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.

LESSON 1A

A 4-step process for achieving <u>accelerated advancement</u> 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 Fluency Time Chart Student puts "X" in box corresponding to stopw "I" is for recording time for saving left column

beyond

remain

previous

identical

distance

effort

explanation

accurate

opportunity

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

LESSON 1B

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

Review words from Grade 4 (see below)

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Fluency Time Chart

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

Can be used with up to five students

L	R	L	R	i i	L	R) 310	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+
									•		

gale

rate

rage

volume

compete

brain

proceed

increase

brief

coast

LESSON 1C

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

Review words from Grade 4 (see below)

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Fluency Time Chart

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

Can be used with up to five students

L	R	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+
			•				•		

recently

citizen

generous

suggest

gigantic

particle

observe

firm

hurricane

horizon

LESSON 1D

A 4-step process for achieving <u>accelerated advancement</u> 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.

emotion Fluency Time Chart Student puts "X" in box corresponding to stopw "I" is for recording time for saving left column

solution

duration

combination

stationary

culture

adventure

manufacture

agriculture

legislature

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 ı	use	iw b	th u	p to	five	e stu	ıder	nts	_		
L	R		L	R		L	R		L	R		L	R
3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0
3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1
3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2
3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3
3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4
3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5
3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6
3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7
3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8
3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0
4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1
4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2
4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3
4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4
4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5
4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6
4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7
4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8
4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9
5	5		5	5		5	5		5	5		5	5
6	6		6	6		6	6		6	6		6	6
7	7		7	7		7	7		7	7		7	7
10+	10+		10+	10+		10+	10+		10+	10+		10+	10+

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 repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

		Can	be ı	used	iw b	th u	p to	five	stu	ıder	nts		
	L	R		L	R		L	R		L	R	L	R
	3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0	3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1	3.1	3.1
	3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2	3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3	3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4	3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5	3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6	3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7	3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8	3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9	3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0	4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1	4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2	4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4	4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5	4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8	4.8	4.8
	4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9	4.9	4.9
	5	5		5	5		5	5		5	5	5	5
	6	6		6	6		6	6		6	6	6	6
	7	7		7	7		7	7		7	7	7	7
	10+	10+		10+	10+		10+	10+		10+	10+	10+	10+
Initials													

union statement

bonus regions

social social

regions bonus

statement union

LESSON 2B

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

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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

event	govern	Can be used with up to five students	
	80 (111		R
			_
		3.0 3.0	_
		3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2	_
fumes	revolt	3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3	
Turres	icvoit	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
		3.6 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	_
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bravery	bravery	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9	
eravery	eravery	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	
1,	C	4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5	_
revolt	fumes	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	1.7
		4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8 4.8	1.8
		4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9 4.9	1.9
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gu		10+ 10+ 10+ 10+ 10+ 10+ 10+ 10+ 10+ 10+	0+
Su		Initials	

LESSON 2C

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> 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 repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

inner	inner	G R IS	OAL	IS	TO F	ŘΕΑ	\CF	l R	ΕĎΊ	LIŇE	Ē (o	r clo	se to			
			П	an R	be u	ısec	l WI	tn (up to	R	e sti 	Jaer L	nts R		LI	R
			F			-				Ë		_	<u> </u>	, ,	Ħ	
			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	
			3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2
insist	insist		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3
IIISISt			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
intact	intact		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
Intact	mact		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	II I-	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
instant	instant		4.5	4.5	II I-	4.5			_	4.5		4.5	4.5		4.5	
Ilistalit	mstant		4.6	4.6	I -	4.6			_	4.6		4.6	4.6		4.6	
			4.7	4.7	I -	4.7				4.7			4.7		-	4.7
			\vdash	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	5
influence	influonco		6	6		6			6	6		6	6		6	6
Influence	influence		7	7		7			7	7		7	-		-	7
			10+	10+	-	10+	10+		10+	10+		10+	10+		10+	10+
		Initials			ll									ı	<u> </u>	

LESSON 2D

conflict

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> 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 repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

impeach	Appalachian
summarize	summarize

immigration

Appalachian impeach

immigration conflict

	<i>i</i> an	be i	use	iw b	ın u	ρ ιο	live	Sil	luei	แร		
L	R		L	R		L	R		L	R	L	R
3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0	3.0	3.0
3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1	3.1	3.1
3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2	3.2	3.2
3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3	3.3	3.3
3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4	3.4	3.4
3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5	3.5	3.5
3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6	3.6	3.6
3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7	3.7	3.7
3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8	3.8	3.8
3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9	3.9	3.9
4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0	4.0	4.0
4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1	4.1	4.1
4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2	4.2	4.2
4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	4.3	4.3
4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4	4.4	4.4
4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5	4.5	4.5
4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6	4.6	4.6
4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7	4.7	4.7
4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8	4.8	4.8
4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9	4.9	4.9
5	5		5	5		5	5		5	5	5	5
6	6		6	6		6	6		6	6	6	6
7	7		7	7		7	7		7	7	7	7
10+	10+		10+	10+		10+	10+		10+	10+	10+	10+

LESSON 3A

Also called the "Student Reading Wall" - A 4-step learning process for achieving <u>dramatic advancement</u> 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

