w TRY TO REACH THE RED LINE										
L .	01		L	R		L	R		L	R	
		Ceiling	3.0	3.0		3.0	3.0		3.0	3.0	
nost	meteorite		3.1	3.1		3.1	3.1		3.1	3.1	
post	meleonie		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 3.6	3.5 3.6		3.5 3.6	3.5 3.6		3.5 3.6	3.5 3.6	
equally	meteor		3.6	3.6		3.6	3.6		3.0	3.0	
1 2			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	
meteor	equally		4.1	4.1		4.1	4.1		4.1	4.1	
moteor	equally		4.2	4.2		4.2	4.2		4.2	4.2	
			4.3 4.4	4.3 4.4		4.3 4.4	4.3 4.4		4.3 4.4	4.3 4.4	
			4.4	4.4		4.4	4.4		4.4	4.4	
meteorite	nost		4.6	4.6		4.6	4.6		4.6	4.6	
meleonie	post		4.7	4.7		4.7	4.7		4.7	4.7	
	-		4.8	4.8		4.8	4.8		4.8	4.8	
			4.9	4.9		4.9	4.9		4.9	4.9	
4 1			5	5		5	5		5	5	
meteorology	pre-		6 7	6 7		6 7	6 7		6 7	6 7	
	L		7 10+	7 10+		7 10+	7 10+		10+	7 10+	
		Initials									
		initialo									

# **LESSON 20C**

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

similarities	policies	Place an "L" is for r "R" is for r	ecord	ling tir ing tin	me foi ne for	r sayir	ng left g righ	colur t colu	nn wo Imn w	rds
	_	Ceiling	L	R		L	R		L	R
		Cennig	3.0	3.0		3.0	3.0		3.0	3.0
copies	mysteries		3.1	3.1		3.1	3.1		3.1	3.1
copies	III y Sterres		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
1•1 /•	•		3.5	3.5		3.5	3.5		3.5	3.5
liberties	sanctuaries		3.6 3.7	3.6 3.7		3.6 3.7	3.6 3.7		3.6 3.7	3.6 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
sanctuaries	liberties		4.1	4.1		4.1	4.1		4.1	4.1
Sanctuarios	moenties		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 4.5		4.4	4.4		4.4	4.4 4.5
			4.5 4.6	4.5		4.5 4.6	4.5		4.5 4.6	4.5 4.6
mysteries	copies		4.0	4.7		4.0	4.0		4.7	4.0
J	L		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
policies	similarities		6	6		6	6		6	6
Ponerob	Simulties		7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+

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Initials

# 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 colorcoded. 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

unavailable	unavoidable	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									
			L	R		L	R		L	R	
		Ceiling									
unfortunate	uncover		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1	
uniortanate			3.1	3.1		3.1	3.1		3.1	3.1	
			3.3	3.3		3.2	3.3		3.2	3.3	
			3.4	3.4		3.4	3.4		3.4	3.4	
unpopular	unconstitutional		3.5	3.5		3.5	3.5		3.5	3.5	
unpopulai	unconstitutional		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	
unconstitutional	unnonular		3.9	3.9		3.9	3.9		3.9	3.9	
unconstitutional	unpopulai		4.0	4.0		4.0	4.0		4.0	4.0	
			4.1 4.2	4.1 4.2		4.1 4.2	4.1 4.2		4.1 4.2	4.1 4.2	
			4.2	4.2		4.2	4.2		4.2	4.2	
	unfortunate		4.3	4.4		4.4	4.4		4.4	4.3	
uncover	umortunate		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	
• 1 1 1	unavailable		4.8	4.8		4.8	4.8		4.8	4.8	
unavoidable	unavallable		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 10+	7 10+		7 10+	7 10+		7 10+	7 10+	
			10+	10+		10+	10+		10+	10+	

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Initials

# LESSON 21A

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

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

# 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 colorcoded. 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

panel	Latin	Place an " "L" is for r "R" is for r	ecorc ecord	ling tir ing tin	me fo ne for	r sayiı	ng left ig righ	: colur nt colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
gr <mark>a</mark> dually	cataract		3.0	3.0		3.0	3.0		3.0	3.0
gradually	Catalact		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
4 - 1 4 1			3.4 3.5	3.4 3.5		3.4 3.5	3.4 3.5		3.4 3.5	3.4 3.5
talented	status		3.5	3.5		3.5	3.5		3.5	3.5
			3.7	3.7		3.7	3.7		3.7	3.7
			3.8	3.8		3.8	3.8		3.8	3.8
	. 1 . 1		3.9	3.9		3.9	3.9		3.9	3.9
status	talented		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
cataract	gradually		4.4	4.4		4.4	4.4		4.4	4.4
outuraot	gradually		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
Latin	panel		4.8	4.8		4.8	4.8		4.8	4.8
	paner		4.9 5	4.9 5		4.9 5	4.9 5		4.9 5	4.9 5
			6	6		6	6		6	6
			7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+
		Initials								
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# LESSON 21B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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"). 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**

