

Welcome to the ReadingKey

Grade 5 Fluency Builder Lists 1st 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 5 section is not common conversational vocabulary so word meanings (definitions) must also be practiced through our excellent Vocabulary Building Worksheets that parallel the same words used in the Fluency Builder Lists.

How to Begin:

1. Tape as many pages as you have room for along a living room wall or hallway about 3 feet off the floor. Use a yardstick to help keep pages at a consistent height. Lists should be about ½ inch apart. The process goes much faster if you have an assistant who can hold the tape – handing you one piece at a time.
2. If you just completed our online grade level reading test, this reading vocabulary list was specifically selected as the best place to begin for your student.
3. Purchase a stopwatch from Radio Shack – Walmart or any local sports store. This is actually very important as the timing of the lists is highly motivational for the student as the time is recorded in the bar-graph in the lower right of each list. We do have a digital stopwatch on our website which can be accessed from the “Quick Links” box seen after you log in, although a hand-held watch adds increased motivation.
4. Next, place two chairs 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 help the student master word definitions.

Fluency Builder List

LESSON 1A

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

(Review Words from Grade 4 – see below)

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

The words in LESSON 1 are a review of the Grade 4 Vocabulary. Use these LESSON 1 words to determine readiness for beginning Grade 5 vocabulary. If your student (or a significant percentage of classroom students) are not able to fluently read and define these words, the teacher should give strong consideration to beginning at least in the middle of Grade 4.

medium

beyond

remain

previous

identical

distance

effort

explanation

accurate

opportunity

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time

"L" is for recording time for saying left column words

"R" is for recording time for saying right column words

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

Can be used with up to five students

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

Fluency Builder List

LESSON 1B

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

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gale

rate

rage

volume

compete

brain

proceed

increase

brief

coast

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time

"L" is for recording time for saying left column words

"R" is for recording time for saying right column words

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

Can be used with up to five students

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

Fluency Builder List

LESSON 1C

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

Review words from Grade 4 (see below)

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The words in LESSON 1 are a review of the Grade 4 Vocabulary. Use these LESSON 1 words to determine readiness for beginning Grade 5 vocabulary. If your student (or a significant percentage of classroom students) are not able to fluently read and define these words, the teacher should give strong consideration to beginning with the Fluency Builder Lists for the middle of Grade 4 or earlier.

recently

citizen

generous

suggest

gigantic

particle

observe

firm

hurricane

horizon

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time

"L" is for recording time for saying left column words

"R" is for recording time for saying right column words

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

Can be used with up to five students

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

Fluency Builder List

LESSON 1D

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

Review words from Grade 4 (see below)

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The words in LESSON 1 are a review of the Grade 4 Vocabulary. Use these LESSON 1 words to determine readiness for beginning Grade 5 vocabulary. If your student (or a significant percentage of classroom students) are not able to fluently read and define these words, the teacher should give strong consideration to beginning with the Fluency Builder Lists for the middle of Grade 4 or earlier.

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time

"L" is for recording time for saying left column words

"R" is for recording time for saying right column words

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

Can be used with up to five students

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

emotion

solution

duration

combination

stationary

culture

adventure

manufacture

agriculture

legislature

Fluency Builder List

LESSON 2A

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

1 consonant after the vowel often makes the vowel long

union bonus social regions statement

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

union

statement

bonus

regions

social

social

regions

bonus

statement

union

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

Fluency Builder List

LESSON 2B

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

short e

event fumes bravery revolt govern

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

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Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time

