Welcome to the ReadingKey Grade 6 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 6 section is not common conversational vocabulary so word meanings (definitions) must also be practiced through our excellent Vocabulary Building Worksheets that parallel the same words used in the Fluency Builder Lists.

How to Begin:

- Tape as many pages as you have room for along a living room wall or hallway about 3 feet off the floor. Use a yardstick to help keep pages at a consistent height. Lists should be about ¹/₂ inch apart. The process goes much faster if you have an assistant who can hold the tape – handing you one piece at a time.
- 2. If you just completed our online grade level reading test, this reading vocabulary list was specifically selected as the best place to begin for your student.
- 3. Purchase a stopwatch from Radio Shack Walmart or any local sports store. This is actually very important as the timing of the lists is highly motivational for the student as the time is recorded in the bar-graph in the lower right of each list. We do have a digital stopwatch on our website which can be accessed from the "Quick Links" box seen after you log in, although a hand-held watch adds increased motivation.
- 4. Next, bring out two chairs and place in front of the first page on the wall. Your student should sit on the left and you on the right. Now it is just the simple process of following the 4 steps at the top of word list page. After completing several lists, print out the Vocabulary Building Worksheets that parallel these same lists to master word meaning.

LESSON 1A

Fluency Builder List

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

REVIEW

Level 5

Fluency Time Chart

Review Level 5 Words

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

Lessons 1A – 1B – 1C and 1D review Level 5 Vocabulary Lesson 2 begins the new Level 6 Vocabulary

Use the Level 5 (Grade 5) review vocabulary below in Lessons 1A, 1B, 1C and 1D to determine if student(s) are ready to begin the Grade 6 vocabulary which begins in Lesson 2. Determine if student(s) are ready for Grade 6 vocabulary by asking them to define (or use in a sentence) each word below. Refer to the Grade 6 Introduction for details on how to interpret the results, however, the basic premise is that if a student has difficulty with reading and defining one or two of the words on each page, then one-on-one testing should be done with all Grade 5 vocabulary to pinpoint unknown words. If a student has difficulty with 3 or more words per page, then consideration should be given on moving back and starting with the Grade 5 Program. If the majority of all classroom students have trouble with the Grade 5 review words, then teachers should consider moving all students back to Grade 5 Lessons. Memorization techniques for mastering Grade 6 words are listed beginning with Lesson 2.

					уг					
bonus	announce	Place an "L" is for i "R" is for r	ecord	ding tii	me for	' sayir	ng left	colur	nn wo	ords
				TRY T	TO RE	ACH	THE	RED	LINE	0.00
			L	R		L	R		L	R
	maine al a	Ceiling								
event	miracle		3.0	3.0		3.0	3.0		3.0	3.0
			3.1	3.1		3.1	3.1		3.1	3.1
			3.2	3.2		3.2	3.2		3.2	3.2
01111110			3.3	3.3		3.3	3.3		3.3	3.3
culture	ordinary		3.4	3.4 3.5		3.4	3.4		3.4	3.4
	J		3.5 3.6	3.5		3.5 3.6	3.5 3.6		3.5 3.6	3.5 3.6
			3.6	3.0		3.6	3.6		3.0	3.6
			3.8	3.8		3.8	3.8		3.8	3.8
reveal	urge		3.9	3.9		3.9	3.9		3.9	3.9
	e		4.0	4.0		4.0	4.0		4.0	4.0
			4.1	4.1		4.1	4.1		4.1	4.1
hasty	function		4.2	4.2		4.2	4.2		4.2	4.2
hasty	TUNCTION		4.3	4.3		4.3	4.3		4.3	4.3
•			4.4	4.4		4.4	4.4		4.4	4.4
			4.5	4.5		4.5	4.5		4.5	4.5
avoid	danand		4.6	4.6		4.6	4.6		4.6	4.6
avoiu	depend		4.7	4.7		4.7	4.7		4.7	4.7
	•		4.8	4.8		4.8	4.8		4.8	4.8
			4.9	4.9		4.9	4.9		4.9	4.9
			5	5		5	5		5	5
			6 7	6 7		6 7	6 7		6 7	6 7
			7 10+	7 10+		7 10+	10+		7 10+	7 10+
			10+	10+		10+	10+		10+	10+

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LESSON 1B

Fluency Builder List

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

REVIEW

Level 5

Review Level 5 Words

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			lue							
hesitate	miniature	Place an "L" is for "R" is for r	record ecord	ling tii ing tin	me foi	r sayiı sayir	ng left ig righ	t colui nt colu	nn wo Imn w	ords
			L	R		L	R		L	R
central	responsible	Ceiling	3.0	3.0		3.0	3.0		3.0	3.0
central	responsible		3.1	3.1		3.1	3.1		3.1	3.1
			3.2	3.2		3.2	3.2		3.2	3.2
	•		3.3	3.3		3.3	3.3		3.3	3.3
voyage	require		3.4 3.5	3.4 3.5		3.4	3.4 3.5		3.4 3.5	3.4 3.5
J C	1		3.5 3.6	3.5		3.5 3.6	3.5		3.5	3.5
			3.7	3.7		3.7	3.7		3.7	3.7
frequent	political		3.8	3.8		3.8	3.8		3.8	3.8
nequent	pontical		3.9	3.9		3.9	3.9		3.9	3.9
			4.0	4.0		4.0	4.0		4.0	4.0
1• 1	• • /		4.1 4.2	4.1 4.2		4.1 4.2	4.1 4.2		4.1 4.2	4.1 4.2
dissolve	viewpoint		4.2	4.2		4.2	4.2		4.2	4.2
			4.4	4.4		4.4	4.4		4.4	4.4
			4.5	4.5		4.5	4.5		4.5	4.5
racontly	reaction		4.6	4.6		4.6	4.6		4.6	4.6
recently	reaction		4.7 4.8	4.7 4.8		4.7 4.8	4.7 4.8		4.7 4.8	4.7 4.8
			4.8	4.8 4.9		4.8 4.9	4.8 4.9		4.8 4.9	4.8 4.9
			4.9 5	4.5 5		4.5 5	4.9 5		4.9 5	4.9 5
			6	6		6	6		6	6
			7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+

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REVIEW

Level V

Review Level 5 Words

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authority	contain	Place an "L" is for "R" is for r	"X" in recorc ecord	box c ling tii ing tin	me for	oondii sayir sayin	ng to ng left g righ THE	stopw colur	atch t nn wo Imn w	ords
houndary	origin	Ceiling	L	R		L	R		L	R
boundary	origin		3.0 3.1	3.0		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
•	•		3.1	3.1		3.1	3.1		3.1	3.1
			3.3	3.3		3.2	3.3		3.2	3.3
finance	formal		3.4	3.4		3.4	3.4		3.4	3.4
manee	Ioman		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
destination	rural		3.8	3.8		3.8	3.8		3.8	3.8
acsimation	1 01 01		3.9	3.9		3.9	3.9		3.9	3.9
			4.0	4.0		4.0	4.0		4.0 4.1	4.0
• •	• , •		4.1	4.1		4.1	4.1		4.1	4.1
inquire	opposition		4.3	4.3		4.3	4.3		4.3	4.3
I			4.4	4.4		4.4	4.4		4.4	4.4
			4.5	4.5		4.5	4.5		4.5	4.5
	convince		4.6	4.6		4.6	4.6		4.6	4.6
excessive	convince		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 5	4.9 5		4.9 5	4.9 5		4.9 5	4.9 5
			5	5		5	5		5	5
			7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+