t <mark>e</mark> legram	epidemic	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										
			L	R		L	R		L	R		
		Ceiling										
nacassarily	dalagata		3.0	3.0		3.0	3.0		3.0	3.0		
necessarily	delegate		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		
• 11			3.4	3.4		3.4	3.4		3.4	3.4		
economically	democratic		3.5	3.5		3.5	3.5		3.5	3.5		
<b>c</b> concentry	aemoerane		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		
democratic	aconomically		3.9	3.9		3.9	3.9		3.9	3.9		
uemocratic	economically		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		
delegate	necessarily		4.4	4.4		4.4	4.4		4.4	4.4		
actogato	neeessanny		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		
onidomio	talagram		4.8	4.8		4.8	4.8		4.8	4.8		
epidemic	telegram		4.9	4.9		4.9	4.9		4.9	4.9		
-	-		5	5		5	5		5	5		
			6 7	6		6	6		6	6		
			-	7		7	7		7	7		
			10+	10+		10+	10+		10+	10+		
		Initials										

# LESSON 21C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

criticism	defense	Place an ' "L" is for r "R" is for re	ecorc ecord	ing tir ng tin	ne foi ne for	<sup>.</sup> sayir	ng left g righ	colur t colu	nn wo mn w	ords
			L	R		L	R		L	R
		Ceiling								
minister	Italian		3.0 3.1	3.0 3.1		3.0	3.0		3.0 3.1	3.0
minster	Itallall		3.1	3.1		3.1 3.2	3.1 3.2		3.1	3.1 3.2
			3.2	3.2 3.3		3.2	3.2		3.2	3.2
			3.4	3.4		3.4	3.4		3.4	3.4
figuras	nhugigist		3.5	3.5		3.5	3.5		3.5	3.5
figures	physicist		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
	<b>f</b> :		3.9	3.9		3.9	3.9		3.9	3.9
physicist	figures		4.0	4.0		4.0	4.0		4.0	4.0
1 2	e		4.1	4.1		4.1	4.1		4.1	4.1
			4.2	4.2		4.2	4.2		4.2	4.2
<b>•</b>	• •		4.3	4.3		4.3	4.3		4.3	4.3
Italian	minister		4.4 4.5	4.4		4.4	4.4		4.4	4.4
			4.5 4.6	4.5 4.6		4.5 4.6	4.5 4.6		4.5 4.6	4.5 4.6
			4.0	4.0		4.0	4.0		4.0	4.0
			4.8	4.8		4.8	4.8		4.8	4.8
defense	criticism		4.9	4.9		4.9	4.9		4.9	4.9
	CITCICIDIII		5	5		5	5		5	5
di			6	6		6	6		6	6
<del></del>			7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+
		Initials								

# LESSON 21D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

document	province	Place an " "L" is for r "R" is for r	ecord	ling tir ing tin	me foi	<sup>.</sup> sayiı sayin	ng left g righ	colur t colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
monument	Colosseum		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
monunent	Colosseum		3.1	3.1		3.1	3.1		3.1	3.1
			3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
Ptolemy	Solomon		3.5	3.5		3.5	3.5		3.5	3.5
I tolenny	SOIOIIIOII		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
Solomon	Dtolomy		3.9	3.9		3.9	3.9		3.9	3.9
<b>30</b> 10111011	Ptolemy		4.0	4.0		4.0	4.0		4.0	4.0
			4.1	4.1		4.1	4.1 4.2		4.1	4.1 4.2
			4.2 4.3	4.2 4.3		4.2 4.3	4.2		4.2 4.3	4.2
			4.4	4.4		4.4	4.4		4.4	4.4
Colosseum	monument		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
•	1 4		4.8	4.8		4.8	4.8		4.8	4.8
province	document		4.9	4.9		4.9	4.9		4.9	4.9
I			5	5		5	5		5	5
			6	6		6	6		6	6
			7 10+	7 10+		7 10+	7 10+		7 10+	7 10+
		loiti-l-	10+	10+		10+	10+		10+	10+
		Initials	<u> </u>				Ļ			

# LESSON 22A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

standard	campfire	Place an "L" is for "R" is for r	ecord	ling tir ing tin	me fo ne for	r sayir	ng left g righ	t colur nt colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
mognatio	fashion		3.0	3.0		3.0	3.0		3.0	3.0
magnetic	Tashion		3.1	3.1		3.1	3.1		3.1	3.1
C			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
amber	annex		3.5	3.5		3.5	3.5		3.5	3.5
umber	unnex		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
	anahan		3.9	3.9		3.9	3.9		3.9	3.9
annex	amber		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
fashion	magnetic		4.4	4.4		4.4	4.4		4.4	4.4
	magnetie		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
a a mana fi ma	atondond		4.8	4.8		4.8	4.8		4.8	4.8
campfire	standard		4.9	4.9		4.9	4.9		4.9	4.9
Ĩ			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								

