Week 1A

Short a

SET UP

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DIRECTIONS FOR STUDENT READING WALL - Watch a video of this at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the colored vowel sound or reading rule in each word. The student is to then say the sound as you point to the colored letter(s). When this can be done from top to bottom without error – begin STEP 2.

STEP 2 - STOP AT THE VOWEL SOUND

The student then says the sounds made by the letters, but only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – fa –we – etc.). This teaches an effective decoding strategy that dramatically increases success and can be used with most words.

STEP 3 - ECHO

Here the student does the above STOP AT THE VOWEL SOUND technique, but then attempts to read the entire word by quickly decoding the final sounds. For example, if the word was "jump" – the student would say "ju" – "jump." If the word was "task" the student would say "ta" – "task." The student is "echoing" the first sounds of the word.

STEP 4 - READ EACH WORD SLOWLY

The student then says the list words slowly from top to bottom. You'll notice success now is very high since previous Steps (skills) are being used to recall and decode the words. When words are said with no errors – proceed to STEP 5.

STEP 5 - TIMED READING

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Vocabulary '	cabulary Words Time Chart (Record Fastest Time)							me)	
·	4.0								
tax	4.2								
tun	4.4								
	4.6								
act	4.8								
	5.0								
	5.2								
wrap	5.4								
	5.6								
1	5.8								
pian	6.0								
plan task	6.2 6.4								
4001z	6.6								
lask	6.8								
	7 seconds								
orame	8 seconds								
gr <mark>a</mark> ms	9 seconds								
4 44	10 seconds								
shallow	11 seconds								
	12 seconds							, ,	
	Put student initials in bottom box								

Final Test - shallow grams task plan wrap act tax

Week 1B

Short e

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

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Vocabulary V	Words	Ti	me	Cha	ırt (1	Reco	rd F	astes	st Ti	me)
	4.0									
length	4.2									
	4.4									
4	4.6									
crept	4.8									
1	5.0 5.2									
mend	5.2 5.4									
mena	5.6									
	5.8									
nest	6.0									
pest	6.2									
deaf	6.4									
deat	6.6									
	6.8									
J 41-	7 seconds 8 seconds									
aeptn	9 seconds									
depth edge	10 seconds									
edge	11 seconds									
Cugo	12 seconds									
	Put student initials in bottom box									

Final Test – edge depth deaf pest mend crept length

Week 1C

Short i

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

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Vocabulary	Words	Tiı	me	Cha	ırt (1	Reco	rd F	astes	st Ti	me)
	4.0									
build	4.2									
Uullu	4.4									
1 •	4.6									
split	4.8									
Spire	5.0									
• ,	5.2									
wrist	5.4									
***************************************	5.6									
1 • 4 4	5.8									
bitter	6.0									
	6.2									
41 11	6.4 6.6									
thrill	6.8									
	7 seconds									
twitch	8 seconds									
twitch	9 seconds									
•	10 seconds									
guilt	11 seconds		1							
Sulli	12 seconds									
	Put student initials in bottom box									

Final Test – guilt twitch thrill bitter wrist split build

Week 1D

Short o

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

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Vocabulary V	Vords	Tiı	me	Cha	rt (1	Reco	rd F	astes	st Tii	ne)
	4.0									
lock	4.2									
IOCK	4.4									
C 1	4.6									
fond	4.8									
	5.0									
	5.2									
cross	5.4									
	5.6 5.8									
•	5.6 6.0									
108	6.2									
jog loss	6.4									
1000	6.6									
1035	6.8									
	7 seconds									
shot	8 seconds									
	9 seconds									
1	10 seconds									
solve	11 seconds									
. =	12 seconds		 		1		,			
ŀ	Put student initials in bottom box		<u> </u>				,			

Final Test – solve shot loss jog cross fond lock

Week 2A

Short u

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

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Vocabulary '	Vocabulary Words Time Chart (Record Fastest Time)						me)		
•	4.0								
hut	4.2								
	4.4								
111	4.6								
dull	4.8 5.0								
	5.2								
struck	5.4								
SHUCK	5.6								
	5.8								
skull	6.0								
SKull	6.2								
	6.4								
husband	6.6								
iidseand	6.8								
1	7 seconds								
muscle	8 seconds 9 seconds								
	9 seconds 10 seconds								
WD touch	11 seconds								
WD WUCH	12 seconds		-					-	
	Put student initials in bottom box		†				'		

Final Test - cluster muscle husband skull struck dull hut

Week 2B

2 Consonant Rule

SET UP

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Vocabulary Words							me)		
•	4.0								
chapter	4.2								
P C C C	4.4 4.6		_						
diagraa	4.6 4.8								
discuss	5.0		1						
	5.2								
difference	5.4		1						
difference	5.6								
	5.8								
lesson	6.0								
TOBBOTT	6.2								
4	6.4		_						
magnet	6.6								
8	6.8 7 seconds								
culture	8 seconds								
Cultule	9 seconds								
	10 seconds								
alphabetical	11 seconds								
arphaeeticar	12 seconds		<u> </u>						
Put student i	nitials in bottom box								