"L" is for recording time for saying left column words

"R" is for recording time for saying right column words

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

Can be used with up to five students

event

govern

fumes

revolt

bravery

bravery

revolt

fumes

govern

event

gu

Initials

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

Fluency Builder List

LESSON 2C

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

inner insist intact instant influence

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time

"L" is for recording time for saying left column words

"R" is for recording time for saying right column words

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

Can be used with up to five students

inner

inner

insist

insist

intact

intact

instant

instant

influence

influence

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

Fluency Builder List

LESSON 2D

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

short vowel mix

conflict impeach summarize Appalachian immigration

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time

"L" is for recording time for saying left column words

"R" is for recording time for saying right column words

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

Can be used with up to five students

conflict

immigration

impeach

Appalachian

summarize

summarize

Appalachian

impeach

immigration

conflict

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

Fluency Builder List

LESSON 3A

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

ai – long a

aid aide gait failure plains

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

aid

plains

aide

failure

gait

gait

failure

aide

plains

aid

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

Fluency Builder List

LESSON 3B

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

ea – long e

cease reveal defeat repeal Seattle

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time

"L" is for recording time for saying left column words

"R" is for recording time for saying right column words

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

Can be used with up to five students

cease

Seattle

reveal

repeal

defeat

defeat

repeal

reveal

Seattle

cease

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

Fluency Builder List

LESSON 3C

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

ie – long e

shield shriek relieve frontier beliefs

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

Student puts "X" in box corresponding to stopwatch time

"L" is for recording time for saying left column words

"R" is for recording time for saying right column words

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

Can be used with up to five students

shield

beliefs

shriek

frontier

relieve

relieve

frontier

shriek

fru

beliefs

shield

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

u

Fluency Builder List

LESSON 4A

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

Final-e Rule
Vowel before the
final e is usually
long

fade dose slave prime independence

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

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

fade

independence

dose

prime

slave

slave

prime

dose

independence fade

Fluency Builder List

LESSON 4B

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

Final-e Rule
Vowel before the
final e is
usually long

issue empire inhale expose glare

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

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

issue

glare

empire

expose

inhale

inhale

expose

empire

glare

issue

Fluency Builder List

ty – tee
ly – lee
ry – ree

LESSON 4C

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

misty waxy briskly anxiety revolutionary

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

misty

revolutionary

briskly

anxiety

anxiety

briskly

revolutionary waxy

waxy

misty

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

Fluency Builder List

ty – tee
by – bee
cy – see
ry – ree

LESSON 4D

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

hasty lobby policy silvery ivory

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

hasty

ivory

lobby

silvery

policy

policy

silvery

lobby

ivory

hasty

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

Fluency Builder List

LESSON 5A

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

trout pouch announce encounter source

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

Student puts “X” in box corresponding to stopwatch time

“L” is for recording time for saying left column words

“R” is for recording time for saying right column words

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

Can be used with up to five students

trout

source

pouch

encounter

announce

announce

u

encounter

pouch

source

trout

sor

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

Fluency Builder List

LESSON 5B

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

ow says
long o & ou

ownership burrow drowsy towering Mayflower

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

ownership

Mayflower

burrow

towering

drowsy

drowsy

towering

burrow

Mayflower

ownership

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

Fluency Builder List

LESSON 5C

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

oo has 2 sounds
oo (food) oo (book)

booming nook textbook misunderstood cooperate

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

Student puts “X” in box corresponding to stopwatch time

“L” is for recording time for saying left column words

“R” is for recording time for saying right column words

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

Can be used with up to five students

booming

cooperate

nook

misunderstood

textbook

textbook

misunderstood nook

cooperate

booming

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

Fluency Builder List

LESSON 5D

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

oi - oy

hoist avoid loyal destroy boycott

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

Student puts “X” in box corresponding to stopwatch time

“L” is for recording time for saying left column words

“R” is for recording time for saying right column words

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

Can be used with up to five students

hoist

boycott

avoid

destroy

u

loyal

loyal

destroy

avoid

di

boycott

hoist

Initials

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

Fluency Builder List

LESSON 6A

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

le ending

role rubble jumble noble dismantle

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

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

Student puts “X” in box corresponding to stopwatch time

“L” is for recording time for saying left column words

“R” is for recording time for saying right column words

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

Can be used with up to five students

role

dismantle

rubble

noble

jumble

jumble

noble

rubble

dismantle

role

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

Fluency Builder List

LESSON 6B

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

le ending

rumble shuffle miracle illegible navigable

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

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

rumble

navigable

shuffle

illegible

miracle

miracle

meer

illegible

shuffle

navigable

rumble

Fluency Builder List

LESSON 6C

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

al ending

local royal approval continental Montreal

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

local

Montreal

royal

continental

approval

approval

u

continental

royal

Montreal

local

Initials

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

Fluency Builder List

LESSON 6D

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

al ending

mural survival federal dual cultural

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

Student puts “X” in box corresponding to stopwatch time

“L” is for recording time for saying left column words

“R” is for recording time for saying right column words

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

Can be used with up to five students

mural

cultural

survival

dual

federal

federal

dual

survival

cultural

mural

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

Fluency Builder List

LESSON 7A

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

ar
says "air"

