#### **LESSON 19A**

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

ir - ur

they're

# first girl bird turn

**DIRECTIONS FOR STUDENT VOCAB BUILDER** – 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 <u>www.tampareads.com/video</u>

#### **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 first girl "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 R L R R L L 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 first girl 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 36 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 bird turn 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 bird turn 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 48 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 they're they're 7 7 7 7 7 7 8 8 8 8 8 8 Initials

#### **LESSON 19B**

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

mother together were her

DIRECTIONS FOR STUDENT VOCAB BUILDER - 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

er

where

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

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 36

3.7 3.7

3.8

3.9 3.9

4.0 4.0

4.1

4.2 4.2

4.3

4.4 4.4

4.5 4.5

4.6 4.6

4.7

4.8

4.9

5 5

6 6

7 7

8 8

3.8

4.1

4.3

4.7

48

4.9

R

L

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 4.2

4.3 4.3

4.4 4.4

4.5 4.5

4.6 4.6

4.7 4.7

4.8

4.9

5 5

6 6

7

8 8

4.8

4.9

7

R

3.4

3.5 3.5

4.1

4.7

4.8

4.9

L

3.0 3.0

3.1 3.1

3.2 3.2

3.3 3.3

3.4

3.6 3.6

3.7 3.7

3.8 3.8

3.9 3.9

4.0 4.0

4.1

4.2 4.2

4.3 4.3

4.4 4.4

4.5 4.5

4.6 4.6

4.7

4.8

4.9

5 5

6 6

7 7

8 8

Initials

Ceiling

mother mother together together

were

her

her

were



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where

#### **LESSON 20A**

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

ou

four

## out our house round

**DIRECTIONS FOR STUDENT VOCAB BUILDER** – 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 <u>www.tampareads.com/video</u>

#### **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**

out	house	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	
0114	0114		3.1	3.1		3.1	3.1		3.1	3.1	
our	our		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 3.5	3.4 3.5	┨	3.4 3.5	3.4 3.5		3.4 3.5	3.4 3.5	
			3.5	3.5	┨	3.5 3.6	3.5		3.5	3.5	
	-		3.0	3.0		3.0	3.0		3.0	3.0	
house	round		3.8	3.8	┨	3.8	3.8		3.8	3.8	
nouse	IUUIIU		3.9	3.9		3.9	3.9		3.9	3.9	
			4.0	4.0	İİ	4.0	4.0	Ï	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	
1	4		4.3	4.3		4.3	4.3		4.3	4.3	
round	out		4.4	4.4		4.4	4.4		4.4	4.4	
	out		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 4.9	┨╽	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	
			5	5		5	5	·	5	5	
			7	7	1	7	7		7	7	
four	four		8	8	1	8	8		8	8	
		Initials			] [			Ĩ			

#### **LESSON 20B**

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

oy oi

## boy toy joy coin

does

**DIRECTIONS FOR STUDENT VOCAB BUILDER** – 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 <u>www.tampareads.com/video</u>

#### **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 below. Tell your student that when they say the first word you will then begin timing. When the column of words is read without an error, have your student place an "X" in the correct time box in the "L" column in the Fluency Time Chart 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 (or faster) is reached 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 column 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 3 or less seconds is reached again, congratulate your student and move to the next LESSON. On the following day come back and test your student on the list words across the top of this page, you'll then see the words have been truly mastered!

#### **Fluency Time Chart**

boy	coin	" The	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			
toy	JOY		3.2 3.3	3.2 3.3	┨╴┠	3.2 3.3	3.2 3.3		3.2 3.3	3.2 3.3			
	<b>J</b> - <b>J</b>		3.3	3.3	┨╴┠	3.3	3.3		3.3	3.3			
			3.4	3.4	╏┝	3.4	3.4		3.4	3.4			
			3.6	3.6	╏┣	3.6	3.6		3.6	3.6			
•			3.7	3.7	1	3.7	3.7		3.7	3.7			
<b>10V</b>	tov		3.8	3.8	1	3.8	3.8		3.8	3.8			
joy	toy		3.9	3.9	1	3.9	3.9		3.9	3.9			
5 -	•		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			
	1		4.3	4.3	╏┝	4.3	4.3		4.3	4.3			
coin	boy		4.4 4.5	4.4	▎▕	4.4	4.4		4.4	4.4			
	005		4.5 4.6	4.5 4.6	╡	4.5 4.6	4.5 4.6		4.5 4.6	4.5 4.6			
			4.0	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	1  -	4.9	4.9		4.9	4.9			
			5	5		5	5		5	5			
			6	6		6	6		6	6			
does	does		7	7		7	7		7	7			
UUES			8	8	Į Ļ	8	8	ļ	8	8			
		Initials			l L			l					