Final Test – alphabetical culture magnet lesson difference discuss chapter

Week 2C

2 Consonant Rule

SET UP

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Vocabulary Words		Tiı	me	Cha	ırt (1	Reco	rd F	astes	st Tii	me)
	4.0									
million	4.2									
mimon	4.4									
11	4.6									
gallon	4.8									
Sanon	5.0									
4.4	5.2									
rotten	5.4									
	5.6									
, •	5.8									
magnetism	6.0									
8	6.2 6.4									
404604	6.6									
rather	6.8									
	7 seconds									
experiment	8 seconds									
Cxperiment	9 seconds									
	10 seconds									
WD response	11 seconds									
W D Tosponse	12 seconds						_		_	
Put student initia	ls in bottom box									

Final Test - response experiment rather magnetism rotten gallon million

Week 2D

1 Consonant Rule

SET UP

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Vocabulary Words		Ti	me	Cha	art (1	Reco	ord F	aste	st Tiı	me)
•	4.0									
used	4.2									
	4.4									
l a 1 a a a	4.6 4.8									
belong	5.0									
C	5.2									
super	5.4									
Super	5.6									
•	5.8									
equal	6.0									
quai	6.2									
a • 1 a a 4	6.4									
silent	6.6 6.8									
	7 seconds									
musician	8 seconds									
musician	9 seconds									
WD C' ' 1	10 seconds									
WD finish	11 seconds									
	12 seconds		 		1					
Put student in	nitials in bottom box									

Final Test – finish musician silent equal super belong used

Week 3A

1 Consonant Rule

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

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Vocabulary	Words	Time Chart (Record Fastest Time							me)	
•	4.0									
writer	4.2									
***************************************	4.4									
d 1	4.6 4.8									
develop	4.6 5.0									
•	5.2									
human	5.4									
IIuIIIaII	5.6									
	5.8									
define	6.0									
CITIC	6.2									
√ •	6.4									
medium	6.6									
	6.8									
•	7 seconds									
major	8 seconds 9 seconds									
J	10 seconds		-							
major minor	11 seconds		1							
	12 seconds		1						1	
	Put student initials in bottom box		<u> </u>							

Final Test - minor major medium define human develop writer

Week 3B

1 Consonant Rule

SET UP

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DIRECTIONS FOR STUDENT READING WALL - Watch a video of this at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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Vocabulary	Words	Time Chart (Record Fastest Tim							me)	
·	4.0									
report	4.2									
report	4.4									
as fras d	4.6 4.8									
refund	5.0									
	5.2									
famous	5.4									
lamous	5.6									
	5.8									
return	6.0									
1 Ctaili	6.2									
1 1	6.4									
demand	6.6									
	6.8									
f_{1}	7 seconds 8 seconds									
flames	9 seconds									
	10 seconds									
request	11 seconds									
request	12 seconds									
	Put student initials in bottom box									

Final Test - request flames demand return famous refund report

Week 3C

1 Consonant Rule

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

DIRECTIONS FOR STUDENT READING WALL - Watch a video of this at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the colored vowel sound or reading rule in each word. The student is to then say the sound as you point to the colored letter(s). When this can be done from top to bottom without error – begin STEP 2.

STEP 2 - STOP AT THE VOWEL SOUND

The student then says the sounds made by the letters, but only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – fa –we – etc.). This teaches an effective decoding strategy that dramatically increases success and can be used with most words.

STEP 3 - ECHO

Here the student does the above STOP AT THE VOWEL SOUND technique, but then attempts to read the entire word by quickly decoding the final sounds. For example, if the word was "jump" – the student would say "ju" – "jump." If the word was "task" the student would say "ta" – "task." The student is "echoing" the first sounds of the word.

STEP 4 - READ EACH WORD SLOWLY

The student then says the list words slowly from top to bottom. You'll notice success now is very high since previous Steps (skills) are being used to recall and decode the words. When words are said with no errors – proceed to STEP 5.

STEP 5 - TIMED READING

Get out the stopwatch or use the timer on your watch. Tell the student you are going to time how fast they can say the list words. If an error is made, immediately stop the student – correct and discuss the mistake - then start again from the top. Place an "x" next to the student's time only on each successful attempt. Mastery is typically 4 - 5 seconds for the 7 word list. When mastery time is reached, the student is to then read the list words at the bottom of the page next to "Final Word Test." (Note how words are in backwards order and do not have color-coding). When this is done correctly (timing not necessary), words have now been strongly "imprinted" into the student's "long term" memory and you can proceed to the next list.

