

ReadingKEY Vocabulary Builder

REVIEW
LEVEL 2
short a

LESSON 1A

Incorporating highly effective memorization techniques to
achieve accelerated mastery of Grade Level Reading Vocabulary

add land shall glass wrap catch chapter

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together).

STEP 3 - READ EACH WORD SLOWLY

The student now tries to read each word slowly in the left column. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When all left column words can be read slowly with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last “boxed” word significantly slows student progress you can skip this word and study separately (although try to include this word if possible). The boxed word is called the “Word of the Day” and is more difficult to learn because it does not follow typical phonics or spelling rules

STEP 4 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

add	glass
land	shall
shall	land
glass	add
wrap	chapter
catch	catch
chapter	wrap

Fluency Time Chart

“FILL-IN” box at fastest time
“L” is for saying left column words
“R” is for saying right column words
“B” is for saying both columns of word
2 sections below – use with 2 students

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

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

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

REVIEW
LEVEL 2
short e

LESSON 1B

Incorporating highly effective memorization techniques to
achieve accelerated mastery of Grade Level Reading Vocabulary

bell spell step dress chest length shelf

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

bell

dress

spell

step

step

spell

dress

bell

chest

shelf

length

length

shelf

chest

Fluency Time Chart

“FILL-IN” box at fastest time
“L” is for saying left column words
“R” is for saying right column words
“B” is for saying both columns of word
2 sections below – use with 2 students

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

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

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com
LEVEL 3-1

ReadingKEY Vocabulary Builder

REVIEW
LEVEL 2
short i

LESSON 1C

Incorporating highly effective memorization techniques to
achieve accelerated mastery of Grade Level Reading Vocabulary

fill drink thick print since grip wrist

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

fill

print

drink

thick

thick

drink

print

fill

since

wrist

grip

grip

wrist

since

Fluency Time Chart

“FILL-IN” box at fastest time
“L” is for saying left column words
“R” is for saying right column words
“B” is for saying both columns of word
2 sections below – use with 2 students

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

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

NAME _____

STEP 4 – Word

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com
LEVEL 3-1

ReadingKEY Vocabulary Builder

REVIEW
LEVEL 2
short o

LESSON 1D

Incorporating highly effective memorization techniques to
achieve accelerated mastery of Grade Level Reading Vocabulary

doll cross block strong bottle common costume

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

doll strong
cross block
block cross
strong doll
bottle costume
common common
costume bottle

Fluency Time Chart

“FILL-IN” box at fastest time
“L” is for saying left column words
“R” is for saying right column words
“B” is for saying both columns of word
2 sections below – use with 2 students

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

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

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

REVIEW
LEVEL 2
short u

LESSON 1E

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

luck drum bunch hundred crush summer suppose

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

luck	summer
drum	crush
bunch	hundred
hundred	bunch
crush	drum
summer	suppose
suppose	luck

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

REVIEW
LEVEL 2
Final-e Rule

LESSON 2A

Incorporating highly effective memorization techniques to
achieve accelerated mastery of Grade Level Reading Vocabulary

late bite dime smile life shape bathe

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

late	dime
bite	bite
dime	late
smile	bathe
life	shape
shape	life
bathe	smile

Fluency Time Chart

“FILL-IN” box at fastest time
“L” is for saying left column words
“R” is for saying right column words
“B” is for saying both columns of word
2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

REVIEW
LEVEL 2

LESSON 2B

Incorporating highly effective memorization techniques to
achieve accelerated mastery of Grade Level Reading Vocabulary

ai ee ea ie oa

hair stairs wheel dream peace piece throat

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

hair

wheel

stairs

stairs

wheel

hair

dream

throat

peace

piece

piece

peace

throat

dream

Fluency Time Chart

“FILL-IN” box at fastest time

“L” is for saying left column words

“R” is for saying right column words

“B” is for saying both columns of word

2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

REVIEW
LEVEL 2

LESSON 2C

Incorporating highly effective memorization techniques to
achieve accelerated mastery of Grade Level Reading Vocabulary

ar or er ir ur

hard morning score person third during burn

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

hard	score
morning	morning
score	hard
person	burn
third	during
during	third
burn	person