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STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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Fluency Time Chart

aid	plains	"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
WI G	Prams	
		3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
		3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2
aide	failure	3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3 3.3
aruc	Tarrurc	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
		3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6
		3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7
	•	3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.8
gait	gait	3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9
Suit	Sart	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 4.3 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
C '1	• 1	4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.5
failure	aide	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
nlaine	aid	6 6 6 6 6 6 6 6
plains	aiu	7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7
		Initials 10+ 10+ 10+ 10+ 10+ 10+ 10+ 10+
		IIIIIais

LESSON 3B

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

ea - long e

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

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STEP 3 - READ EACH WORD SLOWLY

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Fluency Time Chart

cease	Seattle	GOAL	IS TO		ACH	RED	LIÑ	E (0	or clo	se to		
CCasc	Scattle		R R	use	R R	i i	L R	-11	L	R	Г	. R
		-		F		-	- H"		-		-	
		3.0	3.0	3.0	3.0	3	.0 3.0		3.0	3.0	3.	0 3.0
		├	3.1	3.1	-		.1 3.1			3.1		1 3.1
	_	3.2	3.2	3.2	3.2	3	.2 3.2	2	3.2	3.2	3.	2 3.2
reveal	repeal	3.3	3.3	3.3	3.3	3	.3 3.3	3	3.3	3.3	3.	3 3.3
10 v Cai	repear	3.4	3.4	3.4	3.4	3	.4 3.4	1	3.4	3.4	3.	4 3.4
		3.5	3.5	3.5	3.5	3	.5 3.5	5	3.5	3.5	3.	5 3.5
		3.6	3.6	3.6	3.6	3	.6 3.6	3	3.6	3.6	3.	6 3.6
		3.7	3.7	3.7	3.7	3	.7 3.7	7	3.7	3.7	3.	7 3.7
		3.8	3.8	3.8	3.8	3	.8 3.8	3	3.8	3.8	3.	8 3.8
defeat	defeat	3.9	3.9	3.9	3.9	3	.9 3.9	9	3.9	3.9	3.	9 3.9
ucicat	ucreat	4.0	4.0	4.0	-	4	.0 4.0		4.0	4.0	4.	0 4.0
		4.1	4.1	4.1		I I	.1 4.1	4	4.1	4.1	_	1 4.1
		I	4.2	4.2		II_	.2 4.2			4.2	_	2 4.2
			4.3	4.3	-	I I	.3 4.3	_		4.3	-	3 4.3
			4.4	4.4		 -	.4 4.4	4	_	4.4	_	4 4.4
repeal	reveal		4.5	4.5		 -	.5 4.5	4	_	4.5	-	5 4.5
repear	revear		4.6	4.6		I I	.6 4.6	_	-	4.6	_	6 4.6
		I	4.7	4.7		II_	.7 4.7			4.7		7 4.7
			4.8	4.8		I I	.8 4.8	_		4.8	_	8 4.8
		4.9		4.9			.9 4.9		4.9	4.9		9 4.9
		5	5	5		I 	5 5		5	5	5	
Seattle	CARCA	6	6	6		 -	6 6	_	6	6	6	
Statut	cease	7 10+	7	7 10+		I I	7 7 0+ 10		7	7	7	7 + 10+
		 	10+	10+	10+		υ + 10	+	10+	10+	10	+ 10+
		Initials	1	1				1				

LESSON 3C

shield

shriek

relieve

frontier

beliefs

fru

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

ie - long e

shield shriek relieve frontier beliefs

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

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haliafa

STEP 4 - FLUENCY PRACTICE - TIMED READING

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

Fluency Time Chart

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

beliefs	(Can	be i	use	d wi	th u	p to	five	stı	uder	nts	,		
	L	R		L	R		L	R		L	R		L	R
	-	3.0		3.0			3.0			3.0	-		3.0	_
	_	3.1		3.1			3.1	3.1		3.1				3.1
£	_	3.2		3.2	_		_	3.2		3.2	_		3.2	
frontier	-	3.3		3.3	_		\vdash	3.3			3.3		3.3	
	_	3.4		3.4			3.4			3.4				3.4
	_	3.5		3.5	\vdash		\vdash	3.5		3.5	_		3.5	_
	-	3.6		3.6			3.6			3.6	\vdash			3.6
	_	3.7		3.7			3.7	_		3.7			3.7	3.7
1.	-	3.8		3.8	-					3.8	-		3.8	
relieve		3.9		3.9			3.9				3.9		3.9	3.9
	-	4.0 4.1		4.0			4.0	_		4.0	4.0		4.0	4.0
	-	4.1		4.1			4.1	_		4.1			4.1	4.1
	-	4.2		4.2	_		4.2	-		4.2			4.2	4.2
	_	4.4		4.4	4.4		4.4	4.4		4.4	_		4.4	4.4
4 • 4	-	4.5		4.5	\vdash		4.5			4.5	_		4.5	4.5
shriek	-	4.6		4.6	_		4.6	_		4.6	\vdash		4.6	4.6
	_	4.7		4.7			4.7	4.7		4.7			4.7	4.7
	_	4.8		4.8			4.8	-		4.8	_		4.8	4.8
	-	4.9		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
shield	7	7		7	7		7	7		7	7		7	7
	10+	10+		10+	10+		10+	10+		10+	10+		10+	10+
Initials		u						•						
·············			U			l l								