#### **LESSON 21A**

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

contractions

doesn't

## isn't didn't don't we're

DIRECTIONS FOR STUDENT VOCAB BUILDER - 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 sections can be used for 3 students d times for class use chart in File #19

isn't	don't	"R" The 3 s To record
didn't	didn't	Ceiling 3 3 3 3 3 3 3
don't	we're	3 3 3 3 3 3 3 4 4 4
we're	isn't	4 4 4 4 4 4 4
doesn't	doesn't	4 4 1

	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							



#### **LESSON 21B**

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

short a

## ant bat bag can't

wasn't

**DIRECTIONS FOR STUDENT VOCAB BUILDER** – 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 <u>www.tampareads.com/video</u>

#### **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

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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 bat "R" is for saying right column words ant The 3 sections can be used for 3 students To record times for class use chart in File #19 R L R R L L 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 bat ant 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 36 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 can't bag 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 can't 4.3 4.3 4.3 bag 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 48 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 wasn't wasn't 7 7 7 7 7 7 8 8 8 8 8 8 Initials

#### **LESSON 22A**

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

Final-e Rule

## nine ride bike time

ike time done

**DIRECTIONS FOR STUDENT VOCAB BUILDER** – 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 <u>www.tampareads.com/video</u>

#### **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 ride "R" is for saying right column words nine The 3 sections can be used for 3 students To record times for class use chart in File #19 R L R R L L 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 ride nıne 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 bike time 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 bike time 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 48 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 done 7 7 7 done 7 7 7 8 8 8 8 8 8 Initials

#### **LESSON 22B**

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

Final-e Rule

gone

## make made blue white

**DIRECTIONS FOR STUDENT VOCAB BUILDER** – 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 <u>www.tampareads.com/video</u>

#### **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 make made "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 R L R R L L 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 made make 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 36 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 blue white 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 white blue 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 48 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 gone one 8 8 8 8 8 8 Initials

**LESSON 23A** 

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

ee – long e

their

## seen keep green three

**DIRECTIONS FOR STUDENT VOCAB BUILDER** – 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 <u>www.tampareads.com/video</u>

#### **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**

seen	keep	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 rec <u>ord times for class use chart in File #19</u>								
	<b>–</b>		L	R		L	R		L	R
		Ceiling								u
			3.0	3.0 3.1		3.0	3.0		3.0	3.0
keep	coon		3.1 3.2	3.1		3.1 3.2	3.1 3.2		3.1 3.2	3.1 3.2
KCCD	seen		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
			3.6	3.6		3.6	3.6		3.6	3.6
	41		3.7	3.7		3.7	3.7		3.7	3.7
green	three		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
three	<b>C1</b> <sup>2</sup> O O <b>1</b> 2		4.3 4.4	4.3 4.4		4.3	4.3		4.3 4.4	4.3 4.4
three	green		4.4	4.4		4.4 4.5	4.4 4.5		4.4	4.4
	8		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	I	5	5		5	5
		7	6	6		6	6		6	6
their	their		7	7		7	7		7	7
		1.00.1	8	8	ļ	8	8	Į	8	8
		Initials								

#### **LESSON 23B**

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

ea – long e

because

## eat read near year

**DIRECTIONS FOR STUDENT VOCAB BUILDER** – 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 <u>www.tampareads.com/video</u>