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

REVIEW
LEVEL 2
oo (2) ou oi

LESSON 2D

Incorporating highly effective memorization techniques to
achieve accelerated mastery of Grade Level Reading Vocabulary

room foot loud thousand noise boil enjoy

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

room	loud
foot	foot
loud	room
thousand	enjoy
noise	boil
boil	noise
enjoy	thousand

Fluency Time Chart

“FILL-IN” box at fastest time
“L” is for saying left column words
“R” is for saying right column words
“B” is for saying both columns of word
2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

REVIEW
LEVEL 2

LESSON 2E

Incorporating highly effective memorization techniques to
achieve accelerated mastery of Grade Level Reading Vocabulary

C-Rule G-Rule

ice center office certain giant age bridge

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

ice

office

center

center

office

ice

certain

bridge

giant

age

age

giant

bridge

certain

Fluency Time Chart

“FILL-IN” box at fastest time
“L” is for saying left column words
“R” is for saying right column words
“B” is for saying both columns of word
2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

STEP 4 – Word

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 3A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short a

rag crash trash half catch matter

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

rag	trash
crash	crash
trash	rag
half	matter
catch	catch
matter	half

Fluency Time Chart

"FILL-IN" box at fastest time
 "L" is for saying left column words
 "R" is for saying right column words
 "B" is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 3B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short e

bet tent held else health measure

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

bet

tent

tent

bet

held

measure

else

health

health

else

measure

held

Fluency Time Chart

"FILL-IN" box at fastest time
 "L" is for saying left column words
 "R" is for saying right column words
 "B" is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 3C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short i

ink zip lift built silver busy

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

ink

built

zip

lift

lift

zip

built

ink

silver

busy

busy

silver

Fluency Time Chart

"FILL-IN" box at fastest time
 "L" is for saying left column words
 "R" is for saying right column words
 "B" is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 3D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short o

hog crop October honest fought caught

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

hog October
 crop caught
 October fought
 honest crop
 fought hog
 caught honest

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 4A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

Final-e Rule

pipe mule skate care size wise

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

pipe

care

mule

skate

skate

mule

care

pipe

size

wise

wise

size

Fluency Time Chart

"FILL-IN" box at fastest time
 "L" is for saying left column words
 "R" is for saying right column words
 "B" is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

1 Consonant Rule

LESSON 4B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

tiger motor student locate lately writer

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

tiger	student
motor	lately
student	locate
locate	motor
lately	writer
writer	tiger

Fluency Time Chart

"FILL-IN" box at fastest time
 "L" is for saying left column words
 "R" is for saying right column words
 "B" is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

1 Consonant Rule

LESSON 4C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

April December November height idea able

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

April December
 December April
 November able
 height idea
 idea height
 able November

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com
 LEVEL 3-1

ReadingKEY Vocabulary Builder

LESSON 4D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

long vowels

June July May break library knee

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Single Columns

"Timed Reading" is a highly effective technique for achieving fluency while also solidifying memorization and increasing student motivation. Use a stopwatch or watch timer to determine how fast your student can say the list words in the left column. In the Time Chart column under letter "L" - fill-in the box showing the student's time only on a completely successful attempt. When a mastery time of 3-4 seconds is reached (preferably 3, but can be increased for students with significant learning problems), repeat STEPS - 2 – 3 and 4 with the right column words. When mastery time is reached again for the right column words proceed to STEP 5.

STEP 5 – FLUENCY PRACTICE – Both Columns

You should now practice both columns of words together to further solidify memorization. This can be done with either timing or not timing the student (depending on student's skill level). If you do not time your student, then have them say the columns twice without an error for "passing." When this is done, put a "P" in the space at the top of the "B" column above the red line. If you do time your student, you need to aim for under 6-7 seconds.

June

May

July

July

May

June

break

knee

library

library

knee

break

Fluency Time Chart

"FILL-IN" box at fastest time
 "L" is for saying left column words
 "R" is for saying right column words
 "B" is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 5A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short vowels

January September February happen every study

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Single Columns

“Timed Reading” is a highly effective technique for achieving fluency while also solidifying memorization and increasing student motivation. Use a stopwatch or watch timer to determine how fast your student can say the list words in the left column. In the Time Chart column under letter “L” - fill-in the box showing the student’s time only on a completely successful attempt. When a mastery time of 3-4 seconds is reached (preferably 3, but can be increased for students with significant learning problems), repeat STEPS - 2 – 3 and 4 with the right column words. When mastery time is reached again for the right column words proceed to STEP 5.