Vocabulary V	Words	Ti	me	Cha	ırt (1	Reco	rd F	astes	st Tir	ne)
_	4.0									
elect	4.2									
Clect	4.4		1							
1 •	4.6		4							
climate	4.8									
	5.0									
	5.2		4							
pronoun	5.4		1							
1	5.6 5.8									
α 1 α 1 α 2	6.0		1							
glacier	6.2									
	6.4		1							
beyond	6.6									
ocyona	6.8									
	7 seconds									
protest	8 seconds									
Procest	9 seconds		1							
~ ~ ~ ~	10 seconds		1							
grocery	11 seconds		4							
	12 seconds		<u> </u> .				 1			
	Put student initials in bottom box		1 .							

Final Test – protest grocery beyond glacier pronoun climate elect

Week 3D

1 Consonant Rule

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

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STEP 4 - READ EACH WORD SLOWLY

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Vocabulary Words		Ti	me (Cha	art (1	Reco	ord F	aste	st Tiı	me)
	4.0									
frozen	4.2									
	4.4									
nuctoat	4.6 4.8									
protect	5.0									
•	5.2									
remove	5.4									
Temove	5.6									
1 1 1	5.8									
label	6.0									
	6.2 6.4									
remind	6.6									
Tellilla	6.8									
	7 seconds									
research	8 seconds									
researen	9 seconds									
WD Britain	10 seconds									
w D biliaiii	11 seconds 12 seconds									
Dut student initi							,			
Put student initi	als in bottom box									

Final Test – Britain research remind label remove protect frozen

Week 4A

ai - long a

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

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Vocabulary V	Vords	Ti	me	Cha	ırt (1	Reco	rd F	astes	st Tii	me)
· ·	4.0									
mail	4.2									
man	4.4									
•	4.6									
gain	4.8									
Sum	5.0									
•	5.2									
contains	5.4									
	5.6									
C	5.8									
fair	6.0									
	6.2 6.4									
40.11.	6.6									
daily	6.8									
•	7 seconds									
airline	8 seconds									
allille	9 seconds									
•	10 seconds									
maintain	11 seconds							_		
munican	12 seconds									
	Put student initials in bottom box									

Final Test – maintain airline daily fair contains gain mail

Week 4B

ee - long e

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

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Vocabulary	Vocabulary Words Time Chart (Record Fastest Time)							me)	
_	4.0								
speed	4.2								
_	4.4								
agree	4.6								
agree	4.8								
48100	5.0								
	5.2								
squeeze	5.4								
	5.6								
1	5.8								
peek	6.0								
_	6.2 6.4								
peer	6.6								
peer	6.8								
_	7 seconds								
sleet	8 seconds								
Sieet	9 seconds								
_	10 seconds								
greedy	11 seconds								
Sicury	12 seconds								
	Put student initials in bottom box								

Final Test - greedy sleet peer peek squeeze agree speed

Week 4C

ea - long e

SET UP

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Vocabulary Wo	ords	Ti	me	Cha	rt (1	Reco	rd F	astes	st Ti	me)
•	4.0									
leave	4.2									
104 / 0	4.4									
	4.6									
reason	4.8									
	5.0									
	5.2									
peace	5.4									
P	5.6									
1 1	5.8									
clearly	6.0									
J	6.2 6.4									
110 0110 0 0 0	6.6									
increase	6.8									
	7 seconds									
decrease	8 seconds									
uecrease	9 seconds									
4 4	10 seconds									
meanwhile	11 seconds									
	12 seconds		<u> </u>							
Puts	student initials in bottom box									

Final Test - meanwhile decrease increase clearly peace reason leave

Week 4D

ea - short e

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

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Vocabulary	Vocabulary Words Time Chart (Record Fastest Time)							me)	
·	4.0								
measure	4.2								
	4.4								
4400000000	4.6 4.8								
treasure	5.0								
	5.2								
breath	5.4		-						
orcatii	5.6								
	5.8								
sweat	6.0								
BWeat	6.2								
	6.4								
weapon	6.6 6.8								
1	7 seconds								
deadly	8 seconds								
ucaury	9 seconds								
1	10 seconds								
meadow	11 seconds								
	12 seconds		<u> </u>						
	Put student initials in bottom box								

Final Test - meadow deadly weapon sweat breath treasure measure

Week 5A

ar

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

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Vocabulary Words			me	Cha	ırt (1	Reco	ord F	astes	st Tiı	ne)
•	4.0									
harm	4.2									
	4.4 4.6									
m 0 11 2 0 t	4.6 4.8									
market	5.0		1							
	5.2									
apart	5.4									
apart	5.6									
. •	5.8									
artist	6.0									
	6.2									
044:010	6.4 6.6									
article	6.8		-							
	7 seconds									
shark	8 seconds									
SHark	9 seconds									
-4	10 seconds									
starve	11 seconds									
	12 seconds		l T							
	Put student initials in bottom box									