#### **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**

R

3.0

3.1

3.2

3.3

3.4

3.5

3.6

3.7

3.8

3.9

4.0

4.1

4.2

4.3

4.4

4.5

4.6

4.7

4.8

4.9

5

6

7

8

Place "X" in box after timing student on words "L" is for saying left column words "R" is for saying right column words eat year The 3 sections can be used for 3 students To record times for class use chart in File #19 R L R L L Ceiling 3.0 3.0 3.0 3.0 3.0 3.1 3.1 3.1 3.1 3.1 read near 3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.4 3.4 3.4 3.4 3.4 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 36 3.6 3.7 3.7 3.7 3.7 3.7 read near 3.8 3.8 3.8 3.8 3.8 3.9 3.9 3.9 3.9 3.9 4.0 4.0 4.0 4.0 4.0 4.1 4.1 4.1 4.1 4.1 4.2 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.3 4.3 eat year 4.4 4.4 4.4 4.4 4.4 4.5 4.5 4.5 4.5 4.5 4.6 4.6 4.6 4.6 4.6 4.7 4.7 4.7 4.7 4.7 4.8 4.8 48 4.8 4.8 4.9 4.9 4.9 4.9 4.9 5 5 5 5 5 6 6 6 6 6 because 7 7 7 7 7 because 8 8 8 8 8 Initials

#### **LESSON 24A**

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

short a

father

## dad bad last after

DIRECTIONS FOR STUDENT VOCAB BUILDER – 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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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**

dad	last	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
1 1	1 1		3.1	3.0		3.1	3.0		3.0	3.1
bad	bad		3.2	3.2		3.2	3.2		3.2	3.2
Uau	Uau		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
last	dad		3.7 3.8	3.7 3.8		3.7 3.8	3.7 3.8		3.7 3.8	3.7 3.8
last	uau		3.9	3.9		3.9	3.9		3.9	3.9
			4.0	4.0		4.0	4.0	u 	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
after	after		4.4 4.5	4.4 4.5		4.4 4.5	4.4 4.5		4.4 4.5	4.4 4.5
			4.5	4.5 4.6		4.5	4.5		4.5 4.6	4.5
			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
		7	5	5		5	5		5	5
	C 1		6	6		6	6		6	6
father	father		7 8	7		7	7		7	7
		Initials	U	U		U	0	U T	0	
					1 I			1	L	

#### LESSON 24B

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

short a

#### mad than ask sat

laugh DIRECTIONS FOR STUDENT VOCAB BUILDER - 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 ask "R" is for saying right column words sat The 3 sections can be used for 3 students To record times for class use chart in File #19 R L R R L L 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 ask sat 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 36 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 mad than 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 than mad 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 48 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 laugh 7 7 laugh 7 7 7 7 8 8 8 8 8 8 Initials Copyright © 2007 ReadingKEY Inc. - Materials available at TampaReads.com - LEVEL 1-3

#### **LESSON 25A**

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

short e

# bed pet leg help

seven

**DIRECTIONS FOR STUDENT VOCAB BUILDER** – 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 <u>www.tampareads.com/video</u>

#### **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**

R

3.0

3.1

3.2

3.3

3.4

3.5

3.6

3.7

3.8

3.9

4.0

4.1

4.2

4.3

4.4

4.5

4.6

4.7

4.8

4.9

5

6 7

8

Place "X" in box after timing student on words "L" is for saying left column words bed "R" is for saying right column words pet The 3 sections can be used for 3 students To record times for class use chart in File #19 R L R L L Ceiling 3.0 3.0 3.0 3.0 3.0 3.1 3.1 3.1 3.1 3.1 bed pet 3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.4 3.4 3.4 3.4 3.4 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 36 3.6 3.7 3.7 3.7 3.7 3.7 leg help 3.8 3.8 3.8 3.8 3.8 3.9 3.9 3.9 3.9 3.9 4.0 4.0 4.0 4.0 4.0 4.1 4.1 4.1 4.1 4.1 4.2 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.3 4.3 help leg 4.4 4.4 4.4 4.4 4.4 4.5 4.5 4.5 4.5 4.5 4.6 4.6 4.6 4.6 4.6 4.7 4.7 4.7 4.7 4.7 4.8 4.8 4.8 48 4.8 4.9 4.9 4.9 4.9 4.9 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 seven seven 8 8 8 8 8 Initials

#### **LESSON 25B**

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

short e

eight

## men end less never

**DIRECTIONS FOR STUDENT VOCAB BUILDER** – 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 <u>www.tampareads.com/video</u>