# LESSON 22B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

erupt	established	Place an " "L" is for r "R" is for re	ecord ecordi	ing tir ng tin	me foi	<sup>.</sup> sayir sayin	ng left g righ	colur t colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
expected	extended		3.0	3.0		3.0	3.0		3.0	3.0
Capecieu	CATCHUCU		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 3.4	3.3 3.4		3.3 3.4	3.3 3.4		3.3 3.4	3.3 3.4
outont	avaloran		3.4	3.4		3.4	3.4		3.4	3.4
extent	explorer		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
1			3.9	3.9		3.9	3.9		3.9	3.9
explorer	extent		4.0	4.0		4.0	4.0		4.0	4.0
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
	-		4.3	4.3		4.3	4.3		4.3	4.3
extended	expected		4.4	4.4		4.4	4.4		4.4	4.4
<b>e</b> meenaea	enpectea		4.5	4.5		4.5	4.5		4.5	4.5
			4.6	4.6 4.7		4.6 4.7	4.6 4.7		4.6 4.7	4.6 4.7
			4.7	4.7		4.7	4.7		4.7	4.7
established	erupt		4.9	4.9		4.9	4.9		4.9	4.9
Cstabilistica	crupt		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								

# **LESSON 22C**

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

tranquil	frustrated	Place an "L" is for "R" is for r	ecord	ling tii ing tin	me foi	<sup>.</sup> sayir sayin	ng left g righ	t colui nt colu	mn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
willing	siblings		3.0	3.0		3.0	3.0		3.0	3.0
vv 111112	sionings		3.1 3.2	3.1 3.2		3.1 3.2	3.1 3.2		3.1 3.2	3.1 3.2
			3.2	3.2		3.2	3.2		3.2	3.2
			3.4	3.4		3.4	3.4		3.4	3.4
flimen	ingredients		3.5	3.5		3.5	3.5		3.5	3.5
flimsy	Ingreutents		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
ingradiants	flime		3.9	3.9		3.9	3.9		3.9	3.9
ingredients	flimsy		4.0	4.0		4.0	4.0		4.0	4.0
C	•		4.1	4.1		4.1	4.1		4.1	4.1
			4.2	4.2		4.2	4.2		4.2	4.2
•1 1•	•11•		4.3 4.4	4.3 4.4		4.3 4.4	4.3 4.4		4.3	4.3
siblings	willing		4.4	4.4		4.4	4.4		4.4	4.4
e	e		4.6	4.6		4.6	4.6		4.6	4.6
			4.7	4.7		4.7	4.7		4.7	4.7
0 1	. • 1		4.8	4.8		4.8	4.8		4.8	4.8
frustrated	tranquil		4.9	4.9		4.9	4.9		4.9	4.9
	1		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								