Final Test – starve shark article artist apart market harm

Week 5B

er

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

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·						st Ti	ne)		
4.0									
5.0									
5.2									
5.4									
5.6									
_									
6.8									
7 seconds									
8 seconds									
		<u> </u>							
	4.2 4.4 4.6 4.8 5.0 5.2 5.4 5.6 5.8 6.0 6.2 6.4 6.6 6.8 7 seconds	4.0 4.2 4.4 4.6 4.8 5.0 5.2 5.4 5.6 5.8 6.0 6.2 6.4 6.6 6.8 7 seconds 8 seconds 9 seconds 10 seconds 11 seconds 12 seconds	4.0 4.2 4.4 4.6 4.8 5.0 5.2 5.4 5.6 5.8 6.0 6.2 6.4 6.6 6.8 7 seconds 8 seconds 9 seconds 10 seconds 11 seconds 12 seconds	4.0 4.2 4.4 4.6 4.8 5.0 5.2 5.4 5.6 5.8 6.0 6.2 6.4 6.6 6.8 7 seconds 8 seconds 9 seconds 10 seconds 11 seconds 12 seconds	4.0 4.2 4.4 4.6 4.8 5.0 5.2 5.4 5.6 5.8 6.0 6.2 6.4 6.6 6.8 7 seconds 8 seconds 9 seconds 10 seconds 11 seconds 12 seconds	4.0 4.2 4.4 4.6 4.8 5.0 5.2 5.4 5.6 5.8 6.0 6.2 6.4 6.6 6.8 7 seconds 8 seconds 9 seconds 10 seconds 11 seconds 12 seconds	4.0 4.2 4.4 4.6 4.8 5.0 5.2 5.4 5.6 5.8 6.0 6.2 6.4 6.6 6.8 7 seconds 8 seconds 9 seconds 10 seconds 11 seconds 12 seconds 12 seconds	4.0 4.2 4.4 4.6 4.8 5.0 5.2 5.4 5.6 5.8 6.0 6.2 6.4 6.6 6.8 7 seconds 8 seconds 9 seconds 10 seconds 11 seconds 12 seconds	4.2 4.4 4.6 4.8 5.0 5.2 5.4 5.6 5.8 6.0 6.2 6.4 6.6 6.8 7 seconds 8 seconds 9 seconds 10 seconds 11 seconds 12 seconds

Final Test – erase uglier deliver service discover several neither

Week 5C

er - ir

SET UP

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STEP 2 - STOP AT THE VOWEL SOUND

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STEP 4 - READ EACH WORD SLOWLY

The student then says the list words slowly from top to bottom. You'll notice success now is very high since previous Steps (skills) are being used to recall and decode the words. When words are said with no errors – proceed to STEP 5.

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Vocabulary	Words									me)
	4.0									
birth	4.2									
	4.4									
. 1 • .	4.6									
thirty	4.8									
	5.0									
a a 1	5.2									
squirrel	5.4									
1	5.6 5.8									
norganal	6.0									
personal	6.2									
_	6.4									
thirst	6.6									
unist	6.8									
-	7 seconds									
liter	8 seconds									
11001	9 seconds									
1:44	10 seconds									
litter	11 seconds									
	12 seconds		<u> </u>		1					
	Put student initials in bottom box		_							

Final Test – litter liter thirst personal squirrel thirty birth

Week 5D

ur

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

DIRECTIONS FOR STUDENT READING WALL - Watch a video of this at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the colored vowel sound or reading rule in each word. The student is to then say the sound as you point to the colored letter(s). When this can be done from top to bottom without error – begin STEP 2.

STEP 2 - STOP AT THE VOWEL SOUND

The student then says the sounds made by the letters, but only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – fa –we – etc.). This teaches an effective decoding strategy that dramatically increases success and can be used with most words.

STEP 3 - ECHO

Here the student does the above STOP AT THE VOWEL SOUND technique, but then attempts to read the entire word by quickly decoding the final sounds. For example, if the word was "jump" – the student would say "ju" – "jump." If the word was "task" the student would say "ta" – "task." The student is "echoing" the first sounds of the word.

STEP 4 - READ EACH WORD SLOWLY

The student then says the list words slowly from top to bottom. You'll notice success now is very high since previous Steps (skills) are being used to recall and decode the words. When words are said with no errors – proceed to STEP 5.

STEP 5 - TIMED READING

Get out the stopwatch or use the timer on your watch. Tell the student you are going to time how fast they can say the list words. If an error is made, immediately stop the student — correct and discuss the mistake - then start again from the top. Place an "x" next to the student's time only on each successful attempt. Mastery is typically 4 - 5 seconds for the 7 word list. When mastery time is reached, the student is to then read the list words at the bottom of the page next to "Final Word Test." (Note how words are in backwards order and do not have color-coding). When this is done correctly (timing not necessary), words have now been strongly "imprinted" into the student's "long term" memory and you can proceed to the next list.