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LESSON 1D

Fluency Builder List

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

REVIEW

Level 5

Review Level 5 Words

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conclude	tolerate	Place ar "L" is fo "R" is for
progress	grief	Ceiling
inspection	rejoice	
ferocious	deliberate	
participate	native	
artificial	significant	

	iuu		y '			iiai	•	
ace an ' " is for r	'X" in ecord	box c lina tir	orres me foi	pondii r savir	ng to : na left	stopw colur	atch t nn wo	ime ords
is for re	ecordi	ing tin		sayin	g righ	t colu	mn w	
	L	R		L	R	REDI		R
eiling								
	3.0	3.0		3.0	3.0		3.0	3.0
	3.1	3.1		3.1	3.1		3.1	3.1
	3.2	3.2		3.2	3.2		3.2	3.2
	3.3	3.3		3.3	3.3		3.3	3.3
	3.4	3.4		3.4	3.4		3.4	3.4
	3.5	3.5		3.5	3.5		3.5	3.5
	3.6	3.6		3.6	3.6		3.6	3.6
	3.7	3.7		3.7	3.7		3.7	3.7
	3.8	3.8		3.8	3.8		3.8	3.8
	3.9	3.9		3.9	3.9		3.9	3.9
	4.0	4.0		4.0	4.0		4.0	4.0
	4.1	4.1		4.1	4.1		4.1	4.1
	4.2	4.2		4.2	4.2		4.2	4.2
	4.3	4.3		4.3	4.3		4.3	4.3
	4.4	4.4		4.4	4.4		4.4	4.4
	4.5	4.5		4.5	4.5		4.5	4.5
	4.6	4.6		4.6	4.6		4.6	4.6
	4.7	4.7		4.7	4.7		4.7	4.7
	4.8	4.8		4.8	4.8		4.8	4.8
	4.9	4.9		4.9	4.9		4.9	4.9
	5	5		5	5		5	5
	6	6		6	6		6	6
	7	7		7	7		7	7
	10+	10+		10+	10+		10+	10+
Initials								

Fluency Time Chart

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I

LESSON 2A

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

short a

axis lack Alps rank staff habitat

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red - long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student - discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

axis	habitat	Place an "L" is for "R" is for r	record ecord	ling tir ing tin	me foi ne for	r sayir sayin	ng left g righ	t colur	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
1 1	4 66		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
lack	staff		3.1	3.1		3.1	3.1		3.1	3.1
			3.3	3.2		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
			3.5	3.5		3.5	3.5		3.5	3.5
Alps	rank		3.6	3.6		3.6	3.6		3.6	3.6
Alps	Iank		3.7	3.7		3.7	3.7		3.7	3.7
—			3.8	3.8		3.8	3.8		3.8	3.8
			3.9	3.9		3.9	3.9		3.9	3.9
1	A 1		4.0	4.0		4.0	4.0		4.0	4.0
rank	Alps		4.1 4.2	4.1		4.1 4.2	4.1		4.1 4.2	4.1
	P ~		4.2	4.2 4.3		4.2	4.2 4.3		4.2	4.2 4.3
			4.4	4.4		4.4	4.4		4.4	4.4
			4.5	4.5		4.5	4.5		4.5	4.5
staff	lack		4.6	4.6		4.6	4.6		4.6	4.6
Stall	IACK		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
1 1 • 4 4	•		5	5		5	5		5	5
habitat	axis		6 7	6 7		6 7	6 7		6 7	6
			7 10+	7 10+		7 10+	7		7 10+	10+
		Initials	104	107		107	107		107	10+
		muals								

LESSON 2B

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

short e

swept tend sketch text wedge westward

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

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Fluency Time Chart

swept	westward	Place an " "L" is for r "R" is for r	'X" in ecorc ecord	ling tiı	orres me fo ne for	pondii r sayii sayin	ng to ng left ig righ	t colur nt colu	mn wo Imn w	rds
_		0 "	L	R	-	L	R		L	R
		Ceiling	3.0	3.0		3.0	3.0		3.0	3.0
tend	wodaa		3.1	3.1		3.1	3.1		3.1	3.1
	wedge		3.2	3.2		3.2	3.2		3.2	3.2
	C		3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
1 / 1			3.5	3.5		3.5	3.5		3.5	3.5
sketch	text		3.6 3.7	3.6 3.7		3.6 3.7	3.6 3.7		3.6 3.7	3.6 3.7
	••••		3.7	3.7		3.7	3.7		3.7	3.7
			3.9	3.9		3.9	3.9		3.9	3.9
			4.0	4.0		4.0	4.0		4.0	4.0
text	sketch		4.1	4.1		4.1	4.1		4.1	4.1
	SKCICH		4.2	4.2		4.2	4.2		4.2	4.2
			4.3	4.3		4.3	4.3		4.3	4.3
			4.4	4.4		4.4	4.4		4.4	4.4
	4		4.5 4.6	4.5 4.6		4.5 4.6	4.5 4.6		4.5 4.6	4.5 4.6
wedge	tend		4.7	4.7		4.7	4.7		4.7	4.7
U			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			5	5		5	5		5	5
westward	swept		6	6		6	6		6	6
			7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+
		Initials								

LESSON 2C

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

short i

strict wisdom dictator squid script Plymouth

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R"

sections below can be used for recording 3 different students. Any time faster

than the 3.0 "ceiling" can be written in the box above the red line.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Fluency Time Chart

strict	Plymouth	Place an "L" is for i "R" is for r	"X" in ecorc	box c ling tir ing tin	me foi	pondi r sayiı sayin	ng to ng left ig righ	stopw colur	atch t nn wo Imn w	ords
		A 111	L	R		L	R		L	R
		Ceiling	3.0	3.0			0.0		0.0	
widom	aorint		3.0	3.0		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
wisdom	script		3.2	3.2		3.2	3.2		3.2	3.2
	I		3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
	• 1		3.5	3.5		3.5	3.5		3.5	3.5
dictator	squid		3.6	3.6		3.6	3.6		3.6	3.6
	guia		3.7 3.8	3.7 3.8		3.7 3.8	3.7 3.8		3.7 3.8	3.7 3.8
			3.8	3.8		3.8	3.8		3.8	3.8
			4.0	4.0		4.0	4.0		4.0	4.0
squid	dictator		4.1	4.1		4.1	4.1		4.1	4.1
syulu	ulcial		4.2	4.2		4.2	4.2		4.2	4.2
			4.3	4.3		4.3	4.3		4.3	4.3
			4.4	4.4		4.4	4.4		4.4	4.4
			4.5 4.6	4.5 4.6		4.5 4.6	4.5 4.6		4.5 4.6	4.5 4.6
script	wisdom		4.0	4.0		4.0	4.0		4.0	4.0
I			4.8	4.8		4.8	4.8		4.8	4.8
			4.9	4.9		4.9	4.9		4.9	4.9
_ 1 1			5	5		5	5		5	5
Plymouth	strict		6	6		6	6		6	6
I I J III O G CII			7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+
		Initials								

LESSON 2D

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

short o

mob dock plot stock bronze squash

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red - long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student - discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

mob	squash	"L" is for I	Place an "X" in box corresponding to stopwatch time 'L" is for recording time for saying left column words R" is for recording time for saying right column word TRY TO REACH THE RED LINE												
	-		L	R		L	R		L	R					
		Ceiling													
1 1	1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1					
dock	bronze		3.1	3.1		3.1	3.1		3.1	3.1					
			3.2	3.2		3.2	3.2		3.2	3.3					
			3.4	3.4		3.4	3.4		3.4	3.4					
			3.5	3.5		3.5	3.5		3.5	3.5					
nlot	stock		3.6	3.6		3.6	3.6		3.6	3.6					
plot	SLUCK		3.7	3.7		3.7	3.7		3.7	3.7					
-			3.8	3.8		3.8	3.8		3.8	3.8					
			3.9	3.9		3.9	3.9		3.9	3.9					
. 1	1 /		4.0	4.0		4.0	4.0		4.0	4.0					
stock	plot		4.1	4.1		4.1	4.1		4.1	4.1					
			4.2 4.3	4.2 4.3		4.2 4.3	4.2 4.3		4.2 4.3	4.2					
			4.3	4.3		4.3	4.3		4.3	4.3					
			4.5	4.5		4.5	4.5		4.5	4.5					
bronze	dock		4.6	4.6		4.6	4.6		4.6	4.6					
UIUIIZU	UUUK		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					
1	1		5	5		5	5		5	5					
squash	mob		6	6		6	6		6	6					
			7 10+	7		7 10+	7 10+		7 10+	7					
		loit-l-	10+	10+		10+	10+		10+	10+					
		Initials													