STEP 5 – FLUENCY PRACTICE – Both Columns

You should now practice both columns of words together to further solidify memorization. This can be done with either timing or not timing the student (depending on student’s skill level). If you do not time your student, then have them say the columns twice without an error for “passing.” When this is done, put a “P” in the space at the top of the “B” column above the red line. If you do time your student, you need to aim for under 6-7 seconds.

January September

September January

February study

happen every

every happen

study February

Fluency Time Chart

“FILL-IN” box at fastest time

“L” is for saying left column words

“R” is for saying right column words

“B” is for saying both columns of word

2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

STEP 4 – Word

NAME

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 5B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short e

dent kettle excellent cent ready heavy

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Single Columns

"Timed Reading" is a highly effective technique for achieving fluency while also solidifying memorization and increasing student motivation. Use a stopwatch or watch timer to determine how fast your student can say the list words in the left column. In the Time Chart column under letter "L" - fill-in the box showing the student's time only on a completely successful attempt. When a mastery time of 3-4 seconds is reached (preferably 3, but can be increased for students with significant learning problems), repeat STEPS - 2 – 3 and 4 with the right column words. When mastery time is reached again for the right column words proceed to STEP 5.

STEP 5 – FLUENCY PRACTICE – Both Columns

You should now practice both columns of words together to further solidify memorization. This can be done with either timing or not timing the student (depending on student's skill level). If you do not time your student, then have them say the columns twice without an error for "passing." When this is done, put a "P" in the space at the top of the "B" column above the red line. If you do time your student, you need to aim for under 6-7 seconds.

dent

ready

kettle

cent

excellent

heavy

cent

excellent

ready

kettle

heavy

dent

Fluency Time Chart

"FILL-IN" box at fastest time
 "L" is for saying left column words
 "R" is for saying right column words
 "B" is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 5C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short i

sink cliff ribbon listen build written

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

sink

cliff

cliff

sink

ribbon

build

listen

written

build

listen

written

ribbon

Fluency Time Chart

"FILL-IN" box at fastest time
 "L" is for saying left column words
 "R" is for saying right column words
 "B" is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

2 Consonant Rule

LESSON 5D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

coffee pepper distance sandwich address number

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

coffee number
pepper sandwich
distance address
sandwich distance
address pepper
number coffee

Fluency Time Chart

“FILL-IN” box at fastest time
“L” is for saying left column words
“R” is for saying right column words
“B” is for saying both columns of word
2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 6A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ur er
sound

curl nurse surf perfect earn worst

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

curl

surf

nurse

curl

surf

nurse

perfect

worst

earn

earn

worst

perfect

Fluency Time Chart

"FILL-IN" box at fastest time
"L" is for saying left column words
"R" is for saying right column words
"B" is for saying both columns of word
2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 6B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

oo ew
sound

sooner scooter newspaper lose loose knew

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

sooner

scooter

scooter

newspaper

newspaper

loose

lose

lose

loose

knew

knew

sooner

Fluency Time Chart

"FILL-IN" box at fastest time

"L" is for saying left column words

"R" is for saying right column words

"B" is for saying both columns of word

2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

LEVEL 3-1

ReadingKEY Vocabulary Builder

LESSON 6C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

oi oy

choice spoil oyster coin voice poison

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

choice

oyster

spoil

spoil

oyster

choice

coin

poison

voice

voice

poison

coin

Fluency Time Chart

"FILL-IN" box at fastest time
 "L" is for saying left column words
 "R" is for saying right column words
 "B" is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

STEP 4 – Word

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 6D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

Final-e Rule

huge strange continue race chose include

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

huge chose
 strange include
 continue continue
 race strange
 chose race
 include huge

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 7A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short a

fact branch passenger grass family capital

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Single Columns

“Timed Reading” is a highly effective technique for achieving fluency while also solidifying memorization and increasing student motivation. Use a stopwatch or watch timer to determine how fast your student can say the list words in the left column. In the Time Chart column under letter “L” - fill-in the box showing the student’s time only on a completely successful attempt. When a mastery time of 3-4 seconds is reached (preferably 3, but can be increased for students with significant learning problems), repeat STEPS - 2 – 3 and 4 with the right column words. When mastery time is reached again for the right column words proceed to STEP 5.