#### **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

men	end	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		
1			3.1	3.1		3.1	3.1		3.1	3.1		
end	men		3.2	3.2		3.2	3.2		3.2	3.2		
VIIU			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 3.7	3.6 3.7		3.6 3.7	3.6 3.7		3.6 3.7	3.6 3.7		
less	novor		3.7	3.7		3.7	3.7		3.7	3.7		
1022	never		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		
	1		4.3	4.3		4.3	4.3		4.3	4.3		
never	less		4.4	4.4		4.4 4.5	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		
			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	5	5		5	5		5	5		
• •	• • •		6	6		6	6		6	6		
eight	eight		7	7 8		7	7 8		7	7 8		
		Initials	υ	υ		υ	υ	)	U	U		

#### **LESSON 26A**

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

short i

#### drink inch sit hit

both

DIRECTIONS FOR STUDENT VOCAB BUILDER - 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 hit sit "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 R L R R L L 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 hit sit 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 36 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 drink inch 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 inch drink 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 48 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 both both 7 7 7 7 7 7 8 8 8 8 8 8 Initials

#### **LESSON 26B**

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

short i

## bit dish still which

myself

**DIRECTIONS FOR STUDENT VOCAB BUILDER** – 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 <u>www.tampareads.com/video</u>

#### **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 bit still "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 R L R R L L 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 dish bit 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 36 3.6 3.6 3.7 3.7 3.7 3.7 3.7 3.7 still which 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 which dish 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 48 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 myself myself 7 7 7 7 7 7 8 8 8 8 8 8 Initials

#### **LESSON 27A**

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

ow – long o

once

## low slow know tomorrow

DIRECTIONS FOR STUDENT VOCAB BUILDER - 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

R

3.0

3.1

3.2

3.3

3.4

3.5 3.6

3.7

3.8

3.9

4.0

4.1

4.2

4.3

4.4

4.5

4.6

4.7

4.8

4.9

5

6

7 7

8 8

7

7

8 8

7 7

8 8

Initials

low slow R L R L L Ceiling 3.0 3.0 3.0 3.0 3.0 3.1 3.1 3.1 3.1 3.1 slow low 3.2 3.2 3.2 3.2 3.2 3.3 3.3 3.3 3.3 3.3 3.4 3.4 3.4 3.4 3.4 3.5 3.5 3.5 3.5 3.5 3.6 3.6 3.6 36 3.6 3.7 3.7 3.7 3.7 3.7 know tomorrow 3.8 3.8 3.8 3.8 3.8 3.9 3.9 3.9 3.9 3.9 4.0 4.0 4.0 4.0 4.0 4.1 4.1 4.1 4.1 4.1 4.2 4.2 4.2 4.2 4.2 4.3 4.3 4.3 4.3 4.3 tomorrow know 4.4 4.4 4.4 4.4 4.4 4.5 4.5 4.5 4.5 4.5 4.6 4.6 4.6 4.6 4.6 4.7 4.7 4.7 4.7 4.7 4.8 4.8 48 4.8 4.8 4.9 4.9 4.9 4.9 4.9 5 5 5 5 5 6 6 6 6 6





#### **LESSON 27B**

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

ow (says ou)

## now down brown how

**DIRECTIONS FOR STUDENT VOCAB BUILDER** – 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 <u>www.tampareads.com/video</u>

#### **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**

now	down	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		
down	nou		3.1 3.2	3.1 3.2		3.1	3.1 3.2		3.1 3.2	3.1 3.2		
down	now		3.2	3.2		3.2 3.3	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		
			3.6	3.6		3.6	3.6		3.6	3.6		
1	1		3.7	3.7		3.7	3.7		3.7	3.7		
brown	how		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		
1	1		4.3	4.3		4.3	4.3		4.3	4.3		
how	brown		4.4	4.4		4.4	4.4		4.4	4.4		
			4.5	4.5		4.5	4.5		4.5 4.6	4.5		
			4.6	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		
		]	6	6		6	6		6	6		
who	who		7	7	1	7	7	1	7	7		
I WIIO I	WIIO		8	8		8	8	ļ	8	8		
		Initials						]				