LESSON 3A

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

short u

thus smuggle summit suspense humble London

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

thus	London	Place an "L" is for r "R" is for r	ecord	ing tir ng tin	ne foi ne for	[.] sayir	ng left g righ	colur t colu	nn wo mn w	ords
			L	R		L	R		L	R
		Ceiling								
1	1 11		3.0	3.0		3.0	3.0		3.0	3.0
smuggle	humble		3.1	3.1		3.1	3.1		3.1	3.1
51114 8810	110111010		3.2	3.2		3.2	3.2		3.2	3.2 3.3
			3.3 3.4	3.3 3.4		3.3 3.4	3.3 3.4		3.3 3.4	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
annanait			3.6	3.6		3.6	3.6		3.6	3.6
summit	suspense		3.7	3.7		3.7	3.7		3.7	3.7
	1		3.8	3.8		3.8	3.8		3.8	3.8
			3.9	3.9		3.9	3.9		3.9	3.9
			4.0	4.0		4.0	4.0		4.0	4.0
suspense	summit		4.1	4.1		4.1	4.1		4.1	4.1
suspense	Summe		4.2	4.2		4.2	4.2		4.2	4.2
			4.3	4.3		4.3	4.3		4.3	4.3
			4.4	4.4		4.4	4.4		4.4	4.4
1 1. 1 .			4.5 4.6	4.5 4.6		4.5 4.6	4.5 4.6		4.5 4.6	4.5 4.6
humble	smuggle		4.0	4.6		4.6	4.6		4.6	4.0
	00		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
London	thus		6	6		6	6		6	6
LUIIUUII	ulus		7	7		7	7		7	7
Lu			10+	10+		10+	10+		10+	10+
LU		Initials								

LESSON 3B

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

ai – long a

mainland strait traits braille baseball chaos

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

STEP 1 - TEACH THE VOWEL SOUND

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STEP 4 – FLUENCY PRACTICE – TIMED READING

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Fluency Time Chart

mainland	chaos	Place an ' "L" is for r "R" is for re	ecorc ecord	ling tir ing tin	me foi	[.] sayir sayin	ng left g righ	colur t colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
•	1 1 11		3.0	3.0		3.0	3.0		3.0	3.0
strait	baseball		3.1 3.2	3.1 3.2		3.1 3.2	3.1 3.2		3.1 3.2	3.1 3.2
			3.2	3.2		3.2	3.2		3.2	3.2
			3.4	3.4		3.4	3.4		3.4	3.4
			3.5	3.5		3.5	3.5		3.5	3.5
traits	braille		3.6	3.6		3.6	3.6		3.6	3.6
	Uraine		3.7	3.7		3.7	3.7		3.7	3.7
			3.8	3.8		3.8	3.8		3.8	3.8
			3.9	3.9		3.9	3.9		3.9	3.9
1 • 1 1	· • ·		4.0	4.0		4.0	4.0		4.0	4.0
braille	traits		4.1	4.1		4.1	4.1		4.1	4.1
er anne	ci ui es		4.2	4.2		4.2	4.2		4.2	4.2
			4.3 4.4	4.3 4.4		4.3 4.4	4.3 4.4		4.3 4.4	4.3
			4.4	4.4		4.4	4.4		4.4	4.4
baseball	strait		4.6	4.6		4.6	4.6		4.6	4.6
DaseDall	Straft		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
chaos	mainland		6	6		6	6		6	6
			7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+
		Initials								

LESSON 3C

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

ee – long e

fee meek steep freed Greece Greenland

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

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Fluency Time Chart

fee	Greenland	Place an ' "L" is for r "R" is for re	'X" in ecord	ing tir ng tin	orresp ne foi ne for	pondii r sayir sayin	ng to : ng left	stopw colur it colu	atch t nn wc mn w	ords
			L	R		L	R		L	R
		Ceiling	3.0	3.0		3.0			3.0	
maalz	Craaca		3.0	3.0		3.0	3.0 3.1		3.0	3.0 3.1
meek	Greece		3.2	3.2		3.2	3.2		3.2	3.2
			3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
	0 1		3.5	3.5		3.5	3.5		3.5	3.5
steep	freed		3.6	3.6		3.6	3.6		3.6	3.6
Beeep	11000		3.7	3.7		3.7	3.7		3.7	3.7
			3.8 3.9	3.8 3.9		3.8 3.9	3.8 3.9		3.8 3.9	3.8 3.9
			4.0	4.0		4.0	4.0		4.0	4.0
freed	stoon		4.1	4.1		4.1	4.1		4.1	4.1
	steep		4.2	4.2		4.2	4.2		4.2	4.2
	-		4.3	4.3		4.3	4.3		4.3	4.3
			4.4	4.4		4.4	4.4		4.4	4.4
C	1		4.5	4.5		4.5	4.5		4.5	4.5
Greece	meek		4.6 4.7	4.6 4.7		4.6 4.7	4.6 4.7		4.6 4.7	4.6 4.7
			4.7	4.7		4.7	4.7		4.7	4.7
			4.9	4.9		4.9	4.9		4.9	4.9
			5	5		5	5		5	5
Greenland	fee		6	6		6	6		6	6
Orcomanu			7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+
	O 0007 Des l'active la Materiale aut	Initials								

LESSON 3D

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

ea – long e

peak weary preach realized eagerly meager

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

STEP 1 - TEACH THE VOWEL SOUND

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STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

peak	meager	Place an "L" is for r "R" is for r	ecorc	ing tir ng tin	me foi ne for	r sayiı sayin	ng left Ig righ	: colur	nn wo Imn w	ords
-	C		L	R		L	R		L	R
		Ceiling								
	• • • • • 1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
weary	eagerly		3.2	3.2		3.2	3.2		3.2	3.2
•	\mathcal{O}		3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
_			3.5	3.5		3.5	3.5		3.5	3.5
pr <mark>ea</mark> ch	realized		3.6	3.6		3.6	3.6		3.6	3.6
preaem	TCallZCu		3.7	3.7		3.7	3.7		3.7	3.7
			3.8	3.8		3.8	3.8		3.8	3.8
			3.9	3.9		3.9	3.9		3.9	3.9
			4.0 4.1	4.0		4.0 4.1	4.0 4.1		4.0 4.1	4.0 4.1
realized	preach		4.1	4.1		4.1	4.1		4.1	4.1
	1		4.3	4.3		4.3	4.3		4.3	4.3
			4.4	4.4		4.4	4.4		4.4	4.4
			4.5	4.5		4.5	4.5		4.5	4.5
eagerly	weary		4.6	4.6		4.6	4.6		4.6	4.6
Cagerry	weary		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 6		5 6	5 6		5 6	5
meager	peak		6 7	6 7		б 7	6 7		6 7	6 7
0	L		7 10+	, 10+		7 10+	7 10+		7 10+	10+
		Initials								
	O second shall @ 00077 Describe structure - Martanials and itable									

LESSON 4A

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

ea - short e

peasants threaten dealt treacherous treasury threat

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and

STEP 4 – FLUENCY PRACTICE – TIMED READING

without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the list. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

peasants	threat	Place an "L" is for r "R" is for r	ecord	ling tir	me fo ne for	r sayir sayin	ng left g righ	t colui nt colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
threaton	t 10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
threaten	treasury		3.2	3.2		3.2	3.2		3.2	3.2
	5		3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4	1	3.4	3.4
			3.5	3.5		3.5	3.5		3.5	3.5
dealt	treacherous		3.6	3.6		3.6	3.6		3.6	3.6
avait	in cuchici ous		3.7	3.7		3.7	3.7		3.7	3.7
			3.8 3.9	3.8		3.8	3.8		3.8	3.8
				3.9	1	3.9	3.9	l	3.9	3.9
tracharaus	daalt		4.0 4.1	4.0 4.1		4.0 4.1	4.0 4.1		4.0 4.1	4.0 4.1
treacherous	dealt		4.2	4.2		4.2	4.2		4.2	4.2
			4.3	4.3		4.3	4.3		4.3	4.3
			4.4	4.4		4.4	4.4		4.4	4.4
	-		4.5	4.5		4.5	4.5		4.5	4.5
tr <mark>ea</mark> sury	threaten		4.6	4.6		4.6	4.6		4.6	4.6
ci cubai y	uneaten		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 5	4.9 5		4.9 5	4.9 5		4.9 5	4.9 5
threat	naganta		6	6		6	6		6	6
liiital	peasants		7	7		7	7		7	7
	*		10+	10+		10+	10+	1	10+	10+
								1		