arch barter harsh charter parallel

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

arch

parallel

barter

charter

harsh

harsh

charter

barter

parallel
pair

arch

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

Fluency Builder List

LESSON 7B

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

ar

ark startle remark architect artifacts

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

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

ark

artifacts

startle

architect

remark

remark

architect

startle

artifacts

ark

Fluency Builder List

LESSON 7C

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

er – ir – ur
all say same sound

terms perk merchant urge circumstance

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

Student puts “X” in box corresponding to stopwatch time

“L” is for recording time for saying left column words

“R” is for recording time for saying right column words

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

Can be used with up to five students

terms

circumstance

perk

urge

merchant

merchant

urge

perk

circumstance

terms

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

Fluency Builder List

LESSON 7D

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

or

nor forced ordinary historian performance

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

nor

performance

forced

historian

ordinary

ordinary

historian

forced

performance

nor

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

Fluency Builder List

LESSON 8A

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

un prefix

unrest uneasy unexpected unsuccessful unfamiliar

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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Fluency Time Chart

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

Can be used with up to five students

unrest

unfamiliar

uneasy

unsuccessful

unexpected

unexpected

unsuccessful

uneasy

unfamiliar

unrest

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

Fluency Builder List

LESSON 8B

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

dis - prefix

dissatisfied disadvantage disability disregard discrimination

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

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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Fluency Time Chart

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

Can be used with up to five students

dissatisfied

discrimination

disadvantage

disregard

disability

disability

disregard

disadvantage

discrimination dissatisfied

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

Fluency Builder List

1 Consonant Rule
Exceptions—
“de” often says”
di (short i)

LESSON 8C

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

defend demand depend democracy poverty

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

defend
di

poverty

demand
di

democracy

depend
di

depend

democracy
di

demand

poverty

defend

L	R	L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.1	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.2	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.3	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.4	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.5	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.6	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.7	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.8	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.9	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	4.0	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.1	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.2	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.3	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.4	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.5	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.6	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.7	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.8	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.9	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	5	4.9	4.9	4.9	4.9	4.9
5	5	5	5	6	5	5	5	5	5
6	6	6	6	7	6	6	6	6	6
7	7	7	7	8	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials									

Fluency Builder List

LESSON 8D

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

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

crisis trader focus primary religious

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

crisis

religious

trader

primary

focus

focus

primary

trader

religious

crisis

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

Fluency Builder List

LESSON 9A

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

2 Consonant Rule
A vowel is usually
short when followed
by 2 consonants

historic pilgrim suffrage advantage massacre

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

historic

massacre

pilgrim

advantage

suffrage

suffrage

advantage

pilgrim

massacre

historic

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

Fluency Builder List

LESSON 9B

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

2 Consonant
Rule Exceptions
short u sound

effect affect official assembly responsibilities

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

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

effect

responsibilities

affect

assembly

official

official

assembly

affect

responsibilities effect

Fluency Builder List

LESSON 9C

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

Final-e Rule
The vowel before
a final-e
is usually long

sane pure hesitate persuade prejudice

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

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

sane

prejudice

pure

persuade

hesitate

hesitate

persuade

pure

prejudice

sane

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

Fluency Builder List

LESSON 9D

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

Final-a Rule
When a word ends
letter "a" it has the
short u sound

nausea replica amnesia era utopia

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

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

Can be used with up to five students

nausea

utopia

replica

era

amnesia

amnesia

era

replica

air

utopia

nausea

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