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LESSON 3D

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

oa - long o

6 6

goal coal boast cocoa approach

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

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Fluency Time Chart

goal	approach	"R" is fo		TO	ŘE/	4CH	RE	ĎĹ	.IŇE	Ē (or	clo	se t
8	or P P = 0 store	L	R		L	R		L	R		L	R
		3.	3.0		3.0	3.0		3.0	3 0		3.0	3.0
			1 3.1		3.1	_		_	-		-	3.1
		3.	2 3.2		3.2	3.2		3.2	3.2		3.2	3.2
coal	cocoa	3.	3 3.3		3.3	3.3		3.3	3.3		3.3	3.3
Cour	Cocoa	3.	4 3.4		3.4	3.4		3.4	3.4		3.4	3.4
		3.	3.5		3.5	3.5		3.5	3.5		3.5	3.5
		3.	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
		<u> </u>	3.8		3.8	-		3.8	3.8		3.8	
boast	boast	3.	3.9		3.9	3.9		3.9	3.9		3.9	3.9
Oust	ooust	4.	-	4	4.0	_		4.0	4.0			4.0
		4.	-		4.1	-		4.1	4.1		4.1	-
		4.	_	-	4.2	-		4.2	4.2			4.2
		 	3 4.3	4	4.3	\vdash		_	4.3		_	4.3
	•	4.	-		4.4	-		4.4	4.4		-	4.4
cocoa	coal	4.	5 4.5 6 4.6	-	4.5	\vdash		4.5 4.6	4.5 4.6		_	4.5 4.6
Cocoa	Cour	4.	-		4.7	-		4.7	4.7		-	4.7
		4.	-	-		4.8		4.7	4.8			4.8
		-	9 4.9	-1	-	4.9			4.9		-	4.9
		5			5	5		5	5		5	5
•	1	6	_	-	6	6		6	6		6	6
approach	goal	7	7		7	7		7	7		7	7
approach	Sour	10	+ 10+		10+	10+		10+	10+		10+	10+
u	ı	nitials				•			•			

LESSON 4A

A 4-step process for achieving <u>accelerated advancement</u> 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

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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 i	use	iw b	th u	p to				O It)		
	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+

fade independence

dose prime

slave slave

prime dose

independence fade

LESSON 4B

A 4-step process for achieving <u>accelerated advancement</u> 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

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Fluency Time Chart

issue	glare	"R" is G(DAL	IS T	rding FO F be u	EΑ	CH	IRE	ÐΊ	LIÑE	(OI	clo	se to	wor	ds	
	giaic		L	R	Ē	L	R	lii u	L	R	310	L	R	F	L	R
			-	3.0		3.0			3.0	_		3.0	_	_	3.0	_
			_	3.1	-	3.1			3.1	_		-	3.1	-	3.1	_
ompiro	ONDOGO		ш	3.2		3.2	_			3.2		3.2	3.2		3.2	
emp1re	expose		ш	3.4		3.4	_			3.4		3.4	3.4		3.4	
_	-		\vdash	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
			ш	3.8	-	3.8			_	3.8		3.8			3.8	
inhale	inhale			3.9	_	3.9				3.9		3.9	3.9	_	3.9	
				4.0 4.1		l.0 l.1			4.0	4.0 4.1		4.0	4.0 4.1	_	4.0 4.1	_
			\vdash	4.1	-	1.2			4.1	_		4.1	4.1		4.1	_
			ш	4.3	-	1.3			_	4.3		-	4.3	-	4.3	
			\vdash	4.4		.4			_	4.4		4.4	4.4		4.4	_
0.11.10.000	01001110		4.5	4.5	4	.5	4.5		4.5	4.5		4.5	4.5	Ī	4.5	4.5
expose	empire		4.6	4.6	4	.6	4.6		4.6	4.6		4.6	4.6	[4.6	4.6
•	•		\vdash	4.7		.7	_			4.7		\vdash	4.7	- 1	4.7	_
			ш	4.8		8.4				4.8			-		4.8	
				4.9		.9			4.9						4.9	
			5 6	5 6	-	5 6	5 6		5 6	5 6		5	5 6	- 1	_	5 6
glare	issue		7	7		7	7		7	7		7	7	- 1	_	7
Simile	15540		10+		H	0+	10+			10+		10+	10+	L	10+	
		Initials	11		Ī	!								ı		

LESSON 4C

A 4-step process for achieving accelerated advancement in grade level vocabulary - word recognition - and reading comprehension ty - tee ly - lee ry - ree

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

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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)

4.8 4.9

6

7 10+ 7

5

6 6

7

7

4.2

6 6

7

0.	ے، ر <u>ر</u>	Can	be ı	use	d wi	th u			stu		nts
	L	R		L	R		L	R		L	R
	3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1
	3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6		4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7		4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8		4.8	4.8
	4 Q	4 Q		49	4 Q		4 Q	4 Q		49	4 C