Vocabulary	Vocabulary Words Time Chart (Record Fastest Time)							me)	
•	4.0								
curtain	4.2								
	4.4 4.6								
bureat	4.6 4.8								
burst	5.0								
	5.2								
surface	5.4								
Surracc	5.6								
	5.8								
fur	6.0								
IGI	6.2								
C	6.4								
surf	6.6 6.8								
	7 seconds								
curved	8 seconds								
Curveu	9 seconds								
•	10 seconds								
hurricane	11 seconds								
	12 seconds		ļ ,						
	Put student initials in bottom box								

Final Test – hurricane curved surf fur surface burst curtain

Week 6A

2 Consonant Rule

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

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STEP 3 - ECHO

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STEP 4 - READ EACH WORD SLOWLY

The student then says the list words slowly from top to bottom. You'll notice success now is very high since previous Steps (skills) are being used to recall and decode the words. When words are said with no errors – proceed to STEP 5.

STEP 5 - TIMED READING

Get out the stopwatch or use the timer on your watch. Tell the student you are going to time how fast they can say the list words. If an error is made, immediately stop the student – correct and discuss the mistake - then start again from the top. Place an "x" next to the student's time only on each successful attempt. Mastery is typically 4 - 5 seconds for the 7 word list. When mastery time is reached, the student is to then read the list words at the bottom of the page next to "Final Word Test." (Note how words are in backwards order and do not have color-coding). When this is done correctly (timing not necessary), words have now been strongly "imprinted" into the student's "long term" memory and you can proceed to the next list.

Vocabulary W	ords (me)
-	4.0									
public	4.2									
puone	4.4									
-	4.6									
language	4.8									
rangaage	5.0									
4	5.2									
master	5.4									
	5.6									
41	5.8									
atlas	6.0									
	6.2 6.4									
alzinarı	6.6									
skinny	6.8									
•	7 seconds									
effort	8 seconds									
	9 seconds									
	10 seconds									
canyon	11 seconds									
	12 seconds									
Р	ut student initials in bottom box									

Final Test – canyon effort skinny atlas master language public

Week 6B

2 Consonant Rule

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

DIRECTIONS FOR STUDENT READING WALL - Watch a video of this at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the colored vowel sound or reading rule in each word. The student is to then say the sound as you point to the colored letter(s). When this can be done from top to bottom without error – begin STEP 2.

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STEP 4 - READ EACH WORD SLOWLY

The student then says the list words slowly from top to bottom. You'll notice success now is very high since previous Steps (skills) are being used to recall and decode the words. When words are said with no errors – proceed to STEP 5.

STEP 5 - TIMED READING

Get out the stopwatch or use the timer on your watch. Tell the student you are going to time how fast they can say the list words. If an error is made, immediately stop the student – correct and discuss the mistake - then start again from the top. Place an "x" next to the student's time only on each successful attempt. Mastery is typically 4 - 5 seconds for the 7 word list. When mastery time is reached, the student is to then read the list words at the bottom of the page next to "Final Word Test." (Note how words are in backwards order and do not have color-coding). When this is done correctly (timing not necessary), words have now been strongly "imprinted" into the student's "long term" memory and you can proceed to the next list.

Vocabulary Words Time Chart (Record Fastest Time							me)		
·	4.0								
common	4.2								
	4.4								
	4.6								
expect	4.8 5.0								
1	5.2								
gubioat	5.4								
subject	5.6								
	5.8								
added	6.0								
added	6.2								
1.01 1	6.4								
selfish	6.6								
	6.8								
• 1,	7 seconds								
agriculture a	8 seconds								
\mathcal{C}	9 seconds 10 seconds								
handsome	11 seconds								
Handsome	12 seconds								
Put student initi.	als in bottom box		 						

Final Test – handsome agriculture selfish added subject expect common

Week 6C

2 Consonant Rule

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

DIRECTIONS FOR STUDENT READING WALL - Watch a video of this at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the colored vowel sound or reading rule in each word. The student is to then say the sound as you point to the colored letter(s). When this can be done from top to bottom without error – begin STEP 2.

STEP 2 - STOP AT THE VOWEL SOUND

The student then says the sounds made by the letters, but only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – fa –we – etc.). This teaches an effective decoding strategy that dramatically increases success and can be used with most words.

STEP 3 - ECHO

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STEP 4 - READ EACH WORD SLOWLY

The student then says the list words slowly from top to bottom. You'll notice success now is very high since previous Steps (skills) are being used to recall and decode the words. When words are said with no errors – proceed to STEP 5.

STEP 5 - TIMED READING

Get out the stopwatch or use the timer on your watch. Tell the student you are going to time how fast they can say the list words. If an error is made, immediately stop the student – correct and discuss the mistake - then start again from the top. Place an "x" next to the student's time only on each successful attempt. Mastery is typically 4 - 5 seconds for the 7 word list. When mastery time is reached, the student is to then read the list words at the bottom of the page next to "Final Word Test." (Note how words are in backwards order and do not have color-coding). When this is done correctly (timing not necessary), words have now been strongly "imprinted" into the student's "long term" memory and you can proceed to the next list.