STEP 5 – FLUENCY PRACTICE – Both Columns

You should now practice both columns of words together to further solidify memorization. This can be done with either timing or not timing the student (depending on student’s skill level). If you do not time your student, then have them say the columns twice without an error for “passing.” When this is done, put a “P” in the space at the top of the “B” column above the red line. If you do time your student, you need to aim for under 6-7 seconds.

fact

capital

branch

family

passenger

grass

grass

passenger

family

branch

capital

fact

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 7B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short e

sled sense enemy empty several measure

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Single Columns

“Timed Reading” is a highly effective technique for achieving fluency while also solidifying memorization and increasing student motivation. Use a stopwatch or watch timer to determine how fast your student can say the list words in the left column. In the Time Chart column under letter “L” - fill-in the box showing the student’s time only on a completely successful attempt. When a mastery time of 3-4 seconds is reached (preferably 3, but can be increased for students with significant learning problems), repeat STEPS - 2 – 3 and 4 with the right column words. When mastery time is reached again for the right column words proceed to STEP 5.

STEP 5 – FLUENCY PRACTICE – Both Columns

You should now practice both columns of words together to further solidify memorization. This can be done with either timing or not timing the student (depending on student’s skill level). If you do not time your student, then have them say the columns twice without an error for “passing.” When this is done, put a “B” in the space at the top of the “B” column above the red line. If you do time your student, you need to aim for under 6-7 seconds.

sled measure
sense several
enemy empty
empty enemy
several sense
measure sled

Fluency Time Chart

“FILL-IN” box at fastest time
“L” is for saying left column words
“R” is for saying right column words
“B” is for saying both columns of word
2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

STEP 4 – Word

NAME

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

LEVEL 3-1

ReadingKEY Vocabulary Builder

LESSON 7C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short i

dim twist witch visitor million interesting

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Single Columns

“Timed Reading” is a highly effective technique for achieving fluency while also solidifying memorization and increasing student motivation. Use a stopwatch or watch timer to determine how fast your student can say the list words in the left column. In the Time Chart column under letter “L” - fill-in the box showing the student’s time only on a completely successful attempt. When a mastery time of 3-4 seconds is reached (preferably 3, but can be increased for students with significant learning problems), repeat STEPS - 2 – 3 and 4 with the right column words. When mastery time is reached again for the right column words proceed to STEP 5.

STEP 5 – FLUENCY PRACTICE – Both Columns

You should now practice both columns of words together to further solidify memorization. This can be done with either timing or not timing the student (depending on student’s skill level). If you do not time your student, then have them say the columns twice without an error for “passing.” When this is done, put a “B” in the space at the top of the “B” column above the red line. If you do time your student, you need to aim for under 6-7 seconds.

dim

interesting

twist

million

witch

visitor

visitor

witch

million

twist

interesting dim

Fluency Time Chart

“FILL-IN” box at fastest time

“L” is for saying left column words

“R” is for saying right column words

“B” is for saying both columns of word

2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 7D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short o

rob pond chop lock knock across

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

rob

across

pond

knock

chop

lock

lock

chop

knock

pond

across

rob

Fluency Time Chart

"FILL-IN" box at fastest time
 "L" is for saying left column words
 "R" is for saying right column words
 "B" is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 8A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

short u

bud struck tunnel dust crust sudden

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

bud sudden
 struck crust
 tunnel dust
 dust tunnel
 crust struck
 sudden bud

Fluency Time Chart

"FILL-IN" box at fastest time
 "L" is for saying left column words
 "R" is for saying right column words
 "B" is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 8B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

Final-e Rule

fire prize cute wise space include

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

fire

cute

prize

prize

cute

fire

wise

include

space

space

include

wise

Fluency Time Chart

"FILL-IN" box at fastest time
 "L" is for saying left column words
 "R" is for saying right column words
 "B" is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 8C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