6

7

6

6

7

misty revolutionary

briskly anxiety

anxiety briskly

revolutionary waxy

misty waxy

LESSON 4D

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

ty – tee by – bee

cy – see

ry – ree

hasty lobby policy silvery ivory

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STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

hasty	ivory		OAL IS Ca	S TC) ŘE/	٩CH	I RE	ΕĎĹ	IŇE		ose			
Husty	rvory		L F	_	L	R		L	R	L			L	R
			3.0 3.	0	2.0	3.0		3.0	3.0	3.0	3.0	\vdash	3.0	3.0
			3.1 3.	-		3.1		3.1	_	_	1 3.1		3.1	_
			3.2 3.	2	3.2	3.2		3.2	3.2	3.3	2 3.2		3.2	3.2
lobby	silvery		3.3 3.	3	3.3	3.3		3.3	3.3	3.3	3 3.3		3.3	3.3
lobby	Sirvery		3.4 3.	4	3.4	3.4		3.4	3.4	3.4	4 3.4		3.4	3.4
			3.5 3.	5	3.5	3.5		3.5	3.5	3.	3.5		3.5	3.5
			3.6 3.	6	3.6	3.6		3.6	3.6	3.0	3.6		3.6	3.6
			3.7 3.	7	3.7	3.7		3.7	3.7	3.	7 3.7		3.7	3.7
-	- 4		3.8 3.	8	3.8	3.8		3.8	3.8	3.	3.8		3.8	
policy	policy		3.9 3.	9	3.9	3.9		3.9	3.9	3.9	3.9		3.9	3.9
Policy	poncy		4.0 4.			4.0		-	4.0		4.0	-1	4.0	_
			4.1 4.		_	4.1			4.1	4.		4	4.1	
			4.2 4.		_	4.2		-	4.2	4.:	-	4	4.2	
			4.3 4.		_	4.3			4.3	- 1	3 4.3	-	4.3	
• •			4.4 4.		4.4	\vdash		-	4.4	4.4	-	-	4.4	
silvery	lobby		4.5 4.		\vdash	4.5		4.5			4.5	4	4.5 4.6	
SHIVELY	lobby		4.6 4.		\vdash	4.6		4.6		-	3 4.6	-	4.6	
			4.7 4. 4.8 4.			4.7		4.7	4.7	4.	_	4	4.7	
			4.8 4.	_		4.8		-	4.8		9 4.9	4	4.8	
			5 5		5	5		5	5	5			4.9 5	5
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I V OI y	nasty		10+ 10	_	-	10+		10+	10+		+ 10+	1	10+	
		Initials				1		•			Ш	1	"	

LESSON 5A

A 4-step process for achieving <u>accelerated advancement</u> 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 repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

t+011t	0011#00	G	OAL IS									it)		
trout	source		Can	be	used w	<u>i</u> th u	ıp to	five	stuc	len	ts	_		
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			3.1 3.1		3.1 3.1		3.1	3.1	3	3.1	3.1	3	.1 3	.1
•			3.2 3.2		3.2 3.2		3.2	3.2	3	3.2	3.2	3	.2	.2
pouch	encounter		3.3 3.3		3.3 3.3		3.3	3.3	3	3.3	3.3	3	.3 3	.3
Pouch	checanter		3.4 3.4		3.4 3.4		3.4	3.4	3	3.4	3.4	3	.4 3	.4
							3.5	3.5	3	3.5	3.5	3	.5 3	.5
			3.6 3.6		3.6 3.6		3.6	3.6	3	3.6	3.6	3	.6 3	.6
			3.7		3.7 3.7		3.7	3.7	3	3.7	3.7	3	.7 3	.7
			3.8 3.8		3.8 3.8		3.8	3.8	3	3.8	3.8	3	.8 3	.8
announce	announce		3.9 3.9		3.9 3.9		3.9	3.9	3	3.9	3.9	3	.9 3	.9
announce	announce		4.0 4.0	1	4.0 4.0		4.0	4.0	4	1.0	4.0	4	.0 4	.0
11			4.1 4.1]	4.1 4.1		4.1	4.1	4	4.1	4.1	4	.1 4	.1
u			4.2 4.2		4.2 4.2		4.2	4.2	4	1.2	4.2	4	.2 4	.2
			4.3 4.3		4.3 4.3		4.3	4.3	4	4.3	4.3	4	.3 4	.3
			4.4 4.4		4.4 4.4		4.4	4.4	2	1.4	4.4	4	.4 4	.4
4	nough		4.5 4.5		4.5 4.5		4.5	4.5	4	1.5	4.5	4	.5 4	.5
encounter	pouch		4.6 4.6		4.6 4.6		4.6	4.6	2	1.6	4.6	4	.6 4	.6
	•		4.7		4.7 4.7		4.7	4.7	2	1.7	4.7	4	.7 4	.7
			4.8 4.8		4.8 4.8		4.8	4.8	2	1.8	4.8	4	.8 4	.8
			4.9 4.9		4.9 4.9		4.9	4.9	4	1.9	4.9	4	.9 4	.9
			5 5		5 5		5	5	L	5	5	Ľ	5	5
	44		6 6		6 6		6	6		6	6	- 6	6	6
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sor		Initials							L			L		

LESSON 5B

A 4-step process for achieving <u>accelerated advancement</u> 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

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STEP 4 – FLUENCY PRACTICE – TIMED READING