# **LESSON 22D**

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

pottery	sovereignty	Place an "L" is for "R" is for r	ecord	ling tir ing tin	me fo ne for	r sayiı	ng left Ig righ	: colur nt colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
crossed	ostrich		3.0	3.0		3.0	3.0		3.0	3.0
CIUSSUU	Ustrich		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
11	•		3.4	3.4		3.4	3.4		3.4	3.4
pollen	toxic		3.5 3.6	3.5		3.5	3.5		3.5	3.5
1			3.6	3.6 3.7		3.6 3.7	3.6 3.7		3.6 3.7	3.6 3.7
			3.7	3.7		3.7	3.7		3.7	3.7
_			3.0	3.0		3.0	3.0		3.0	3.9
toxic	pollen		4.0	4.0	1	4.0	4.0		4.0	4.0
to Ale	ponen		4.0	4.0		4.0	4.0		4.0	4.0
			4.2	4.2		4.2	4.2		4.2	4.2
			4.3	4.3		4.3	4.3		4.3	4.3
ostrich	crossed		4.4	4.4		4.4	4.4		4.4	4.4
OSUICII	clossed		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
sovereignty	pottery		4.9	4.9		4.9	4.9		4.9	4.9
~~~~J	r ·····J		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								
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# 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 colorcoded. 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

aggressive	adapt	Place an "L" is for "R" is for r	record ecord	ling ti ing tir	me foi	r sayiı sayin	ng left Ig righ	colur t colu	nn wo mn w	ords
		Ceiling	L	R		L	R		L	R
.1	1	Cennig	3.0	3.0		3.0	3.0		3.0	3.0
apparently	analogy		3.1	3.1		3.1	3.1		3.1	3.1
11 2	0,		3.2	3.2		3.2	3.2		3.2	3.2
			3.3	3.3		3.3	3.3		3.3	3.3
•	• 1		3.4	3.4		3.4	3.4		3.4	3.4
approximate	aside		3.5	3.5		3.5	3.5		3.5	3.5
			3.6 3.7	3.6		3.6	3.6 3.7		3.6	3.6 3.7
			3.7	3.7 3.8		3.7 3.8	3.7		3.7 3.8	3.7
			3.9	3.9		3.9	3.9		3.9	3.9
aside	approximate		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
analogy	apparently		4.4	4.4		4.4	4.4		4.4	4.4
	apparenty		4.5 4.6	4.5 4.6		4.5 4.6	4.5 4.6		4.5 4.6	4.5 4.6
			4.6	4.6		4.0	4.6		4.0	4.6
_			4.8	4.8		4.8	4.8		4.8	4.8
adapt	aggressive		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+

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Initials

# LESSON 23B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

appendix	calligraphy	Place an " "L" is for r "R" is for r	ecorc	ling tii ing tin	me foi	r sayiı sayin	ng left ig righ	t colui nt colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
alliance	dramatically		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0
umunee	aramatically		3.1	3.2		3.1	3.2		3.1	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
allergic	Magellan		3.5	3.5		3.5	3.5		3.5	3.5
unergie	Magenan		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
Magellan	allergic		3.9	3.9		3.9	3.9		3.9	3.9
Mageman	anergie		4.0	4.0		4.0	4.0		4.0 4.1	4.0
			4.2	4.2		4.2	4.2		4.2	4.2
			4.3	4.3		4.3	4.3		4.3	4.3
dramatically	alliance		4.4	4.4		4.4	4.4		4.4	4.4
uramatically	amanee		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
alligraphy	annondiv		4.8	4.8		4.8	4.8		4.8	4.8
calligraphy	appendix		4.9 5	4.9 5		4.9 5	4.9 5		4.9 5	4.9 5
			6	6		6	6		6	6
			7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+

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Initials

# **LESSON 23C**

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

palace	algae	Place an "L" is for "R" is for r	record ecord	ding ti ling tir	me fo	r sayiı sayir	ng left ng righ	t colui nt colu	mn wa Imn w	ords
			L	R		L	R		L	R
		Ceiling								
majesty	catagory		3.0	3.0		3.0	3.0		3.0	3.0
majesty	category		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
1	Ν.Γ:		3.4 3.5	3.4		3.4 3.5	3.4 3.5		3.4 3.5	3.4 3.5
banished	Maximilian		3.5	3.5 3.6		3.5	3.5		3.5	3.5
			3.0	3.0		3.0	3.0		3.7	3.0
			3.8	3.8		3.8	3.8		3.8	3.8
<b>N.F. 1. 111</b>			3.9	3.9		3.9	3.9		3.9	3.9
M <mark>a</mark> ximilian	banished		4.0	4.0	u 	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
category	majesty		4.4	4.4		4.4	4.4		4.4	4.4
Category	majesty		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
	nologo		4.8	4.8		4.8	4.8		4.8	4.8
algae	palace		4.9	4.9		4.9	4.9		4.9	4.9
C	-		5	5		5	5		5	5
			6 7	6 7		6 7	6 7		6 7	6 7
			10+	7 10+		7 10+	7 10+		10+	/ 10+
		Initials	104	104		104	107		107	107
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# LESSON 23D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

cocoon	molasses	"L" is for "R" is for r	ecorc	ling tir	me foi ne for	r sayir sayin	ng left g righ	colur t colu	mn w	ords
			L	R		L	R		L	R
		Ceiling								
Columbus	procedure		3.0	3.0		3.0	3.0		3.0	3.0
Columbus	procedure		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
	1		3.4	3.4		3.4	3.4		3.4	3.4
propose	production		3.5 3.6	3.5 3.6		3.5 3.6	3.5		3.5 3.6	3.5 3.6
1 1	1		3.0	3.0		3.6	3.6 3.7		3.6	3.0
			3.8	3.8		3.8	3.8		3.8	3.8
			3.9	3.9		3.9	3.9		3.9	3.9