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LESSON 4B

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

long vowels

host Crusades Christ volts violent diet

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red - long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student - discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

host	diet	"L" is for	lace an "X" in b " is for recordin " is for recordin TF						
		Ceiling	L	R	-				
\mathbf{C} 1	• 1 .	5	3.0	3.0	Ì				
Crusades	violet		3.1 3.2	3.1 3.2					
			3.3	3.3					
			3.4 3.5	3.4 3.5					
Christ	volts		3.6	3.6					
Chilst	voits		3.7 3.8	3.7 3.8					
			3.8	3.8					
1,			4.0	4.0	Ī				
volts	Christ		4.1 4.2	4.1 4.2					
			4.3	4.3					
			4.4 4.5	4.4 4.5	-				
violent	Crusades		4.6	4.6					
VIOICIII	Clusudes		4.7 4.8	4.7 4.8	-				
			4.8	4.8 4.9	İ				
1.	1 4		5	5					
diet	host		6 7	6 7	-				
			10+	10+					
				11	11				

corresponding to stopwatch time me for saying left column words me for saying right column words O REACH THẾ RED LINE

> L R

3.0 3.0

3.1 3.1

3.2 3.2

3.3 3.3

3.4 3.4

3.5 3.5

3.6 3.6

3.7 3.7

3.8 3.8

3.9 3.9

4.0 4.0

4.1 4.1

4.2

4.3 4.3

44 44

4.5 4.5

4.6 4.6

4.7 4.7

48 48

4.9 4.9

5

6 6

7 7

10+ 10+

4.2

5

R

3.0

3.2

3.3

3.5

3.6

3.8

3.9

4.0

4.1

4.2

4.3

4.6

6

L

3.0

3.1 3.1

3.2

3.3

3.4 3.4

3.5

3.6

3.7 3.7

3.8

3.9

4.0

4.1

4.2

4.3

44 44

4.5 4.5

4.6

4.7 4.7

48 48

4.9 4.9

5 5

6

7 7

10 +10+

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LESSON 4C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> in student reading ability. 1 Consonant Rule A vowel is long if followed by one consonant

Egypt likely unique item dinosaur legal

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Egypt	legal	Place an ' "L" is for r "R" is for re	ecord ecord	ling tir ing tin	me foi	[.] sayir sayin	ng left g righ	colur t colu	nn wo Imn w	rds
		0	L	R		L	R		L	R
		Ceiling	3.0	3.0		3.0	3.0		2.0	3.0
1 1 2 1 2	dinggour		3.0	3.0		3.0	3.0		3.0 3.1	3.0
likely	dinosaur		3.2	3.2		3.2	3.2		3.2	3.2
•			3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
•	•		3.5	3.5		3.5	3.5		3.5	3.5
unique	item		3.6	3.6		3.6	3.6		3.6	3.6
anque	Item		3.7	3.7		3.7	3.7		3.7	3.7
			3.8 3.9	3.8 3.9		3.8 3.9	3.8 3.9		3.8 3.9	3.8 3.9
			3.9 4.0	4.0		3.9 4.0	3.9 4.0		4.0	4.0
tom	uniqua		4.1	4.1		4.1	4.1		4.1	4.1
item	unique		4.2	4.2		4.2	4.2		4.2	4.2
	•		4.3	4.3		4.3	4.3		4.3	4.3
			4.4	4.4		4.4	4.4		4.4	4.4
1 •	1•1 1		4.5	4.5		4.5	4.5		4.5	4.5
dinosaur	likely		4.6 4.7	4.6		4.6	4.6 4.7		4.6 4.7	4.6
			4.7	4.7 4.8		4.7 4.8	4.7		4.7	4.7 4.8
			4.9	4.9		4.9	4.0		4.0	4.9
			5	5		5	5		5	5
legal	Egypt		6	6		6	6		6	6
Ngai	Lgypt		7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+
		Initials								

LESSON 4D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> in student reading ability. 2 Consonant Rule A vowel is short if followed by two consonants

Christian entry illegal instrument possibly supplied

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Christian	supplied	Place an "L" is for "R" is for r	record ecord	box c ling tii ing tin	orres me fo ne for	pondi r sayiı	ng to ng left ig righ	stopw t colui nt colu	vatch t mn wc umn w	rds
		O ailia a	L	R		L	R		L	R
		Ceiling	3.0	3.0		3.0	3.0		3.0	3.0
entry	possibly		3.1	3.1		3.1	3.1		3.1	3.1
	possibly		3.2	3.2		3.2	3.2		3.2	3.2
			3.3 3.4	3.3 3.4		3.3 3.4	3.3 3.4		3.3 3.4	3.3 3.4
			3.5	3.5		3.5	3.5		3.5	3.5
illegal	instrument		3.6	3.6		3.6	3.6		3.6	3.6
Incgai	msuument		3.7	3.7		3.7	3.7		3.7	3.7
			3.8 3.9	3.8 3.9		3.8	3.8 3.9		3.8	3.8
			3.9 4.0	3.9 4.0		3.9 4.0	3.9 4.0		3.9 4.0	3.9 4.0
instrument	illegally		4.0	4.0		4.0	4.0		4.0	4.0
Instrument	megany		4.2	4.2		4.2	4.2		4.2	4.2
			4.3	4.3		4.3	4.3		4.3	4.3
			4.4 4.5	4.4 4.5		4.4 4.5	4.4 4.5		4.4 4.5	4.4
possibly	ontru		4.6	4.6		4.6	4.6		4.6	4.6
possibly	entry		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 5	4.9 5		4.9 5	4.9 5		4.9 5	4.9 5
aunplied	Christian		6	6		6	6		6	6
supplied	CIIIIStiali		7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+

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LESSON 5A

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

arc artifact harmony charge charcoal warfare

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left

column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

arc	charcoal	Place an ' "L" is for r "R" is for re	ecord ecord	ing tir ng tin	me fo ne for	r sayiı	ng left ng righ	t colur nt colu	nn wo Imn w	ords
		o	L	R		L	R		L	R
		Ceiling								
	. 1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
artifact	charge		3.1	3.1		3.1	3.1		3.1	3.1
	88-		3.2	3.2		3.3	3.2		3.2	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
			3.5	3.5		3.5	3.5		3.5	3.5
hormony	hormony		3.6	3.6		3.6	3.6		3.6	3.6
harmony	harmony		3.7	3.7		3.7	3.7		3.7	3.7
•	•		3.8	3.8		3.8	3.8		3.8	3.8
			3.9	3.9		3.9	3.9		3.9	3.9
-	• •		4.0	4.0		4.0	4.0		4.0	4.0
charge	artifact		4.1	4.1		4.1	4.1		4.1	4.1
charge	artifact		4.2	4.2		4.2	4.2		4.2	4.2
			4.3	4.3		4.3	4.3		4.3	4.3
			4.4	4.4		4.4	4.4		4.4	4.4
1 1			4.5	4.5		4.5	4.5		4.5	4.5
charcoal	arc		4.6 4.7	4.6 4.7		4.6 4.7	4.6 4.7		4.6 4.7	4.6
			4.7	4.7		4.7	4.7		4.7	4.7
			4.9	4.9		4.9	4.9		4.9	4.9
			4.5 5	- 1 .5		5	5			5
warfare	warfare		6	6		6	6		6	6
wallarc	Wallard		7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+
wor		Initials								
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LESSON 5B

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

er – ir - ur

herd permission perspective firmly furnace Puritan

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

herd	furnace	Place an "L" is for r "R" is for r	record ecord	ling tir	me for	r sayir sayin	ng left g righ	t colur nt colu	nn wo Imn w	ords
		Ceiling	L	R		L	R		L	R
		Cennig	3.0	3.0		3.0	3.0		3.0	3.0
permission	firmly		3.1	3.1		3.1	3.1		3.1	3.1
permission	111111 y		3.2	3.2		3.2	3.2		3.2	3.2
			3.3 3.4	3.3 3.4		3.3 3.4	3.3 3.4		3.3 3.4	3.3 3.4
			3.4	3.4		3.4	3.4		3.4	3.4
perspective	perspective		3.6	3.6		3.6	3.6		3.6	3.6
perspective	perspective		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
fimaly	n o mn iccion		4.0 4.1	4.0		4.0 4.1	4.0 4.1		4.0 4.1	4.0 4.1
firmly	permission		4.2	4.2		4.2	4.2		4.2	4.2
•	X		4.3	4.3		4.3	4.3		4.3	4.3
			4.4	4.4		4.4	4.4		4.4	4.4
C	1 1		4.5 4.6	4.5 4.6		4.5 4.6	4.5 4.6		4.5 4.6	4.5 4.6
furnace	herd		4.6	4.0		4.0	4.0		4.0	4.0
			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
Puritan	Puritan		6 7	6 7		6 7	6 7		6 7	6 7
	I ullull		7 10+	7 10+		7 10+	7 10+		7 10+	7 10+