Final-e Rule

scale airplane froze hole whole awhile

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the left column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

scale awhile
 airplane whole
 froze hole
 hole froze
 whole airplane
 awhile scale

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

1 Consonant Rule

LESSON 8D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

lazy safety recess below using receive

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

lazy receive
 safety using
 recess below
 below recess
 using safety
 receive lazy

Fluency Time Chart

"FILL-IN" box at fastest time
 "L" is for saying left column words
 "R" is for saying right column words
 "B" is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 9A

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

ar ur

March market marble farther further burnt

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

March burnt
 market further
 marble farther
 farther marble
 further market
 burnt March

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com
 LEVEL 3-1

ReadingKEY Vocabulary Builder

LESSON 9B

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

aw au
short o

paw straw August taught law crawl

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the "Timed Reading" will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and "time" how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter "L" (L is for Left Column) - have your student place an "X" in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right "R" column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The "B" column is for timing both columns but is not necessary for most students.

paw crawl
straw law
August taught
taught August
law straw
crawl paw

Fluency Time Chart

"FILL-IN" box at fastest time
"L" is for saying left column words
"R" is for saying right column words
"B" is for saying both columns of word
2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning "tricks" and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

ReadingKEY Vocabulary Builder

LESSON 9C

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

OW OU

vowel towel allow hour mountain county

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

vowel

county

towel

mountain

allow

hour

hour

allow

mountain

towel

county

vowel

Fluency Time Chart

“FILL-IN” box at fastest time

“L” is for saying left column words

“R” is for saying right column words

“B” is for saying both columns of word

2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com

LEVEL 3-1

ReadingKEY Vocabulary Builder

short u

LESSON 9D

Incorporating highly effective memorization techniques to achieve accelerated mastery of Grade Level Reading Vocabulary

Final-a Rule

extra umbrella Alaska dozen double front

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

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded vowel sound in each word in the left column. If you need 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 up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.)

STEP 3 - READ EACH WORD SLOWLY

The student next says only the list words in the **left** column slowly. If an error is made, immediately stop your student – discuss the mistake - then start again from the top. When the student can read the left column words slowly 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 (although not recommended). 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 – Word Recognition - Fluency Practice

The repetition of the “Timed Reading” will not only accelerate permanent memorization of the list words, but will also increase student motivation and interest. To Begin - Get out a stopwatch or watch timer and “time” how fast your student can say the list words in the left column. In the Fluency Time Chart box under letter “L” (L is for Left Column) - have your student place an “X” in the box for the time it took say the list words. When a mastery time of 3-4 seconds is reached (most students can do this within 5-10 attempts), have your student read the right “R” column of words. For the right column words you can skip steps 1 and 2 have the student read the list 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 vowel sound color helper technique. When mastery time of 3-4 seconds is reached for the right column words, you can congratulate your student and move to the next list of new words. On the following day, always review at least 7 of the previous lists before advancing to the new list. The “B” column is for timing both columns but is not necessary for most students.

extra front
 umbrella double
 Alaska dozen
 dozen Alaska
 double umbrella
 front extra

Fluency Time Chart

“FILL-IN” box at fastest time
 “L” is for saying left column words
 “R” is for saying right column words
 “B” is for saying both columns of word
 2 sections below – use with 2 students

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

L	R	B
3.0	3.0	6.0
3.1	3.1	6.1
3.2	3.2	6.2
3.3	3.3	6.3
3.4	3.4	6.4
3.5	3.5	6.5
3.6	3.6	6.6
3.7	3.7	6.7
3.8	3.8	6.8
3.9	3.9	6.9
4.0	4.0	7.0
4.1	4.1	7.1
4.2	4.2	7.2
4.3	4.3	7.3
4.4	4.4	7.4
4.5	4.5	7.5
4.6	4.6	7.6
4.7	4.7	7.7
4.8	4.8	7.8
4.9	4.9	7.9
5	5	8
6	6	9
7	7	10
8	8	15

NAME _____

NOTE: For students exhibiting repeated problems with the list words, we have additional learning “tricks” and techniques at www.tampareads.com/video - Copyright © 2003 ReadingKey Inc. – Materials available at TampaReads.com