production	propose		4.0	4.0		4.0	4.0		4.0	4.0
production	propose		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
procedure	Columbus		4.4	4.4		4.4	4.4		4.4	4.4
procedure	Columbus		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
	22222		4.8	4.8		4.8	4.8		4.8	4.8
molasses	cocoon		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 10+		7 10+	7 10+		7	7
		Le Me Le	10+	10+		10+	10+		10+	10+
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# **LESSON 24A**

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

reform	spacecraft	Place an "L" is for r "R" is for r	record ecord	ding ti ling tir	me foi	<sup>r</sup> sayir sayin	ng left ig righ	colur t colu	nn wo Imn w	ords
			L	R		L	R		L	R
	_	Ceiling								
prehistoric	overthrow		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
promotorie	0 v er till 0 w		3.1	3.1		3.1	3.1		3.1	3.1
			3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
deforestation	cuneiform		3.5	3.5		3.5	3.5		3.5	3.5
ucioncstation	cunchorm		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
cuneiform	deforestation		3.9	3.9		3.9	3.9		3.9	3.9
Cunenorm	deforestation		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
. 1	1 • 7 •		4.3 4.4	4.3		4.3 4.4	4.3 4.4		4.3 4.4	4.3 4.4
overthrow	prehistoric		4.4	4.4 4.5		4.4	4.4		4.4	4.4
	I		4.6	4.6		4.6	4.6		4.6	4.5
			4.7	4.7		4.7	4.7		4.7	4.7
			4.8	4.8		4.8	4.8		4.8	4.8
spacecraft	reform		4.9	4.9		4.9	4.9		4.9	4.9
spaceerait			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								

# LESSON 24B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

thriving	Mohawk	Place an "L" is for "R" is for r	record ecord	ling tir ing tin	me foi	r sayiı sayin	ng left g righ	t colui nt colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
preserved	overseer		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
proberved	0 • 015001		3.1	3.1		3.1	3.1		3.1	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
Ireland	cedar		3.5	3.5		3.5	3.5		3.5	3.5
	ccuar		3.6	3.6		3.6	3.6		3.6	3.6
			3.7	3.7		3.7	3.7	1	3.7	3.7
			3.8	3.8		3.8	3.8		3.8	3.8
adan	Incloud		3.9	3.9		3.9	3.9		3.9	3.9
cedar	Ireland		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
	1		4.3 4.4	4.3 4.4		4.3 4.4	4.3 4.4		4.3 4.4	4.3 4.4
overseer	preserved		4.4	4.4		4.4	4.4		4.4	4.4
	I		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
Mohawk	thriving		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								
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# LESSON 24C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

based	Stonehenge	Place an "L" is for r "R" is for r	ecorc ecord	ling tii ing tin	me foi	r sayir sayin	ng left g righ	t colur nt colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
Roman	Pocahontas		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
<b>I</b> () III all	1 ocunontus		3.1	3.1		3.1	3.1		3.1	3.1
			3.2	3.3		3.3	3.3		3.2	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
tedious	luminous		3.5	3.5		3.5	3.5		3.5	3.5
luious	lummous		3.6	3.6		3.6	3.6		3.6	3.6
			3.7	3.7		3.7	3.7	1	3.7	3.7
			3.8	3.8		3.8	3.8		3.8	3.8
luminous	tadious		3.9	3.9		3.9	3.9		3.9	3.9
luminous	tedious		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
D 1 (	Л		4.3 4.4	4.3		4.3 4.4	4.3 4.4		4.3 4.4	4.3 4.4
Pocahontas	Roman		4.4	4.4		4.4	4.4		4.4	4.4
			4.6	4.6		4.6	4.6		4.6	4.6
			4.7	4.7		4.7	4.7		4.7	4.7
<b>C</b> 1	1 1		4.8	4.8		4.8	4.8		4.8	4.8
Stonehenge	based		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								

# LESSON 24D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

granite	analyze	Place an "L" is for r "R" is for r	ecord	ling tir	ne fo ne for	r sayiı sayin	ng left ig righ	t colur nt colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
ratified	nevertheless		3.0	3.0		3.0	3.0		3.0	3.0
latincu			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
0 1 1	•		3.4	3.4		3.4	3.4		3.4	3.4
federalist	economic		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
economic	federalist		3.9	3.9		3.9	3.9		3.9	3.9
	leueranst		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
.1 1	1		4.3	4.3		4.3	4.3		4.3	4.3
nevertheless	ratified		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
onoluzo	granite		4.8	4.8		4.8	4.8		4.8	4.8
analyze	granne		4.9 5	4.9 5		4.9 5	4.9 5		4.9 5	4.9 5
			5 6	5 6		5 6	5 6		5 6	5 6
			0 7	0 7		0 7	6 7		7	0 7
			7 10+	7 10+		7 10+	7 10+		10+	7 10+
		lm (4' - ) -	10+	10+		10+	10+		10+	10+
<b>a</b>	t © 2000 ReadingKov Inc. Materials ov	Initials	<u> </u>				<u> </u>			

# **LESSON 25A**

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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.

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# **Fluency Time Chart**