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LESSON 5C

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

port ore boring coral tortoise metamorphosis

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND**

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound. **STEP 3 - READ EACH WORD SLOWLY**

The student now tries to read each word slowly in the left

column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

or

port	tortoise	Place an "L" is for r "R" is for r	record ecord	ling tii ing tin TRY 1	me f
		Ceiling	L	R	
	-	-	3.0	3.0	
ore	coral		3.1	3.1	
	eorai		3.2 3.3	3.2 3.3	
			3.4	3.4	
			3.5	3.5	
boring	boring		3.6	3.6	
UUIIIg	UUIIIg		3.7	3.7	
			3.8 3.9	3.8 3.9	
			4.0	4.0	
coral	ore		4.1	4.1	
Corar	ore		4.2	4.2	
			4.3	4.3	
			4.4 4.5	4.4	
tortoise	nort		4.6	4.6	
lorioise	port		4.7	4.7	
	-		4.8	4.8	
			4.9	4.9	
metamorphosis	metamorphosis		5 6	5 6	
metamorphosis	metamorphosis		7	7	
			10+	10+	

Place an "X" in box corresponding to stopwatch time "L" is for recording time for saying left column words "R" is for recording time for saying right column words <u>TRY TO</u> REACH THE RED LINE

LR

3.0 3.0

3.1 3.1

3.2 3.2

3.3 3.3

3.4 3.4

3.5 3.5

3.6 3.6

3.7 3.7

3.8 3.8

3.9 3.9

4.0 4.0

4.1 4.1

4.2

4.3 4.3

44 44

4.5 4.5

4.6 4.6

4.7 4.7

48 48

4.9 4.9

5

6 6

7 7

10+ 10+

4.2

5

R

3.0

3.2

3.3

3.5

3.6

3.8

3.9

4.0

4.2

4.3

4.6

6

L

3.0

3.1 3.1

3.2

3.3

3.4 3.4

3.5

3.6

3.7 3.7

3.8

3.9

4.0

4.1 4.1

4.2

4.3

44 44

4.5 4.5

4.6

4.7 4.7

48 48

4.9 4.9

5 5

6

7 7

10+ 10+

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LESSON 5D

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

ar - or - ending

lunar censor warrior juror inventor Ecuador

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red - long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student - discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

lunar	inventor	Place an " "L" is for r "R" is for r	ecord	ing tir ng tin	ne foi ne for	, sayir	ng left g righ	colur t colu	nn wo mn w	ords
			L	R		L	R		L	R
		Ceiling	3.0	3.0		3.0	3.0		3.0	3.0
concor	illror		3.1	3.1		3.1	3.1		3.1	3.1
censor	juror		3.2	3.2		3.2	3.2		3.2	3.2
	5		3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
•	•		3.5	3.5		3.5	3.5		3.5	3.5
inventor	warrior		3.6	3.6		3.6	3.6		3.6	3.6
	vi unitor		3.7 3.8	3.7		3.7	3.7 3.8		3.7	3.7 3.8
			3.8	3.8 3.9		3.8 3.9	3.8 3.9		3.8 3.9	3.8
			4.0	4.0		4.0	4.0		4.0	4.0
	concor		4.1	4.1		4.1	4.1		4.1	4.1
juror	censor		4.2	4.2		4.2	4.2		4.2	4.2
			4.3	4.3		4.3	4.3		4.3	4.3
			4.4	4.4		4.4	4.4		4.4	4.4
•	1		4.5	4.5		4.5	4.5		4.5	4.5
warrior	lunar		4.6	4.6		4.6	4.6		4.6	4.6
			4.7 4.8	4.7 4.8		4.7 4.8	4.7 4.8		4.7 4.8	4.7 4.8
wor			4.8 4.9	4.8 4.9		4.8 4.9	4.8 4.9		4.8 4.9	4.8
			4.9 5	4.9 5		4.9 5	4.9 5		4.9 5	4.9 5
	Ecuador		6	6		6	6		6	6
- 1	Leuduor		7	7		7	7		7	7
Ecuador			10+	10+		10+	10+		10+	10+
		Initials								

LESSON 6A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> in student reading ability. C-Rule "c" makes the "s" sound when followed by "e" or "i"

icy certainly civilian acid celebration traced

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left

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STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

icy	traced	Place an "L" is for "R" is for i	record ecord	box c ling tii ing tin	orres me fo	pondi r sayiı sayin	ng to ng lefi ng righ	stopw t colur nt colu	atch t nn wo Imn w	ords
-		Cailing	L	R		L	R		L	R
		Ceiling	3.0	3.0		3.0	3.0		3.0	3.0
<u>certainly</u>	celebration		3.1	3.1		3.1	3.1		3.1	3.1
Certainiy	Celebration		3.2	3.2		3.2	3.2		3.2	3.2
			3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
			3.5 3.6	3.5 3.6		3.5 3.6	3.5 3.6		3.5 3.6	3.5 3.6
civilian	acid		3.7	3.7		3.7	3.7		3.7	3.7
			3.8	3.8		3.8	3.8		3.8	3.8
			3.9	3.9		3.9	3.9		3.9	3.9
• 1	• • • •		4.0	4.0		4.0	4.0		4.0	4.0
acid	civilian		4.1	4.1		4.1	4.1		4.1	4.1
	C I VIII all		4.2	4.2		4.2	4.2		4.2	4.2
			4.3 4.4	4.3 4.4		4.3 4.4	4.3 4.4		4.3 4.4	4.3 4.4
			4.5	4.5		4.5	4.5		4.5	4.5
celebration	certainly		4.6	4.6		4.6	4.6		4.6	4.6
	Certainiy		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 6	5		5 6	5 6		5	5 6
traced	1CV		7	7		7	7		7	7
	•		10+	10+		10+	10+		10+	10+
			-					1		1

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LESSON 6B

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

G-Rule "g" makes the "j" sound when followed by "e" or "I"

genius geographic image originally imagination agitated

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

<mark>ge</mark> nius	agitated	Place an "L" is for "R" is for r	record ecord	ding ti ing tir	me fo	r sayiı [.] sayir	ng left ng righ	t colur nt colu	nn wo Imn w	ords
		Ceiling	L	R		L	R		L	R
		Ocining	3.0	3.0		3.0	3.0		3.0	3.0
geographic	imagination		3.1	3.1		3.1	3.1		3.1	3.1
Sographie	magmation		3.2	3.2		3.2	3.2		3.2	3.2
			3.3	3.3		3.3	3.3	1	3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
	originally		3.5	3.5		3.5	3.5		3.5	3.5
1mage	originally		3.6	3.6		3.6	3.6		3.6	3.6
C	<u> </u>		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
originally	image		4.0 4.1	4.0 4.1		4.0 4.1	4.0		4.0 4.1	4.0 4.1
onginany	mage		4.1	4.1		4.1	4.1 4.2		4.1	4.1
u			4.2	4.2		4.2	4.2		4.2	4.2
6			4.4	4.4		4.4	4.4		4.4	4.4
	gaagraphia		4.5	4.5		4.5	4.5		4.5	4.5
	geographic		4.6	4.6		4.6	4.6		4.6	4.6
imagination			4.7	4.7		4.7	4.7	1	4.7	4.7
magmation			4.8	4.8		4.8	4.8		4.8	4.8
	•		4.9	4.9		4.9	4.9		4.9	4.9
	genius		5	5		5	5		5	5
	8		6	6		6	6		6	6
agitated			7	7		7	7		7	7
\mathbf{C}			10+	10+		10+	10+		10+	10+
		Initials								

LESSON 6C

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

tion ending short vowel mix

transportation distribution inflation preparation illustration congregation

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound.

