

Hard Consonant Sounds

Sounds heard at the beginning of the letter name (except c & g)

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

Word learning activities begin at Lesson 3. However, before beginning the ReadingKey Student Reading Wall Grade 1 Vocabulary Lists, students should know all consonant sounds to achieve maximum learning rate.

Identify any difficult consonant sounds listed in Lessons 1A through 2B.

Most difficult sounds for students include – c (2 sounds) – g (2 sounds) – h - w - x (*at the end of a word*) and y (*at the beginning of a word*).

Also, the very important digraphs - ch – sh - th and wh are often difficult for students. To hear audio of these sounds as well as download Consonant Memorizing Worksheets and Activities - go to File 13A and 15A at - www.readingkey.com

b says...

c says... followed by letters - a - o - u

d says...

g says... followed by letters – a – o - u

k says...

p says...

t says...

ch says...

Soft Consonant Sounds

Sounds heard at the "end"
of the letter name

DIRECTIONS FOR STUDENT READING WALL – More details and video at www.tampareads.com/video

Word learning activities begin at Lesson 3. However, before beginning the ReadingKey Student Reading Wall Vocabulary Lists, students should know all consonant sounds to achieve maximum learning rate. Identify any difficult consonant sounds listed in Lessons 1A through 2B. Most difficult sounds for students include – c (2 sounds) – g (2 sounds) – h - w - x (*at the end of a word*) and y (*at the beginning of a word*). Also, the very important digraphs - ch – sh - th and wh are often difficult for students. To hear audio of these sounds as well as download Consonant Memorizing Worksheets and Activities - go to File 13A and 15A at - www.readingkey.com

C says... followed by letters - e - i

g says... followed by letters - e - i

j says...

q says...

v says...

z says...

sh says...

Soft Consonant Sounds

Sounds heard at the end
of the letter name

DIRECTIONS FOR STUDENT READING WALL – More details and video at www.tampareads.com/video

Word learning activities begin at Lesson 3. However, before beginning the ReadingKey Student Reading Wall Vocabulary Lists, students should know all consonant sounds to achieve maximum learning rate. Identify any difficult consonant sounds listed in Lessons 1A through 2B. Most difficult sounds for students include – c (*2 sounds*) – g (*2 sounds*) – h - w - x (*at the end of a word*) and y (*at the beginning of a word*). Also, the very important digraphs - ch – sh - th and wh are often difficult for students. To hear audio of these sounds as well as download Consonant Memorizing Worksheets and Activities - go to File 13A and 15A at - www.readingkey.com

f says...

m says...

n says...

r says...

S says...

th says...

5 Most Difficult to Learn Consonant Sounds

DIRECTIONS FOR STUDENT READING WALL – More details and video at www.tampareads.com/video

Word learning activities begin at Lesson 3. However, before beginning the ReadingKey Student Reading Wall Vocabulary Lists, students should know all consonant sounds to achieve maximum learning rate. Identify any difficult consonant sounds listed in Lessons 1A through 2B. Most difficult sounds for students include – c (*2 sounds*) – g (*2 sounds*) – h - w - x (*at the end of a word*) and y (*at the beginning of a word*). Also, the very important digraphs - ch – sh - th and wh are often difficult for students. To hear audio of these sounds as well as download Consonant Memorizing Worksheets and Activities - go to File 13A and 15A at - www.readingkey.com

l says...

h says...

W says... (at the beginning of a word)

X says... (at the end of a word)

y says... (at the beginning of a word)

wh says...

ReadingKEY Student Vocab Builder

LESSON 3A

Also called the *Student Reading Wall*,
the steps below incorporate memorization techniques for
dramatically improved learning of Grade Level Reading Vocabulary

short a

am an at as

the

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see 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 only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 - FLUENCY PRACTICE

This step *dramatically* improves mastery of the list words. Use a stopwatch or watch timer to "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 begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words 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 color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

am

as

an

at

at

an

as

am

the

the

	L	R		L	R		L	R
Ceiling								
	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
	8	8		8	8		8	8
Initials								

ReadingKEY Student Vocab Builder

LESSON 3B

Also called the *Student Reading Wall*,
the steps below incorporate memorization techniques for
dramatically improved learning of Grade Level Reading Vocabulary

short a

and can cat had

said

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see 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 only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 - FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "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 begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words 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 color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students
To record times for class use chart in File #19

and

can

can

and

cat

had

had

cat

said

said

	L	R	L	R	L	R
Ceiling						
	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
	8	8	8	8	8	8
Initials						

ReadingKEY Student Vocab Builder

LESSON 4A

Also called the *Student Reading Wall*,
the steps below incorporate memorization techniques for
dramatically improved learning of Grade Level Reading Vocabulary

short e

red let hen get

was

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see 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 only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

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"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

red

hen

let

red

hen

get

get

let

was

was

	L	R	L	R	L	R
Ceiling						
	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
	8	8	8	8	8	8
Initials						

ReadingKEY Student Vocab Builder

LESSON 4B

Also called the *Student Reading Wall*,
the steps below incorporate memorization techniques for
dramatically improved learning of Grade Level Reading Vocabulary

short e

ten tell wet yes

from

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STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see 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 only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

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STEP 4 - FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "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 begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words 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 color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

ten

wet

tell

tell

wet

yes

yes

ten

from

from

	L	R	L	R	L	R
Ceiling						
	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
	8	8	8	8	8	8
Initials						

ReadingKEY Student Vocab Builder

LESSON 5A

Also called the *Student Reading Wall*,
the steps below incorporate memorization techniques for
dramatically improved learning of Grade Level Reading Vocabulary

short a

if in it its

have

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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STEP 3 - READ EACH WORD SLOWLY