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Fluency Time Chart

ownership	Mayflower	GOA		TO		4CF	l RI	ΞĎΊ	_IÑE	Ē (o	r clc		o it)		
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			1 3.1	-1	3.1			3.1	_			3.1		3.1	
1	4	 	2 3.2	-1	3.2	_		3.2	3.2			3.2		3.2	
burrow	towering	 	3 3.3 4 3.4	-1	3.3			3.3	3.3			3.3	4 ⊩	3.3	3
	C		5 3.5	-1	3.5	<u> </u>		3.5	-	-	_	3.5	. L	3.5	
		 	6 3.6	-1	3.6			3.6		-		3.6			
			7 3.7	-1	3.7			3.7	3.7			3.7		3.7	_
			8 3.8	4	3.8	_		3.8	_			3.8		3.8	
drowey	drowen		9 3.9	-		3.9	4	3.9		4		3.9		3.9	
drowsy	drowsy	4.	0 4.0	İ	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	1 [4.0 4.1	4
		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		_	_
towaring	burrow	4.	5 4.5		4.5	4.5		4.5			4.5	4.5		4.5	
towering	Dullow	4.	6 4.6		4.6	_		4.6	4.6		_	4.6		4.6	
		 	7 4.7	-1	4.7			4.7	4.7			4.7	1 1	4.7	4
			8 4.8	-1	4.8	<u> </u>		4.8	_			4.8	1 1	4.8	4
		4.	9 4.9		4.9	4.9		4.9	4.9		4.9	4.9	Щ	4.9	4
		5	→		5	5		5	5		5	5	1	5	⊢
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Mayflower	ownership	7	⊢	-1	7	7	-	7	7	-	7	7	1	7	ŀ.
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LESSON 5C

A 4-step process for achieving <u>accelerated advancement</u> 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

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STEP 2 - STOP AT THE VOWEL SOUND

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Fluency Time Chart

booming	cooperate	G						ED LINE				it)		
0 0 0 11111118	o o p cratte			R	L	R]	R		L	R	L	- [R
			-	3.0		3.0		3.0		3.0	_		.0 3	
•			\vdash	3.1 3.2	3.1	3.1		3.1		3.1	-		.1 3	
nook	misunderstood		-	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	3.4
			3.5	3.5	3.5	3.5		3.5		3.5	3.5	_	.5 3	
			3.6	_	-	3.6		3.6	4 1	3.6		_	.6	
				3.7		3.7		3.7		-	3.7		.7 3	
textbook	textbook		3.8	_	-	3.8		3.8		3.8		_	.8 3	
LEXIDOOK	lexidook			3.9		3.9		3.9		3.9	3.9		9 3	
			-	4.0 4.1	4.0	4.0		4.0		4.0	4.0	_	.0 4	
			4.1	1.2	_	4.1		4.1		4.1	4.1		.1 4	
			4.3	1.3		4.3		4.3		4.3			.3 4	
			\vdash	1.4	_	4.4		4.4		4.4	-		.4 4	
misunderstood	nook		4.5	1.5	4.5	4.5		4.5		4.5			.5 4	
	noon		4.6	1.6	4.6	4.6		4.6		4.6	4.6	4.	.6 4	1.6
			4.7	1.7	4.7	4.7		4.7		4.7	4.7	4.	.7 4	1.7
			4.8	1.8	4.8	4.8		4.8		4.8	4.8	4.	.8 4	1.8
			4.9	1.9	4.9	4.9		4.9		4.9	4.9	4.	.9 4	1.9
4 -	1		5	5	5	5		5		5	5	5	5	5
cooperate	booming		6	6	6	6		6		6	6	6	_	6
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			10+ 1	0+	10+	10+		10+		10+	10+	10)+ 1	0+
		Initials										L		

LESSON 5D

A 4-step process for achieving <u>accelerated advancement</u> 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

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Fluency Time Chart

hoist	boycott	G	OAL	IS	TO F	ŘE/	4CH	l RI	ΞĎΊ	LIÑE	E (or e stu	clos	se t	
HOISt	boycott		L	R		L	R		L	R		L	R	
			3.0			_	3.0			3.0	41 11	3.0	_	
			3.1	_	<u> </u>		3.1			3.1	.11 11	3.1		l
: 1	14		3.2		L		3.2		-	3.2	4 1	3.2		İ
avoid	destroy		3.3		L		3.3		-	3.3	.11 11	3.3		İ
	•		3.4		<u> </u>		3.4		-	3.4	.11 11	3.4		l
u			3.6		 -	_	3.6			3.6	.11 11	3.6		l
			3.7		L		3.7			3.7	.11 11	3.7		l
			3.8		<u> </u>		3.8			3.8	JI II	3.8		
1 1	102/01		3.9		 -	_	3.9			3.9	4 1	3.9		
loyal	loyal		4.0	4.0	i	4.0	4.0		4.0	4.0		4.0	4.0	
	•		4.1	4.1		4.1	4.1		4.1	4.1		4.1	4.1	
			4.2	4.2		4.2	4.2		4.2	4.2		4.2	4.2	
			4.3	4.3		4.3	4.3		4.3	4.3		4.3	4.3	
			4.4	4.4		4.4	4.4		4.4	4.4		4.4	4.4	
1 4	avoid		4.5		L		4.5		-	4.5	4 1	4.5		
destroy	avoiu		4.6	_	-	_	4.6		_	4.6	4 1	4.6	_	İ
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di			4.8		L		4.8		-	4.8	4 1	4.8		İ
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			5 6	5 6	-	5	5		5 6	5 6		5 6	5	
_	hoist		7	7	-	7	7		7	7		7	7	İ
boycott	110181		10+		-		10+		-	10+		10+		İ
ooyout		Initials												

LESSON 6A

A 4-step process for achieving <u>accelerated advancement</u> 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