access	sacrifice	"R" is for r	ecord	ing tin	ne for	r sayir sayin ACH	g righ	t colu		ime ords ords
			L	R		L	R		L	R
		Ceiling								
Manhattan	baptism		3.0	3.0		3.0	3.0		3.0	3.0
<b>Wa</b> matan	Daptism		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 3.4	3.3 3.4		3.3	3.3		3.3 3.4	3.3
	landaaana		3.4 3.5	3.4		3.4 3.5	3.4 3.5		3.4 3.5	3.4 3.5
classmate	landscape		3.6	3.6		3.6	3.6		3.6	3.6
	Ĩ		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
landscape	classmate		4.0	4.0		4.0	4.0		4.0	4.0
i and so ap c			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
baptism	Manhattan		4.4	4.4		4.4	4.4		4.4	4.4
Dapusin	Wannattan		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
a a arifi a a			4.8	4.8		4.8	4.8		4.8	4.8
sacrifice	access		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 10+	7		7	7 10+		7 10+	7
		Land L	10+	10+		10+	10+		10+	10+
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# LESSON 25B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

sensible	entirely	Place an "L" is for r "R" is for r	ecorc	ling tir ing tin	ne foi	<sup>r</sup> sayir sayin	ng left Ig righ	colur t colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
dwellings	reckless		3.0	3.0		3.0	3.0		3.0	3.0
uwenngs	ICCRICSS		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
1 • 4	1 •		3.4	3.4		3.4	3.4		3.4	3.4
density	emphasis		3.5 3.6	3.5 3.6		3.5	3.5 3.6		3.5 3.6	3.5 3.6
5	1		3.6	3.6		3.6 3.7	3.6		3.6	3.6
			3.7	3.7		3.7	3.7		3.7	3.7
			3.0	3.0		3.0	3.0		3.0	3.9
emphasis	density		4.0	4.0		4.0	4.0		4.0	4.0
	density		4.0	4.0		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
reckless	dwellings		4.4	4.4		4.4	4.4		4.4	4.4
IECKIESS	uwennigs		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
. 1	•1 1		4.8	4.8		4.8	4.8		4.8	4.8
entirely	sensible		4.9	4.9		4.9	4.9		4.9	4.9
2			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								

# **LESSON 25C**

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

filthy	middleman	Place an "L" is for r "R" is for r	ecorc	ling tir ing tin	me foi ne for	r sayir	ng left Ig righ	t colur nt colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
diffuse	immigrated		3.0	3.0		3.0	3.0		3.0	3.0
ulluse	mmgrated		3.1 3.2	3.1 3.2		3.1 3.2	3.1		3.1	3.1
			3.2	3.2		3.2	3.2 3.3		3.2 3.3	3.2 3.3
			3.3	3.3		3.3	3.3		3.3	3.3
inland	diamitas		3.5	3.5		3.5	3.5		3.5	3.5
Infano	disputes		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
1•	• 1 1		3.9	3.9		3.9	3.9		3.9	3.9
disputes	inland		4.0	4.0		4.0	4.0	-	4.0	4.0
I			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
immigrated	\diffuse		4.4	4.4		4.4	4.4		4.4	4.4
mingratea	annabe		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
middleman	filthy		4.8 4.9	4.8		4.8	4.8		4.8	4.8
muuluntinan	IIIIIy		4.9 5	4.9 5		4.9 5	4.9 5		4.9 5	4.9 5
			6	6		6	6		6	6
			7	7		7	7	1	7	7
			10+	10+		10+	10+	1	10+	10+
		Initials						1		
		initialo								

# 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 colorcoded. 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

	austom	Place an "L" is for r	ecord	ling tir	ne fo	r sayiı	ng left	colur	nn wo	ords
occupies	custom	"R" is for r	ecord	ing tin FRY T	ne for O RE	∵sayir ∃ACH	ig righ THE	it colu RED	ımn w LINE	ords
			L	R		L	R		L	R
		Ceiling								
p <mark>o</mark> ssibility	rubbish		3.0	3.0		3.0	3.0		3.0	3.0
possionity	10001511		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 3.5	3.4 3.5		3.4 3.5	3.4 3.5		3.4 3.5	3.4 3.5
otters	underwater		3.5	3.5		3.5	3.5		3.5	3.5
			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
underwater	otters		4.0	4.0		4.0	4.0		4.0	4.0
	000015		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
rubbish	possibility		4.4	4.4		4.4	4.4		4.4	4.4
1 u U U I SII	possionity		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
austom	occupies		4.8	4.8		4.8	4.8		4.8	4.8
custom	occupies		4.9	4.9		4.9	4.9		4.9	4.9
	-		5	5		5	5		5	5
			6 7	6 7		6 7	6 7		6 7	6 7
			7 10+	7 10+		/ 10+	7 10+		7 10+	7 10+
		Initiala	107	10+		10+	10+		10+	10+
	t © 2000 DeadingKay Inc. Materials avail	Initials	<u> </u>							

# **LESSON 26A**

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

altitude	absolute	Place an "L" is for r "R" is for r	ecorc	ling tir ing tin	me foi ne for	r sayir	ng left g righ	colur t colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
battered	activism		3.0	3.0		3.0	3.0		3.0	3.0
Dattered			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
Л			3.4	3.4		3.4	3.4		3.4	3.4
Passover	sanctuary		3.5	3.5		3.5	3.5		3.5	3.5
	J		3.6 3.7	3.6		3.6	3.6		3.6 3.7	3.6
			3.7	3.7 3.8		3.7 3.8	3.7 3.8		3.7	3.7 3.8
			3.0	3.0		3.0	3.0		3.0	3.9
sanctuary	Passover		4.0	4.0		4.0	4.0		4.0	4.0