Vocabulary Word	ds	Tiı	me	Cha	ırt (1	Reco	rd F	astes	st Tii	me)
-	4.0									
suffer	4.2									
Suffer	4.4									
0.0	4.6									
offer	4.8									
Offici	5.0									
• 1	5.2									
signal	5.4									
5161	5.6									
1 • ,	5.8									
admit	6.0									
	6.2									
:1	6.4 6.6									
jagged	6.8									
3 00	7 seconds									
seldom	8 seconds									
Seluoili	9 seconds									
	10 seconds									
messenger	11 seconds									
messenger	12 seconds									
Put stud	lent initials in bottom box									

Final Test - messenger seldom jagged admit signal offer suffer

Week 6D

2 Consonant Rule

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

DIRECTIONS FOR STUDENT READING WALL - Watch a video of this at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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Vocabulary	Words	Time Chart (Record Fastest Ti							me)	
•	4.0									
ribbon	4.2									
Hobon	4.4									
1 • 1	4.6									
sandwich	4.8									
	5.0									
, 1	5.2									
gather	5.4									
8	5.6									
11	5.8									
gallop	6.0 6.2									
	6.4									
10.11.0	6.6									
pressure	6.8									
•	7 seconds									
interest	8 seconds									
Interest	9 seconds									
.	10 seconds									
plastic	11 seconds									
Piastic	12 seconds		<u> </u>							
	Put student initials in bottom box									

Final Test – plastic interest pressure gallop gather sandwich ribbon

Week 7A

Ai - long a

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

DIRECTIONS FOR STUDENT READING WALL - Watch a video of this at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the colored vowel sound or reading rule in each word. The student is to then say the sound as you point to the colored letter(s). When this can be done from top to bottom without error – begin STEP 2.

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STEP 4 - READ EACH WORD SLOWLY

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STEP 5 - TIMED READING

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Vocabulary Words									
•	4.0								
main	4.2								
	4.4								
1, 011	4.6 4.8								
hail	4.0 5.0								
	5.2								
straight	5.4								
Strangint	5.6								
	5.8								
trailer	6.0								
trairci	6.2								
	6.4								
remain	6.6								
	6.8								
	7 seconds								
railroad	8 seconds 9 seconds								
	10 seconds								
maintenance	11 seconds								
maintenance	12 seconds								
Put student init	ials in bottom box		•				'		

Final Test – maintenance railroad remain trailer straight hail main

Week 7B

Final-e Rule

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

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Vocabulary	Words	Ti	me	Cha	ırt (1	Reco	ord F	aste	st Ti	me)
•	4.0									
ache	4.2		-							
	4.4 4.6									
wolue	4.8									
value	5.0									
	5.2									
continue	5.4									
Continue	5.6									
	5.8									
gaze	6.0									
8	6.2									
#0 t 0	6.4 6.6									
rate	6.8		1							
	7 seconds									
latitude	8 seconds									
Tatttuac	9 seconds									
1 : 4 1 -	10 seconds									
longitude	11 seconds									
\mathcal{C}	12 seconds		<u> </u>							
	Put student initials in bottom box									

Final Test – longitude latitude rate gaze continue value ache

Week 7C

1 Consonant Rule

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

DIRECTIONS FOR STUDENT READING WALL - Watch a video of this at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

The student then says the sounds made by the letters, but only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – fa –we – etc.). This teaches an effective decoding strategy that dramatically increases success and can be used with most words.

STEP 3 - ECHO

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STEP 4 - READ EACH WORD SLOWLY

The student then says the list words slowly from top to bottom. You'll notice success now is very high since previous Steps (skills) are being used to recall and decode the words. When words are said with no errors – proceed to STEP 5.

STEP 5 - TIMED READING

Get out the stopwatch or use the timer on your watch. Tell the student you are going to time how fast they can say the list words. If an error is made, immediately stop the student – correct and discuss the mistake - then start again from the top. Place an "x" next to the student's time only on each successful attempt. Mastery is typically 4 - 5 seconds for the 7 word list. When mastery time is reached, the student is to then read the list words at the bottom of the page next to "Final Word Test." (Note how words are in backwards order and do not have color-coding). When this is done correctly (timing not necessary), words have now been strongly "imprinted" into the student's "long term" memory and you can proceed to the next list.

Vocabulary	Words	Tiı	me	Cha	ırt (1	Reco	ord F	astes	st Ti	me)
•	4.0									
usual	4.2									
	4.4 4.6									
horo	4.8									
hero	5.0									
	5.2									
museum	5.4									
mascam	5.6									
, , 1	5.8									
total	6.0									
	6.2 6.4									
01/010	6.6									
even	6.8									
	7 seconds									
rules	8 seconds									
10105	9 seconds									
faccusant	10 seconds									
frequent	11 seconds									
•	12 seconds		<u> </u>							
	Put student initials in bottom box		1 .							