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

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

Fluency Time Chart

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

30		an	be i					ıder		U II)
I	L	R		L	R	L	R	L	R	
	3.0	3.0		3.0	3.0	3.0	3.0	3.0	3.0	
	3.1	3.1		3.1	3.1	3.1	3.1	3.1	3.1	
	3.2	3.2		3.2	3.2	3.2	3.2	3.2	3.2	
	3.3	3.3		3.3	3.3	3.3	3.3	3.3	3.3	
	3.4	3.4		3.4	3.4	3.4	3.4	3.4	3.4	
	3.5	3.5		3.5	3.5	3.5	3.5	3.5	3.5	
	3.6	3.6		3.6	3.6	3.6	3.6	3.6	3.6	
	3.7	3.7		3.7	3.7	3.7	3.7	3.7	3.7	
	3.8	3.8		3.8	3.8	3.8	3.8	3.8	3.8	
	3.9	3.9		3.9	3.9	3.9	3.9	3.9	3.9	
	4.0	4.0		4.0	4.0	4.0	4.0	4.0	4.0	
Į.	4.1	4.1		4.1	4.1	4.1	4.1	4.1	4.1	
Ī	4.2	4.2		4.2	4.2	4.2	4.2	4.2	4.2	
Ī	4.3	4.3		4.3	4.3	4.3	4.3	4.3	4.3	
Ī	4.4	4.4		4.4	4.4	4.4	4.4	4.4	4.4	
Ī	4.5	4.5		4.5	4.5	4.5	4.5	4.5	4.5	
Ī	4.6	4.6		4.6	4.6	4.6	4.6	4.6	4.6	
Ī	4.7	4.7		4.7	4.7	4.7	4.7	4.7	4.7	
Ī	4.8	4.8		4.8	4.8	4.8	4.8	4.8	4.8	
ŀ	4.9	4.9		4.9	4.9	4.9	4.9	4.9	4.9	
	5	5		5	5	5	5	5	5	
	6	6		6	6	6	6	6	6	
	7	7		7	7	7	7	7	7	
Ĺ	10+	10+		10+	10+	10+	10+	10+	10+	

role dismantle

rumble noble

jumble jumble

noble rubble

dismantle role

LESSON 6B

A 4-step process for achieving <u>accelerated advancement</u> 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 repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

G	DAL										
	L	an R	be i	use L	a Wi	tn u	D to	R	Stu	ıder L	π
	_	ĸ		_	ĸ		_	ĸ		_	ŀ
											L
	3.0	3.0		3.0	3.0		3.0	3.0		3.0	3
	3.1	3.1		3.1	3.1		3.1	3.1		3.1	1
	3.2	3.2		3.2	3.2		3.2	3.2		3.2	"
	3.3	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	"
	3.5	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	"
	3.7	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	()
	3.9	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
	4.1	4.1		4.1	4.1		4.1	4.1		4.1	4
	4.2	4.2		4.2	4.2		4.2	4.2		4.2	4
	4.3	4.3		4.3	4.3		4.3	4.3		4.3	4
	4.4	4.4		4.4	4.4		4.4	4.4		4.4	4
	4.5	4.5		4.5	4.5		4.5	4.5		4.5	4
	4.6	4.6		4.6	4.6		4.6	4.6		4.6	4
	4.7	4.7		4.7	4.7		4.7	4.7		4.7	4
	4.8	4.8		4.8	4.8		4.8	4.8		4.8	4
	4.9	4.9		4.9	4.9		4.9	4.9		4.9	4
	5	5		5	5		5	5		5	Ĺ
	6	6		6	6		6	6		6	
	7	7		7	7		7	7		7	

3.7

5 5 6 6

10+ 10+

rumble navigable

shuffle illegible

miracle miracle

meer

illegible shuffle

navigable rumble

LESSON 6C

A 4-step process for achieving <u>accelerated advancement</u> 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

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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 repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

up to five students

local	Montreal	"R" is G	OAL	_IS	ŘE/	4CF	l RI
10041	Montrour		L	R	L	R	
				3.0 3.1 3.2	3.1	3.0 3.1 3.2	
royal	continental		3.3	3.2 3.3 3.4 3.5	3.3	3.3	
			3.6 3.7	3.6 3.7	3.6	3.6	
approval	approval		-	-			
u				4.2	4.2	4.2	
continental	royal		-	4.5 4.6 4.7	4.5 4.6 4.7	4.5 4.6 4.7	
Continental				4.8 4.9	4.8 4.9 5	4.8 4.9	
Montrool	local		6	6 7 10+	6	6 7 10+	
Montreal		Initials		ш			

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

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LESSON 6D

A 4-step process for achieving <u>accelerated advancement</u> 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

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STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