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Ceiling

Initia

Fluency Time Chart

transportation	congregation
distribution	illustration
inflation	preparation
preparation	inflation
illustration	distribution
congregation	transportation

Place an "X" in box corresponding to stopwatch time "L" is for recording time for saying left column words "R" is for recording time for saying right column words TRY TO REACH THE RED LINE

	L	R		L	R	L	R
	3.0	3.0		3.0	3.0	3.0	3.0
	3.1	3.1		3.1	3.1	3.1	3.1
	3.2	3.2		3.2	3.2	3.2	3.2
	3.3	3.3		3.3	3.3	3.3	3.3
	3.4	3.4		3.4	3.4	3.4	3.4
	3.5	3.5		3.5	3.5	3.5	3.5
	3.6	3.6		3.6	3.6	3.6	3.6
	3.7	3.7		3.7	3.7	3.7	3.7
	3.8	3.8		3.8	3.8	3.8	3.8
	3.9	3.9		3.9	3.9	3.9	3.9
	4.0	4.0		4.0	4.0	4.0	4.0
	4.1	4.1		4.1	4.1	4.1	4.1
	4.2	4.2		4.2	4.2	4.2	4.2
	4.3	4.3		4.3	4.3	4.3	4.3
	4.4	4.4		4.4	4.4	4.4	4.4
	4.5	4.5		4.5	4.5	4.5	4.5
	4.6	4.6		4.6	4.6	4.6	4.6
	4.7	4.7		4.7	4.7	4.7	4.7
	4.8	4.8		4.8	4.8	4.8	4.8
	4.9	4.9		4.9	4.9	4.9	4.9
	5	5		5	5	5	5
	6	6		6	6	6	6
	7	7		7	7	7	7
	10+	10+		10+	10+	10+	10+
ls							
эP	oode	com .	I FVI	EL 6-1	1		

LESSON 6D

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

ph – f sound

pamphlet photography Pharaoh amphibian phase prophet

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

pamphlet	prophet	Place an " "L" is for r "R" is for r
<mark>pho</mark> tography	phase	Ceiling
pharaoh	amphibian	
amphibian	pharaoh	
phase	photography	
prophet	pamphlet	

Place an "X" in box corresponding to stopwatch time "L" is for recording time for saying left column words 'R" is for recording time for saying right column words TRY TO REACH THE RED LINE

	L	R	L	R	L	R
j						
	3.0	3.0	3.0	3.0	3.0	3.0
	3.1	3.1	3.1	3.1	3.1	3.1
	3.2	3.2	3.2	3.2	3.2	3.2
	3.3	3.3	3.3	3.3	3.3	3.3
	3.4	3.4	3.4	3.4	3.4	3.4
	3.5	3.5	3.5	3.5	3.5	3.5
	3.6	3.6	3.6	3.6	3.6	3.6
	3.7	3.7	3.7	3.7	3.7	3.7
	3.8	3.8	3.8	3.8	3.8	3.8
	3.9	3.9	3.9	3.9	3.9	3.9
	4.0	4.0	4.0	4.0	4.0	4.0
	4.1	4.1	4.1	4.1	4.1	4.1
	4.2	4.2	4.2	4.2	4.2	4.2
	4.3	4.3	4.3	4.3	4.3	4.3
	4.4	4.4	4.4	4.4	4.4	4.4
	4.5	4.5	4.5	4.5	4.5	4.5
	4.6	4.6	4.6	4.6	4.6	4.6
	4.7	4.7	4.7	4.7	4.7	4.7
	4.8	4.8	4.8	4.8	4.8	4.8
	4.9	4.9	4.9	4.9	4.9	4.9
	5	5	5	5	5	5
	6	6	6	6	6	6
	7	7	7	7	7	7
	10+	10+	10+	10+	10+	10+
als						
_	oodo	I				1 1

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Initia

LESSON 7A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> in student reading ability. 1 Consonant Rule A vowel is sometimes long when followed by one consonant

timeline widespread results lifetime rebuild childhood

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND**

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

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

timeline	childhood	Place an "L" is for r "R" is for r	ecorc	ling tir	me foi ne for	r sayiı sayin	ng left ig righ	colur t colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
widogproad	rebuild		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
widespread	lebullu		3.1	3.1		3.1	3.1		3.1	3.1
-			3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
1.	1.0		3.5	3.5		3.5	3.5		3.5	3.5
results	lifetime		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
lifetime	results		4.0	4.0		4.0	4.0		4.0	4.0
	ICSUILS		4.1	4.1		4.1	4.1		4.1	4.1
			4.2	4.2		4.2	4.2		4.2	4.2
			4.3	4.3		4.3	4.3		4.3	4.3
. 1 11	• 1 1		4.4 4.5	4.4 4.5		4.4 4.5	4.4 4.5		4.4 4.5	4.4 4.5
rebuild	widespread		4.5	4.5		4.5	4.5		4.5	4.5
	L		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
childhood	timeline		5	5		5	5		5	5
			6	6		6	6		6	6
			7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+

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LESSON 7B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving <u>dramatic advancement</u> in student reading ability. 1 Consonant Rule A vowel is sometimes long when followed by one consonant

humanity frequently bravery alien refuse medical

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND**

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

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

humanity	refused	Place an "L" is for "R" is for r	record ecord	ling tir ing tin	me foi ne for	r sayir	ng left g righ	colur t colu	nn wo Imn w	ords
		o	L	R		L	R		L	R
		Ceiling								
frequently	alien		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
nequentry	anch		3.2	3.2		3.2	3.2		3.2	3.2
			3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
brouger	brougery		3.5	3.5		3.5	3.5		3.5	3.5
bravery	bravery		3.6	3.6		3.6	3.6		3.6	3.6
•	•		3.7 3.8	3.7 3.8		3.7 3.8	3.7 3.8		3.7 3.8	3.7 3.8
			3.8	3.8		3.8	3.8		3.8	3.8
-1	f		4.0	4.0		4.0	4.0		4.0	4.0
alien	frequently		4.1	4.1		4.1	4.1		4.1	4.1
	1 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
C	1 •.		4.4	4.4		4.4	4.4		4.4	4.4
refuse	humanity		4.5	4.5		4.5	4.5		4.5	4.5
	j		4.6 4.7	4.6 4.7		4.6	4.6 4.7		4.6 4.7	4.6 4.7
			4.7	4.7		4.7	4.7		4.7	4.7
			4.9	4.9		4.9	4.9		4.9	4.9
medical	medical		5	5		5	5		5	5
meurcar	medical		6	6		6	6		6	6
			7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+

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LESSON 7C

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

Exceptions to 1 Consonant Rule short vowels

statue Spanish plateau critics criticize olive

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

statue	olive	Place an "L" is for r "R" is for r	ecorc	ling tir ing tin	ne foi ne for	^r sayiı sayin	ng left Ig righ	colur	nn wo mn w	rds
			L	R		L	R		L	R
		Ceiling								
Sponich	criticize		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
Spanish	CITUCIZE		3.1	3.1		3.1	3.1		3.1	3.1
-			3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
1 /	• , •		3.5	3.5		3.5	3.5		3.5	3.5
plateau	critics		3.6	3.6		3.6	3.6		3.6	3.6
L = 11 = 11 = 11			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
critics	plateau		4.0	4.0		4.0	4.0		4.0	4.0
CITTICS	plateau		4.1	4.1		4.1	4.1		4.1	4.1
			4.2 4.3	4.2 4.3		4.2 4.3	4.2 4.3		4.2 4.3	4.2 4.3
			4.3	4.3		4.3	4.3		4.3	4.3
criticize	Spanish		4.5	4.5		4.5	4.5		4.5	4.5
CITUCIZE	Spanish		4.6	4.6		4.6	4.6		4.6	4.6
	•		4.7	4.7		4.7	4.7		4.7	4.7
			4.8	4.8		4.8	4.8		4.8	4.8
1•			4.9	4.9		4.9	4.9		4.9	4.9
olive	statue		5	5		5	5		5	5
•	~		6	6		6	6		6	6
			7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+
	Conversion & 2007 Decidio alla vila a Materiala a	Initials					ļ			