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Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

	L	R		L	R		L	R
Ceiling								
	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
	8	8		8	8		8	8
Initials								

if

in

in

if

it

its

its

it

have

have

ReadingKEY Student Vocab Builder

LESSON 5B

Also called the *Student Reading Wall*,
the steps below incorporate memorization techniques for
dramatically improved learning of Grade Level Reading Vocabulary

short i

is did him his

give

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Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 - FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "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 begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words 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 color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

is

did

did

is

him

his

his

him

give

give

	L	R		L	R		L	R
Ceiling								
	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
	8	8		8	8		8	8
Initials								

ReadingKEY Student Vocab Builder

LESSON 6A

Also called the *Student Reading Wall*,
the steps below incorporate memorization techniques for
dramatically improved learning of Grade Level Reading Vocabulary

short o

got fox dog not

saw

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see 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 only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 - FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "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 begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words 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 color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

got

fox

fox

got

dog

not

not

dog

saw

saw

	L	R	L	R	L	R
Ceiling						
	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
	8	8	8	8	8	8
Initials						

ReadingKEY Student Vocab Builder

LESSON 6B

Also called the *Student Reading Wall*,
the steps below incorporate memorization techniques for
dramatically improved learning of Grade Level Reading Vocabulary

short o

off top stop long

there

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see 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 only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 - FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "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 begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words 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 color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

Place "X" in box after timing student on words
"L" is for saying left column words
"R" is for saying right column words
The 3 sections can be used for 3 students
To record times for class use chart in File #19

	L	R		L	R		L	R
Ceiling								
	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
	8	8		8	8		8	8
Initials								

off

off

top

stop

stop

long

long

top

there

there

ReadingKEY Student Vocab Builder

LESSON 7A

Also called the *Student Reading Wall*,
the steps below incorporate memorization techniques for
dramatically improved learning of Grade Level Reading Vocabulary

short u

up us fun but

what

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see 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 only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

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Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

	L	R		L	R		L	R
Ceiling								
	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
	8	8		8	8		8	8
Initials								

up

us

us

but

fun

fun

but

up

what

what

ReadingKEY Student Vocab Builder

LESSON 7B

Also called the *Student Reading Wall*,
the steps below incorporate memorization techniques for
dramatically improved learning of Grade Level Reading Vocabulary

short u

bus sun run truck

one

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see 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 only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 - FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "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 begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words 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 color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

bus

run

sun

bus

run

truck

truck

sun

one

one

	L	R		L	R		L	R
Ceiling								
	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
	8	8		8	8		8	8
Initials								

ReadingKEY Student Vocab Builder

LESSON 8A

Also called the *Student Reading Wall*,
the steps below incorporate memorization techniques for
dramatically improved learning of Grade Level Reading Vocabulary

long vowels

a so he be	by
<p>DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video</p>	
<p>STEP 1 - TEACH THE VOWEL SOUND Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com</p> <p>STEP 2 - STOP AT THE VOWEL SOUND Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.</p> <p>STEP 3 - READ EACH WORD SLOWLY After successfully doing the “Stop at the Vowel Sound” technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last “boxed” word significantly slows student progress you can skip this word and study separately. The boxed word is called the “Word of the Day” and usually does not follow the phonics rules or is difficult for students to learn.</p>	<p>STEP 4 – FLUENCY PRACTICE This step <u>dramatically</u> improves mastery of the list words. Use a stopwatch or watch timer to “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 begin timing. If the column of five words is read without an error, have your student place an “X” in the correct time box in the “L” column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right “R” column of words. Skip Steps 1 and 2 for the right column and have the student read the five words 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 color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you’ll then see the words have been truly mastered!</p>

Fluency Time Chart

Place “X” in box after timing student on words
 “L” is for saying left column words
 “R” is for saying right column words
 The 3 sections can be used for 3 students
 To record times for class use chart in File #19

a	he
so	so
he	be
be	a

by

by

	L	R	L	R	L	R
Ceiling						
	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
	8	8	8	8	8	8
Initials						

ReadingKEY Student Vocab Builder

LESSON 8B

Also called the *Student Reading Wall*,
the steps below incorporate memorization techniques for
dramatically improved learning of Grade Level Reading Vocabulary

long vowels

go no we me

my

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see 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 only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 - FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "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 begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words 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 color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

go

me

no

we

we

go

me

no

my

my

	L	R	L	R	L	R
Ceiling						
	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
	8	8	8	8	8	8
Initials						

ReadingKEY Student Vocab Builder

LESSON 9A

Also called the *Student Reading Wall*,
the steps below incorporate memorization techniques for
dramatically improved learning of Grade Level Reading Vocabulary

"Tricky Words"

I of to why

goes

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see 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 only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 - FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "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 begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words 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 color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

	L	R		L	R		L	R
Ceiling								
	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
	8	8		8	8		8	8
Initials								

I
of
to
why

to
of
I
why

goes

goes

ReadingKEY Student Vocab Builder

LESSON 9B

Also called the *Student Reading Wall*,
the steps below incorporate memorization techniques for
dramatically improved learning of Grade Level Reading Vocabulary

"Tricky Words"

Oh on do she

two

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

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STEP 2 - STOP AT THE VOWEL SOUND

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Fluency Time Chart

Place "X" in box after timing student on words

"L" is for saying left column words

"R" is for saying right column words

The 3 sections can be used for 3 students

To record times for class use chart in File #19

Oh

do

on

on

do

she

she

Oh

two

two

	L	R	L	R	L	R
Ceiling						
	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
	8	8	8	8	8	8
Initials						