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Fluency Time Chart

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

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 3.0 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 3.3 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6	L	_
3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.3 3.5 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 3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.8 3.8 3.8 3.8 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 4.0		R
3.1 3.1 3.1 3.1 3.1 3.1 3.1 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.2 3.3 3.5 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 3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.8 3.8 3.8 3.8 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 4.0		
3.2 3.3 3.3 3.3 3.3 3.3 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.4 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.8 3.8 3.8 3.8 3.8 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 4.0 <td>3.0</td> <td>3.0</td>	3.0	3.0
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 3.4 3.4 3.4 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.8 3.8 3.8 3.8 3.8 3.9 3.9 3.9 3.9 3.9 3.9 4.0 <td>3.1</td> <td>3.1</td>	3.1	3.1
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 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 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 4.0 <td>3.2</td> <td>3.2</td>	3.2	3.2
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 3.7 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 3.9 3.9 3.9 3.9 3.9 3.9 3.9 4.0	3.3	3.3
3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.8 3.8 3.8 3.8 3.8 3.8 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 4.0 <td>3.4</td> <td>3.4</td>	3.4	3.4
3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.7 3.8 3.8 3.8 3.8 3.8 3.8 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 4.0 <td>3.5</td> <td>3.5</td>	3.5	3.5
3.8 3.8 3.8 3.8 3.8 3.9 3.9 3.9 3.9 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0	3.6	3.6
3.9 3.9 3.9 3.9 3.9 3.9 4.0 4.0 4.0 4.0 4.0	3.7	3.7
4.0 4.0 4.0 4.0 4.0 4.0	3.8	3.8
	3.9	3.9
41 41 41 44 44	4.0	4.0
4.1 4.1 4.1 4.1 4.1 4.1	4.1	4.1
4.2 4.2 4.2 4.2 4.2	4.2	4.2
4.3 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
4.5 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
4.7 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
4.9 4.9 4.9 4.9 4.9	4.9	4.9
5 5 5 5 5	5	5
6 6 6 6 6	6	6
7 7 7 7 7 7	7	7
10+ 10+ 10+ 10+ 10+	10+	10-
ıls		

6 6

mural cultural

survival dual

federal federal

dual survival

cultural mural

Initia

LESSON 7A

A 4-step process for achieving <u>accelerated advancement</u> 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

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

arch	parallel		OAL IS Can	TO I	ŘE/	\CH	IRE	ĎL	LIÑE	Ē (oı	r clo	se t			
arch	paraner		L R		L	R		L	R	ا	L	R		L	R
			3.0 3.0		2.0	2.0		2.0	2.0		2.0	2.0		3.0	2.0
			3.1 3.1		3.0		I II-	3.0	-		3.0	3.1			3.1
			3.2 3.2		3.2		I ⊩		3.2		_	3.2		_	3.2
barter	charter		3.3 3.3		3.3	3.3	I II-		3.3	41	3.3	3.3		3.3	3.3
barter	Charter		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		I II-		3.6	41	3.6	3.6		_	3.6
			3.7 3.7		3.7		I ⊩	3.7	_		3.7	4—		_	3.7
1 1	1 1		3.8 3.8		3.8		I I	3.8	_			3.8		_	3.8
harsh	harsh		3.9 3.9		3.9			3.9			3.9			3.9	
	1141511		4.0 4.0		4.0	-	I II-	4.0	4.0	l	-	4.0		4.0	_
			4.1 4.1 4.2 4.2		4.1		I II-	4.1 4.2	4.1	l	4.1	4.1		4.1	4.1
			4.2 4.2	4 1	4.2		I IL	4.2				4.2		_	4.2
			4.4 4.4		4.4	-	I ⊩	4.4	_			4.4		-	4.4
1 4	1 4		4.5 4.5		4.5		I II-	4.5			4.5	-		4.5	
charter	barter		4.6 4.6		4.6	4.6	I ⊩	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
parallel	oroh		6 6		6	6		6	6		6	6		6	6
paranci	arch		7 7		7	7		7	7	1	7	7			7
p <mark>ai</mark> r			10+ 10+		10+	10+		10+	10+	4	10+	10+		10+	10+
Pan Pan		Initials					J L			l	<u></u>				

LESSON 7B

A 4-step process for achieving <u>accelerated advancement</u> 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 repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

Can be used with up to five students

ark	artifacts	"R" is G
startle	architect	
remark	remark	
architect	startle	
artifacts	ark	

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

LESSON 7C

A 4-step process for achieving <u>accelerated advancement</u> 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

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STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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Fluency Time Chart

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

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+
		L						

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LESSON 7D

nor

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

nor forced ordinary historian performance

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

performance

STEP 1 - TEACH THE VOWEL SOUND

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

STEP 2 - STOP AT THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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Fluency Time Chart

٥r

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

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+

LESSON 8A

unrest

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

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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

uneasy	unsuccessful
unexpected	unexpected
unsuccessful	uneasy

unfamiliar

unfamilia	ar unrest
•••••••	•

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

LESSON 8B

A 4-step process for achieving <u>accelerated advancement</u> 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

discrimination

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

dissatisfied

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

STEP 4 - FLUENCY PRACTICE - TIMED READING

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

Fluency Time Chart

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

disadvantage	disregard

disability disability

disregard disadvantage

discrimination dissatisfied

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

LESSON 8C

A 4-step process for achieving accelerated advancement in grade level vocabulary - word recognition - and reading comprehension 1 Consonant Rule Exceptions-"de" often says" di (short i)