LESSON 7D

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

Exceptions to 1 Consonant Rule short vowels

residents comedy limit colonist tributary fabulous

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

residents	fabulous	Place an "L" is for "R" is for r	record ecord	ling tii ing tin	me fo ne for	r sayiı	ng left Ig righ	t colui nt colu	mn wo Imn w	rds
			L	R		L	R		L	R
		Ceiling								
comedu	tributary		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
comedy	tilbutary		3.1	3.1		3.1	3.1		3.1	3.2
-	_		3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
1•••	1 • 4		3.5	3.5		3.5	3.5		3.5	3.5
limit	colonist		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
colonist	limit		4.0	4.0		4.0	4.0		4.0	4.0
Colonist	111111		4.1 4.2	4.1 4.2		4.1 4.2	4.1 4.2		4.1 4.2	4.1 4.2
			4.2	4.2		4.2	4.2		4.2	4.2
			4.4	4.4		4.4	4.4		4.4	4.4
tributory	aamadu		4.5	4.5		4.5	4.5		4.5	4.5
tributary	comedy		4.6	4.6		4.6	4.6		4.6	4.6
·	•		4.7	4.7		4.7	4.7	1	4.7	4.7
			4.8	4.8		4.8	4.8		4.8	4.8
C 1 1	• 1 4		4.9	4.9		4.9	4.9		4.9	4.9
fabulous	residents		5	5		5	5		5	5
			6	6		6	6		6	6
			7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+

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LESSON 8A

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

2 Consonant Rule A vowel is short if followed by two consonants

background actual soccer battlefield distant Mexican

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red - long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student - discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

b <mark>a</mark> ckground	distant	Place an "L" is for "R" is for r	record ecord	ding ti ing tir	me fo	r sayiı sayir	ng left ng righ	colur t colu	nn wo mn w	ords
		Ceilina	L	R		L	R		L	R
		Celling	3.0	3.0		3.0	3.0		3.0	3.0
actual	battlefield		3.1	3.1		3.1	3.1		3.1	3.1
actual	outilitie		3.2	3.2		3.2	3.2		3.2	3.2
			3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
soccer	soccer		3.5 3.6	3.5 3.6		3.5 3.6	3.5 3.6		3.5 3.6	3.5 3.6
SUCCCI	500001		3.6	3.6		3.6	3.6		3.6	3.6
			3.8	3.8		3.8	3.8		3.8	3.8
			3.9	3.9		3.9	3.9		3.9	3.9
battlefield	actual		4.0	4.0	l	4.0	4.0		4.0	4.0
Damerielu	actual		4.1	4.1		4.1	4.1		4.1	4.1
			4.2	4.2		4.2	4.2		4.2	4.2
			4.3 4.4	4.3 4.4		4.3 4.4	4.3 4.4		4.3 4.4	4.3 4.4
	le altranoura d		4.4	4.4		4.4	4.4		4.4	4.4
distant	background		4.6	4.6		4.6	4.6		4.6	4.6
	e		4.7	4.7		4.7	4.7		4.7	4.7
			4.8	4.8		4.8	4.8		4.8	4.8
ъл •	ъл •		4.9	4.9		4.9	4.9		4.9	4.9
Mexican	Mexican		5	5		5	5		5	5
			6 7	6 7		6 7	6 7		6 7	6 7
			10+	/ 10+		10+	/ 10+		7 10+	10+

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LESSON 8B

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

2 Consonant Rule A vowel is short if followed by two consonants

within challenge temple clockwise blockade expand

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red - long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student - discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

within	expand	Place an "L" is for "R" is for r	recorc ecord	ling tir ing tin	me foi ne for	r sayiı sayin	ng left	t colur nt colu	nn wo Imn w	ords
			L	R		L	R		L	R
		Ceiling								
ahallanga	blockade		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
challenge	DIOCKAUE		3.1	3.1		3.1	3.1		3.1	3.1
-			3.3	3.2		3.3	3.3		3.2	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
4 1	1 1 •		3.5	3.5		3.5	3.5		3.5	3.5
temple	clockwise		3.6	3.6		3.6	3.6		3.6	3.6
$\mathbf{r} = -\mathbf{r}$			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
clockwise	temple		4.0	4.0		4.0	4.0		4.0	4.0
	temple		4.1	4.1		4.1	4.1		4.1	4.1
			4.2 4.3	4.2 4.3		4.2 4.3	4.2 4.3		4.2 4.3	4.2 4.3
			4.3	4.3		4.3	4.3		4.3	4.3
blookada	ahallanga		4.5	4.5		4.5	4.5		4.5	4.5
blockade	challenge		4.6	4.6		4.6	4.6		4.6	4.6
	e		4.7	4.7		4.7	4.7		4.7	4.7
			4.8	4.8		4.8	4.8		4.8	4.8
1	• . 1 •		4.9	4.9		4.9	4.9		4.9	4.9
expand	within		5	5		5	5		5	5
- P un u			6	6		6	6		6	6
i			7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+

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LESSON 8C

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

Exceptions to 2 Consonant Rule

replied Tigris declared nuclear sacred respond

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red - long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student - discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

replied	respond	Place an "L" is for "R" is for r	record ecord	ling ti ing tir	me foi	r sayiı sayin	ng left ig righ	colur t colu	nn wo Imn w	ords
		Ceilina	L	R		L	R		L	R
		Cening	3.0	3.0		3.0	3.0		3.0	3.0
Tioric (Dimer)	sacred		3.1	3.1		3.1	3.1		3.1	3.1
Tigris (River)	Sacieu		3.2	3.2		3.2	3.2		3.2	3.2
•			3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
1 1 1	1		3.5	3.5		3.5	3.5		3.5	3.5
declared	nuclear		3.6	3.6		3.6	3.6		3.6	3.6
			3.7 3.8	3.7 3.8		3.7 3.8	3.7 3.8		3.7 3.8	3.7 3.8
			3.8	3.8		3.8	3.8		3.8 3.9	3.8
			4.0	4.0		4.0	4.0		4.0	4.0
nuclear	declared		4.1	4.1		4.1	4.1		4.1	4.1
Ilucical	utclaitu		4.2	4.2		4.2	4.2		4.2	4.2
			4.3	4.3		4.3	4.3		4.3	4.3
			4.4	4.4		4.4	4.4		4.4	4.4
1	m •••		4.5	4.5		4.5	4.5		4.5	4.5
sacred	Tigris (River)		4.6	4.6		4.6	4.6		4.6	4.6
			4.7 4.8	4.7 4.8		4.7 4.8	4.7 4.8		4.7	4.7 4.8
			4.8 4.9	4.8 4.9		4.8 4.9	4.8 4.9		4.8 4.9	4.8 4.9
			4.9 5	4.9 5		4.9 5	4.9 5		4.9 5	4.9 5
respond	replied		6	6		6	6		6	6
respond	Tephed		7	7		7	7		7	7
-	-		10+	10+		10+	10+		10+	10+

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LESSON 8D

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

2 Cons Rule Except Long Vowels

molten reflect rewrite voltage chamber reflected

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

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Fluency Time Chart

molten	reflected	Place an ' "L" is for r "R" is for re	ecord	ing tir ng tin	me foi ne for	r sayir	ng left g righ	colur t colu	nn wo mn w	ords
			L	R		L	R		L	R
		Ceiling								
<u>(1</u>)	1 1		3.0 3.1	3.0 3.1		3.0	3.0		3.0	3.0
reflect	chamber		3.1	3.1 3.2		3.1 3.2	3.1 3.2		3.1 3.2	3.1 3.2
	• • • • • • • • •		3.2	3.2		3.2	3.2		3.2	3.2
			3.4	3.4		3.4	3.4		3.4	3.4
			3.5	3.5		3.5	3.5		3.5	3.5
rewrite	voltaga		3.6	3.6		3.6	3.6		3.6	3.6
	voltage		3.7	3.7		3.7	3.7		3.7	3.7
	C		3.8	3.8		3.8	3.8		3.8	3.8
			3.9	3.9		3.9	3.9		3.9	3.9
1.	•		4.0	4.0		4.0	4.0		4.0	4.0
voltage	rewrite		4.1	4.1		4.1	4.1		4.1	4.1
vonage	10 11110		4.2	4.2		4.2	4.2		4.2	4.2
			4.3 4.4	4.3 4.4		4.3 4.4	4.3 4.4		4.3 4.4	4.3 4.4
			4.4	4.4		4.4	4.4		4.4	4.4
ahomhar	raflaat		4.6	4.6		4.6	4.6		4.6	4.6
chamber	reflect		4.7	4.7		4.7	4.7		4.7	4.7
			4.8	4.8		4.8	4.8		4.8	4.8
			4.9	4.9		4.9	4.9		4.9	4.9
	4		5	5		5	5		5	5
reflected	molten		6	6		6	6		6	6
1 meeted	montem		7	7		7	7		7	7
			10+	10+		10+	10+		10+	10+
		Initials								