Suffectual y			4.0	4.0		4.0	4.0		4.0	4.0
			4.2	4.2		4.2	4.2		4.2	4.2
			4.3	4.3		4.3	4.3		4.3	4.3
activism	battered		4.4	4.4		4.4	4.4		4.4	4.4
activisiii	Dallereu		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
1 1 /	1,•, 1		4.8	4.8		4.8	4.8		4.8	4.8
absolute	altitude		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								
	Converight @ 2000 Reading Kovelno Materi	ale available at Tames a					·			

# LESSON 26B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

eldest	peppermint	Place an "L" is for "R" is for r	record ecord	ling tii ing tin	ne for	sayir sayin	ng left Ig righ	colur t colu	nn wo mn wo	ords
			L	R		L	R		L	R
		Ceiling								
represented	empathy		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
represented	empany		3.1	3.1		3.1	3.1		3.1	3.1
			3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
Netherlands	self-sufficient		3.5	3.5		3.5	3.5		3.5	3.5
	sen-sumerent		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
self-sufficient	Netherlands		3.9	3.9		3.9	3.9		3.9	3.9
sen-sumerent	Inetherialius		4.0	4.0		4.0	4.0		4.0	4.0
			4.1 4.2	4.1 4.2		4.1 4.2	4.1 4.2		4.1 4.2	4.1 4.2
			4.2	4.2		4.2	4.2		4.2	4.2
omenothy	ronrocontod		4.4	4.4		4.4	4.4		4.4	4.4
empathy	represented		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
• ,	11 /		4.8	4.8		4.8	4.8		4.8	4.8
peppermint [	eldest		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 10+	7 10+		7 10+	7 10+		7 10+	7 10+

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Initials

# **LESSON 26C**

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

misfortune	issues	Place an "L" is for "R" is for r	record ecord	ling tir ing tin	me for	sayir sayin	ng left g righ	colur t colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
infer	silkworm		3.0	3.0	_	3.0	3.0		3.0	3.0
	SHKWUIII		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
• , ,	• 1 1 • / /		3.4	3.4	-	3.4	3.4		3.4	3.4
interact	inhabitants		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 3.9	3.8 3.9	-	3.8 3.9	3.8 3.9		3.8 3.9	3.8 3.9
inhabitants	interact									
Imaunants	meraet		4.0 4.1	4.0 4.1	-	4.0 4.1	4.0 4.1		4.0 4.1	4.0 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
	infor		4.4	4.4		4.4	4.4		4.4	4.4
silkworm	infer		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
issues	misfortune		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								
Convrid	oht © 2009 ReadingKey Inc. – Materials av	ailable at TampaR	eads	com -	IEVE	6-3	3			

## **LESSON 26D**

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

disabled	subtropics	Place an ' "L" is for r "R" is for r	ecord	ling tir ing tin	ne fo ne for	r sayiı sayin	ng left	colur t colu	nn wo Imn w	ords
		0 "	L	R		L	R		L	R
	-	Ceiling								
foster	substance		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 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
Socrates	prosperity		3.5	3.5		3.5	3.5		3.5	3.5
Doctates	prosperity		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
nrospority	Socrates		3.9	3.9		3.9	3.9		3.9	3.9
prosperity	Sociales		4.0	4.0		4.0	4.0		4.0	4.0
			4.1 4.2	4.1 4.2		4.1 4.2	4.1 4.2		4.1 4.2	4.1 4.2
			4.2	4.2		4.2	4.2		4.2	4.2
aulastanaa	fostor		4.4	4.4		4.4	4.4		4.4	4.4
substance	foster		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
1, •	1, 1, 1, 1		4.8	4.8		4.8	4.8		4.8	4.8
subtropics	disabled		4.9	4.9		4.9	4.9		4.9	4.9
L			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								

# 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 colorcoded. 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

Burgoyne	"R" is for re	ecordi	ng tin	ne for	sayin	g righ	t colu		
		L	R		L	R		L	R
	Ceiling								
currive		3.0	3.0		3.0	3.0		3.0	3.0
Cuisive		-			-	-		-	3.1
		-	-		-	-		-	3.2
									3.3
4		-	-		-			-	3.4
turbine									3.5 3.6
									3.6
						-		÷	3.8
_									3.9
sturdy									4.0
Bearay		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
currancy		4.4	4.4		4.4	4.4		4.4	4.4
currency		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
<b>1</b>		4.8	4.8		4.8	4.8		4.8	4.8
curb		4.9	4.9		4.9	4.9		4.9	4.9
		-	-						5
		-	-		-	-		-	6
									7
		10+	10+		10+	10+		10+	10+