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 repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

dafand	**************************************	"R" is i)AL	IS	TO F	ŘΕ	ACH	ΙR	E) LIÑE	Ē (or	clo	se t
defend	poverty	_	С	an	be <u>u</u>	se	d wi	th I	up	to five	e stu	ıder	nts
1.	ı J		L	R		L	R		L	R		L	R
di								Ц	╛				
			3.0	3.0	- 11-	3.0	3.0		3.	3.0		3.0	3.0
			3.1	3.1		3.1	3.1	ľ	3.	3.1		3.1	3.1
	1		3.2	3.2		3.2	3.2	H	3. 2	3.2		3.2	3.2
demand	democracy		3.3	3.3		3.3	3.3		3.	3.3		3.3	3.3
acmana	acmetacj		3.4	3.4		3.4	3.4	H	3.	3.4		3.4	3.4
di			3.5	3.5		3.5	3.5	ŀ	3.	3.5		3.5	3.5
uı			3.6	3.6		3.6	3.6	ľ	3. e	3.6		3.6	3.6
			3.7	3.7		3.7	3.7		3.	3.7		3.7	3.7
			3.8	3.8		3.8	3.8	ľ	3. a 3.	3.8		3.8	3.8
1 1	depend		3.9	3.9		3.9	3.9	Щ	3. a	3.9		3.9	3.9
depend	acpena		4.0	4.0	Ĭ	4.0	4.0		4.	4.0		4.0	4.0
<u> </u>			4.1	4.1		4.1	4.1	L	4. 1	4.1		4.1	4.1
di			4.2	4.2		4.2	4.2	L	4. 2	4.2		4.2	4.2
			4.3	4.3		4.3	4.3	L	4. 2	4.3		4.3	4.3
			4.4	4.4		4.4	4.4		4. 1	4.4		\vdash	4.4
	demand		4.5	4.5		4.5	4.5	ľ	4. =	4.5		_	4.5
democracy	uemanu			4.6		4.6	4.6		4. c	4.6		_	4.6
democracy			4.7	4.7		4.7	4.7	ľ	4. 7	4.7		_	4.7
di				4.8	- 1		-	L	4. Ω	4.8		_	4.8
uı			4.9	4.9		4.9	4.9	Щ	4. 0	4.9		4.9	4.9
			5	5		5	5		5	5		5	5
	$4 \circ f \circ n \circ 1$		6	6		6	6	l L	6	6		6	6
10 0 1 1 0 10 1 1 1	defend		7	7		7	7		7	7		7	7
poverty			10+	10+		10+	10+		10	10+		10+	10+
		Initials						lL					

L	R	L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.	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
3.4	3.4	3.4	3.4	3.	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3. o	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.	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
4.5	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.	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. Ω	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4. o	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
10+	10+	10+	10+	10	10+	10+	10+	10+	10+

LESSON 8D

A 4-step process for achieving <u>accelerated advancement</u> 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 repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

L	R	L	R]	L	R	L	R	L	R
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+

crisis religious

trader primary

focus focus

primary trader

religious crisis

LESSON 9A

A 4-step process for achieving <u>accelerated advancement</u> 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

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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

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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+

historic massacre

pilgrim advantage

suffrage suffrage

advantage pilgrim

massacre historic

LESSON 9B

A 4-step process for achieving <u>accelerated advancement</u> 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 repractice the timed section. The five "L" and "R" sections below can be used for recording 5 different students or use for recording one student on different days. Times faster than 3 seconds can be written above the red line.

Fluency Time Chart

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

Can be used with up to five students

L	R	L	R	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+
							 •	

effect responsibilities

affect assembly

official official

assembly affect

responsibilities effect

LESSON 9C

A 4-step process for achieving <u>accelerated advancement</u> 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

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

STEP 2 - STOP AT THE VOWEL SOUND

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

STEP 3 - READ EACH WORD SLOWLY

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

STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Fluency Time Chart

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

L	R	L	R	L	R	L	R	L	R
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+

sane prejudice

pure persuade

hesitate hesitate

persuade pure

prejudice sane

LESSON 9D

A 4-step process for achieving <u>accelerated advancement</u> 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

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STEP 2 - STOP AT THE VOWEL SOUND

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Fluency Time Chart

2011000	utonío	(GOA											to it)		
nausea replica amnesia era	utopía		_	Can	be i	use	п —	th u	ıp to	five	stu	ıder	nts		. 11	
	*		L	R		L	R		L	R		L	R		L	R
				<u> </u>												
			3.0	-			3.0		_			3.0	_		3.0	_
			3.1	_			3.1		_	3.1		3.1				
1:	- 40		3.2	1	4	3.2	4—			3.2		3.2	_		3.2	3.2
replica	era		3.3	-			3.3			3.3		3.3	—		3.3	
1			3.4	-		3.4			_	3.4		3.4	_		3.4	
			_	3.5	4	_	3.5			3.5			3.5		3.5	
			-	3.6			3.6			3.6		_	3.6		3.6	
			3.7	4—		3.7	4—			3.7		3.7	_		3.7	3.7
•	•		-	3.8	4	3.8			-	3.8		_	3.8		3.8	
amnesia	amnesia		3.9	3.9			3.9			3.9		3.9	3.9		3.9	3.9
ammesia	ammosia		4.0	_		4.0				4.0		4.0	-		4.0	4.0
			4.1	4—		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	4.3
			4.4	4.4		4.4	4.4		4.4	4.4		4.4	_		4.4	4.4
oro	raplica		4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5		4.5	4.5
era	replica		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
a1r			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
•	nausea		7	7		7	7		7	7		7	7		7	7
utopia			10+	10+		10+	10+		10+	10+		10+	10+		10+	10+
		Initials														