Final Test – frequent rules even total museum hero usual

Week 7D

ie – long e

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

DIRECTIONS FOR STUDENT READING WALL - Watch a video of this at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the colored vowel sound or reading rule in each word. The student is to then say the sound as you point to the colored letter(s). When this can be done from top to bottom without error – begin STEP 2.

STEP 2 - STOP AT THE VOWEL SOUND

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STEP 4 - READ EACH WORD SLOWLY

The student then says the list words slowly from top to bottom. You'll notice success now is very high since previous Steps (skills) are being used to recall and decode the words. When words are said with no errors – proceed to STEP 5.

STEP 5 - TIMED READING

Get out the stopwatch or use the timer on your watch. Tell the student you are going to time how fast they can say the list words. If an error is made, immediately stop the student – correct and discuss the mistake - then start again from the top. Place an "x" next to the student's time only on each successful attempt. Mastery is typically 4 - 5 seconds for the 7 word list. When mastery time is reached, the student is to then read the list words at the bottom of the page next to "Final Word Test." (Note how words are in backwards order and do not have color-coding). When this is done correctly (timing not necessary), words have now been strongly "imprinted" into the student's "long term" memory and you can proceed to the next list.

Vocabulary	Words	Ti	me	Cha	ırt (1	Reco	ord F	astes	st Tiı	ne)
•	4.0									
field	4.2									
	4.4									
•	4.6									
niece	4.8		_							
	5.0									
1 · C	5.2									
brief	5.4		_							
	5.6									
. 1 1 .1	5.8		_							
shield	6.0									
	6.2 6.4									
10.111.0.01	6.6									
priest	6.8									
•	7 seconds									
fierce	8 seconds									
110100	9 seconds									
1 0	10 seconds									
briefcase	11 seconds									
Circicase	12 seconds									
	Put student initials in bottom box									

Final Test – briefcase fierce priest shield brief niece field

Week 8A

Silent Letters

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

DIRECTIONS FOR STUDENT READING WALL - Watch a video of this at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the colored vowel sound or reading rule in each word. The student is to then say the sound as you point to the colored letter(s). When this can be done from top to bottom without error – begin STEP 2.

STEP 2 - STOP AT THE VOWEL SOUND

The student then says the sounds made by the letters, but only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – fa –we – etc.). This teaches an effective decoding strategy that dramatically increases success and can be used with most words.

STEP 3 - ECHO

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STEP 4 - READ EACH WORD SLOWLY

The student then says the list words slowly from top to bottom. You'll notice success now is very high since previous Steps (skills) are being used to recall and decode the words. When words are said with no errors – proceed to STEP 5.

STEP 5 - TIMED READING

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Vocabulary	Words	Tiı	me	Cha	rt (1	Reco	rd F	astes	st Ti	me)
-	4.0									
known	4.2									
KIIO W II	4.4									
•	4.6									
thought	4.8									
	5.0									
1	5.2									
palm	5.4									
1	5.6 5.8									
th ou ch	6.0									
though	6.2									
	6.4									
knight	6.6									
Kingiit	6.8									
	7 seconds									
doubt	8 seconds									
aoaot	9 seconds									
1 1_	10 seconds									
knob	11 seconds									
	12 seconds		<u>.</u>				,			
	Put student initials in bottom box		<u> </u>							

Final Test – knob doubt knight though palm thought known

Week 8B

C-Rule

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

DIRECTIONS FOR STUDENT READING WALL - Watch a video of this at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the colored vowel sound or reading rule in each word. The student is to then say the sound as you point to the colored letter(s). When this can be done from top to bottom without error – begin STEP 2.

STEP 2 - STOP AT THE VOWEL SOUND

The student then says the sounds made by the letters, but only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – fa –we – etc.). This teaches an effective decoding strategy that dramatically increases success and can be used with most words.

STEP 3 - ECHO

Here the student does the above STOP AT THE VOWEL SOUND technique, but then attempts to read the entire word by quickly decoding the final sounds. For example, if the word was "jump" – the student would say "ju" – "jump." If the word was "task" the student would say "ta" – "task." The student is "echoing" the first sounds of the word.

STEP 4 - READ EACH WORD SLOWLY

The student then says the list words slowly from top to bottom. You'll notice success now is very high since previous Steps (skills) are being used to recall and decode the words. When words are said with no errors – proceed to STEP 5.