	cursive turbine sturdy currency curb	Ceiling turbine sturdy currency curb	Ceiling 1   3.0 3.1   3.2 3.3   3.4 3.5   3.6 3.7   3.8 3.9   sturdy 4.0   4.1 4.2   4.3 4.4   4.5 4.6   4.7 4.8   5 6   7 10+   Initials 10+	cursive Image: Ref ref   cursive Image: Ref ref   cursive Image: Ref ref   turbine Image: Image: Ref   turbine Image:	cursive L R   cursive 3.0 3.0   turbine 3.5 3.6   sturdy 3.6 3.6   sturdy 4.0 4.0   currency 4.0 4.0   4.1 4.1 4.2   4.3 4.3 4.3   3.9 3.9 3.9   currency 4.4 4.4   4.5 4.5   4.6 4.6   4.7 4.7   4.8 4.8   4.9 4.9   5 5   6 6   7 7   10+ 10+	$\begin{array}{c cccc} cursive \\ cursive \\ cursive \\ turbine \\ sturdy \\ currency \\ curb \\ \\ curb \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\$	Ceiling Import Integration   Cursive Import Integration   1 1 1   3.0 3.0 3.0   3.1 3.1 3.1   3.2 3.2 3.2   3.3 3.3 3.3   3.4 3.4 3.4   3.5 3.5 3.5   3.6 3.6 3.6   3.7 3.7 3.7   3.8 3.8 3.8   3.9 3.9 3.9   3.9 3.9 3.9   3.9 3.9 3.9   3.8 3.8 3.8   3.9 3.9 3.9   3.9 3.9 3.9   3.9 3.9 3.9   3.9 3.9 3.9   3.9 3.9 3.9   3.9 3.9 3.9   3.4 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 <td>Ceiling I R L R   Ceiling I R L R   Ceiling I R L R   Sturbine I I R I R   Sturdy I I I R I R   Sturdy I I I I R I R   Sturdy I I I I R I R I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I <thi< th=""> I I</thi<></td> <td><math display="block">\begin{array}{c c c c c c c c c c c c c c c c c c c </math></td>	Ceiling I R L R   Ceiling I R L R   Ceiling I R L R   Sturbine I I R I R   Sturdy I I I R I R   Sturdy I I I I R I R   Sturdy I I I I R I R I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I I <thi< th=""> I I</thi<>	$\begin{array}{c c c c c c c c c c c c c c c c c c c $

## LESSON 27B

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

# 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 colorcoded. 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

per	Cherokee	Place an "L" is for "R" is for r	record ecord	ling tir	me foi ne for	r sayiı sayin	ng left ig righ	t colur nt colu	nn wo mn w	ords
		o ""	L	R		L	R		L	R
		Ceiling								
persecuted	perceive		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
persecutea	percerve		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
thermal	Persian		3.5	3.5		3.5	3.5		3.5	3.5
lioninai	1 erstan		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
Persian	thermal		3.9	3.9		3.9	3.9		3.9	3.9
	literinar		4.0 4.1	4.0 4.1		4.0 4.1	4.0 4.1		4.0 4.1	4.0 4.1
			4.1	4.1		4.1	4.1		4.1	4.1
			4.3	4.3		4.3	4.3		4.3	4.3
noraaliya	porceouted		4.4	4.4		4.4	4.4		4.4	4.4
perceive	persecuted		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
$C_{1}$			4.8	4.8		4.8	4.8		4.8	4.8
Cherokee	per		4.9	4.9		4.9	4.9		4.9	4.9
	1		5	5		5	5		5	5
			6 7	6 7		6 7	6 7		6 7	6 7
			7 10+	7 10+		7	7 10+		7 10+	7 10+
		Initials	104	107		107	107		10+	10+
Convright	© 2009 ReadingKey Inc. – Materials availab		Paade	com -		 FI 6-1	2			

# **LESSON 27C**

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

# 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 colorcoded. 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**

or

form	flourished	Place an ' "L" is for r "R" is for r	ecord ecord	ling tir ing tin	me foi ne for	' sayir	ng left g righ	t colur nt colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
former	Cornwallis		3.0	3.0		3.0	3.0		3.0	3.0
	Connwanns		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 3.5	3.4 3.5		3.4 3.5	3.4 3.5		3.4 3.5	3.4 3.5
portable	correspond		3.5	3.5		3.5	3.5		3.5	3.5
I	I		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
correspond	portable		4.0	4.0		4.0	4.0		4.0	4.0
• on • spona	portaore		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
Cornwallis	former		4.4	4.4		4.4	4.4		4.4	4.4
	TOTILL		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
flouriahad	forme		4.8	4.8		4.8	4.8		4.8	4.8
flourished	form		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
		1.141.1	10+	10+		10+	10+		10+	10+
		Initials								

# **LESSON 27D**

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> 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 colorcoded. 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**

Clark	Place an "X" in box corresponding to stopwatch tir "L" is for recording time for saying left column wor "R" is for recording time for saying right column wo TRY TO REACH THE RED LINE									
			L	R		L	R		L	R
		Ceiling								
Sargon	Jerusalem		3.0	3.0		3.0	3.0		3.0	3.0
Sargon	Jerusalem		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
term	perceive		3.5	3.5		3.5	3.5		3.5	3.5
	I a second		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 3.9	3.8 3.9		3.8 3.9	3.8 3.9		3.8 3.9	3.8 3.9
perceive	term									
percerve	term		4.0	4.0 4.1		4.0 4.1	4.0 4.1		4.0 4.1	4.0
			4.1	4.1		4.1	4.1		4.1	4.1
Louiselous	Concor		4.3	4.3		4.3	4.3		4.3	4.3
			4.4	4.4		4.4	4.4		4.4	4.4
Jerusalem	Sargon		4.5	4.5		4.5	4.5		4.5	4.5
	e		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
pluralistic	Clark		4.9	4.9		4.9	4.9		4.9	4.9
pronumbere	Cluik		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								
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