LESSON 9A

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

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

clue site wildlife throne lone exile

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red - long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student - discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

clue	exile exile		ding ti ling tir	me foi	[.] sayir sayin	ng left g righ	colur t colu	nn wo mn w	ords
		L	R		L	R		L	R
	Ceiling								
~	1	3.0	3.0 3.1		3.0 3.1	3.0		3.0 3.1	3.0 3.1
site	lone	3.1	3.1		3.1	3.1		3.1	3.1
		3.3	3.3		3.3	3.3		3.3	3.3
		3.4	3.4		3.4	3.4		3.4	3.4
		3.5	3.5		3.5	3.5		3.5	3.5
wildlife	throne	3.6	3.6		3.6	3.6		3.6	3.6
WIUIIC		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
41	1 11 0	4.0	4.0		4.0	4.0		4.0	4.0
throne	wildlife	4.1	4.1 4.2		4.1 4.2	4.1 4.2		4.1 4.2	4.1 4.2
		4.2	4.2		4.2	4.2		4.2	4.2
		4.4	4.4		4.4	4.4		4.4	4.4
		4.5	4.5		4.5	4.5		4.5	4.5
lone	site	4.6	4.6		4.6	4.6		4.6	4.6
	SILC	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
1.	-1 -	5	5		5	5		5	5
exile	clue	6	6 7		6 7	6 7		6 7	6 7
		10+	, 10+		, 10+	, 10+		, 10+	, 10+
	Initia	s			-	-		-	

LESSON 9B

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

Consonant-y (ly ry) "y" has long "e" sound

Italy fairly severely relatively theory rely

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red - long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND**

Next, have your student say the sounds made by the letters up to and including the color-coded vowel sound. **STEP 3 - READ EACH WORD SLOWLY**

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student - discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

Italy	theory	"L" is for I	"X" in box corresponding to stopwatch time recording time for saying left column words recording time for saying right column words TRY TO REACH THE RED LINE										
-	-		L	R		L	R		L	R			
		Ceiling											
C • 1	1 /• 1		3.0	3.0		3.0	3.0		3.0	3.0			
fairly	relatively		3.1	3.1		3.1	3.1		3.1	3.1			
	1010001 (01)		3.2 3.3	3.2 3.3		3.2 3.3	3.2 3.3		3.2 3.3	3.2 3.3			
			3.3	3.3		3.3	3.3		3.3	3.3			
			3.4	3.4		3.4	3.4		3.4	3.5			
anaralu	antoralu		3.6	3.6		3.6	3.6		3.6	3.6			
severely	severely		3.7	3.7		3.7	3.7		3.7	3.7			
	•		3.8	3.8		3.8	3.8		3.8	3.8			
su			3.9	3.9		3.9	3.9		3.9	3.9			
	0.1.1		4.0	4.0		4.0	4.0		4.0	4.0			
	fairly		4.1	4.1		4.1	4.1		4.1	4.1			
1 /• 1	Tally		4.2	4.2		4.2	4.2		4.2	4.2			
relatively			4.3	4.3		4.3	4.3		4.3	4.3			
			4.4	4.4		4.4	4.4		4.4	4.4			
	T4 a 1- a		4.5 4.6	4.5 4.6		4.5 4.6	4.5 4.6		4.5 4.6	4.5 4.6			
	Italy		4.0	4.7		4.7	4.7		4.0	4.0			
theory	J		4.8	4.8		4.8	4.8		4.8	4.8			
uicoi y			4.9	4.9		4.9	4.9		4.9	4.9			
•			5	5		5	5		5	5			
	rely		6	6		6	6		6	6			
-	ICIY		7	7		7	7		7	7			
rely			10+	10+		10+	10+		10+	10+			
- - y		Initials											

LESSON 9C

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

oy - ou

loyalty loyalist convoy founded counterclockwise Sioux

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is colorcoded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com **STEP 2 - STOP AT THE VOWEL SOUND** Next, have your student say the sounds made by the

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

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. In some lists you may see a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

STEP 4 – FLUENCY PRACTICE – TIMED READING Get out the stopwatch or watch timer and "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then start timing (Do not say "On your Mark, Get Set Go"). When your student can read the left column words with no errors, allow your student to place an "X" in the box corresponding to the time it took to say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 4-7 attempts), have your student read the right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words. NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

loyalty	founded	"L" is for	ace an "X" in box corresponding to stopwatch time is for recording time for saying left column words is for recording time for saying right column words TRY TO REACH THE RED LINE											
		Ceiling	L	R		L	R		L	R				
		Cenny	3.0	3.0		3.0	3.0		3.0	3.0				
lovelist	CONVOU		3.1	3.1		3.1	3.1		3.1	3.1				
loyalist	convoy		3.2	3.2		3.2	3.2		3.2	3.2				
•	•		3.3	3.3		3.3	3.3		3.3	3.3				
			3.4	3.4		3.4	3.4		3.4	3.4				
convoy	1 1•		3.5	3.5		3.5	3.5		3.5	3.5				
	loyalist		3.6	3.6		3.6	3.6		3.6	3.6				
			3.7	3.7		3.7	3.7		3.7	3.7				
			3.8 3.9	3.8 3.9		3.8 3.9	3.8 3.9		3.8 3.9	3.8 3.9				
			3.9 4.0	3.9 4.0		3.9 4.0	3.9 4.0		3.9 4.0	3.9 4.0				
founded	lovoltv		4.0	4.0		4.0	4.0		4.0	4.0				
Iounded	loyalty		4.2	4.2		4.2	4.2		4.2	4.2				
	5 5		4.3	4.3		4.3	4.3		4.3	4.3				
			4.4	4.4		4.4	4.4		4.4	4.4				
counterclockwise	1 1		4.5	4.5		4.5	4.5		4.5	4.5				
	counterclockwise		4.6	4.6		4.6	4.6		4.6	4.6				
			4.7	4.7		4.7	4.7		4.7	4.7				
			4.8	4.8		4.8	4.8		4.8	4.8				
C :	C :		4.9 5	4.9 5		4.9 5	4.9 5		4.9 5	4.9 5				
Sioux	Sioux		6	6		6	6		6	6				
G			7	7		7	7		7	7				
Soo			10+	10+		10+	10+	1	10+	10+				

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LESSON 9D

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

r-controlled vowel exception ar (and ur) say "air"

arid caramel varied marathon chariot burial

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

STEP 1 - TEACH THE VOWEL SOUND

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STEP 4 – FLUENCY PRACTICE – TIMED READING

words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

Fluency Time Chart

arid	chariot	Place an "L" is for i	"X" in ecorc ecord	box c ling tir ing tin	orres ne foi ne for	pondi r sayiı sayin	ng to ng left ig righ	.0 3.0 3.0 .1 3.1 3.1 .2 3.2 3.2 .3 3.3 3.3 .4 3.4 3.4 .5 3.5 3.5									
			L	R		L	R		L	R							
		Ceiling															
1	41		3.0	3.0		3.0	3.0										
caramel	marathon		3.1	3.1		3.1	3.1		-	-							
		indi denon	3.2 3.3	3.2 3.3		3.2 3.3	3.2		-	-							
			3.4	3.3		3.4	3.4										
varied varied			3.5	3.5		3.5	3.5		-	-							
	voriad		3.6	3.6		3.6	3.6		3.6	3.6							
	valleu		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								
marathon carar	1		4.0	4.0		4.0		4.0	4.0								
	caramel		4.1	4.1		4.1	4.1		4.1	4.1							
	curumer		4.2	4.2		4.2	4.2	-	4.2	4.2							
				4.3 4.4		4.3 4.4	4.3 4.4		4.3 4.4	4.3							
			4.4 4.5	4.4		4.4	4.4		4.4	4.4							
chariot	arid		4.6	4.6		4.6	4.6		4.6	4.6							
	and		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							
burial			5	5		5	5		5	5							
	burial		6	6		6	6		6	6							
	Uullul		7	7		7	7		7	7							
			10+	10+		10+	10+		10+	10+							

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