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Vocabulary									
•	4.0								
certain	4.2		_						
	4.4		-						
off:	4.6 4.8								
office	4.6 5.0								
	5.2								
nececcary	5.4								
necessary	5.6								
	5.8								
citizen	6.0								
CICIZCII	6.2		4						
1	6.4		_						
cancel	6.6 6.8								
	7 seconds		1						
balance	8 seconds								
Darance	9 seconds								
1 ,	10 seconds								
accelerate	11 seconds		_						
	12 seconds		1						
	Put student initials in bottom box		1						

Final Test – accelerate balance cancel citizen necessary office certain

Week 8C

G-Rule

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

DIRECTIONS FOR STUDENT READING WALL - Watch a video of this at www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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Vocabulary Words		Tiı	me	Cha	ırt (1	Reco	ord F	astes	st Ti	me)
•	4.0									
gentle	4.2									
gentie	4.4									
•	4.6									
imagine	4.8									
	5.0									
1 • 1	5.2									
biology	5.4									
0101051	5.6									
	5.8									
Germany	6.0									
	6.2									
-111	6.4									
challenge	6.6 6.8									
\mathcal{C}	7 seconds									
len overlados	8 seconds									
knowledge	9 seconds									
	10 seconds									
legislature	11 seconds									
10513141410	12 seconds		1							
Put student in	itials in bottom box		Ĭ				İ			
i ut otadont in		<u> </u>	1							

Final Test – legislature knowledge challenge Germany biology imagine gentle

Week 8D

Short Vowel Mix

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

DIRECTIONS FOR STUDENT READING WALL - Watch a video of this at www.tampareads.com/video

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Vocabulary	Words	Ti	me	Cha	ırt (1	Reco	rd F	astes	st Tii	ne)
	4.0									
attic	4.2									
attic	4.4									
• 6	4.6									
swift	4.8									
SWIIC	5.0									
C1 1	5.2									
flock	5.4									
	5.6									
	5.8									
rust	6.0									
	6.2 6.4									
ahin	6.6									
shin	6.8									
	7 seconds									
width	8 seconds									
WIUII	9 seconds									
• 00	10 seconds									
sniff	11 seconds									
	12 seconds									
	Put student initials in bottom box		<u> </u>							

Final Test - sniff width shin rust flock swift attic

Week 9A

ly ty ending

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

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Vocabulary	Words	Ti	me	Cha	ırt (1	Reco	rd F	astes	st Tii	me)
	4.0									
finally	4.2									
illially	4.4									
1	4.6									
plenty	4.8									
Prome	5.0									
1 4	5.2									
duty	5.4									
J	5.6									
11	5.8 6.0									
hourly	6.2									
•	6.4									
month ly	6.6									
monthly	6.8									
_	7 seconds									
yearly	8 seconds									
ycarry	9 seconds									
11	10 seconds									
annually	11 seconds									
Julian Grand	12 seconds		<u>,</u>				,			
	Put student initials in bottom box									

Final Test – annually yearly monthly hourly duty plenty finally

Week 9B

Silent Letters

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

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Vocabulary Words		Ti	me	Cha	ırt (1	Reco	rd F	astes	st Tii	me)
	4.0									
whistle	4.2									
WIIISCIC	4.4									
1.	4.6									
listening	4.8									
noveming	5.0									
c ·	5.2									
foreign	5.4									
10101811	5.6									
1 1,01	5.8									
doubtful	6.0									
	6.2									
	6.4									
neighborhood	6.6 6.8									
	7 seconds									
lamb	8 seconds									
lam <mark>b</mark>	9 seconds									
	10 seconds									
debt	11 seconds									
ucut	12 seconds		1							
Put student initia	als in bottom box		Ť				'			
T dt Stadont milit	alo ili bottolli box		ı	I				I		

Final Test – debt lamb neighborhood doubtful foreign listening whistle

Week 9C

ol – long o

SET UP

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	4.0									
pole	4.2									
porc	4.4									
4	4.6									
solar	4.8									
Solai	5.0									
C 1 1	5.2									
folder	5.4									
	5.6									
1 1 1	5.8									
bold	6.0									
	6.2 6.4									
a a a 1 d	6.6									
scold	6.8									
	7 seconds									
mold	8 seconds									
moru	9 seconds									
4 4	10 seconds									
scroll	11 seconds									
	12 seconds									
	Put student initials in bottom box									

Final Test – scroll mold scold bold folder solar pole

Week 9D

oa - long o

SET UP

Print out as many "Lists" as you have room for and place along a wall in close proximity to the student. If you have only a few students, you can choose to print out and staple, or place in a notebook (although students prefer the visual motivation provided by setting up along a wall). Follow the 5 STEPS below.

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Vocabulary W	ords	Tiı	me	Cha	ırt (1	Reco	ord F	astes	st Tiı	me)
•	4.0									
coast	4.2									
	4.4									
	4.6									
roam	4.8									
	5.0									
b = = = t	5.2 5.4									
boast	5.4 5.6									
	5.8									
coal	6.0									
Coal	6.2									
	6.4									
goal load	6.6									
goar	6.8									
	7 seconds									
020	8 seconds									
1044	9 seconds									
	10 seconds									
cocoa	11 seconds									
	12 seconds									
Pu	t student initials in bottom box									

Final Test - cocoa load goal coal boast roam coast