

# Fluency Builder List

“ate” at end of the word says “it”

## LESSON 28A

Also called the “Student Reading Wall” - A 4-step learning process for achieving dramatic advancement in word recognition and student reading ability.

accurate adequate immediate appropriate moderate estimate candidate

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials									

accurate

appropriate

adequate

candidate

immediate

estimate

moderate

moderate

estimate

immediate

candidate

adequate

appropriate

accurate

# Fluency Builder List

## LESSON 28B

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

"ine" at end of the word says "een" and "in"

marine submarine sardines examine famine doctrine determine

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

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### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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 "L" is for recording time for saying left column words  
 "R" is for recording time for saying right column words  
 GOAL IS TO REACH RED LINE (or close to it)

Can be used with up to five students

marine determine  
 submarine doctrine  
 sardines famine  
 examine examine  
 famine sardines  
 doctrine submarine  
 determine marine

L		R		L		R		L		R		L		R	
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials															



# Fluency Builder List

## LESSON 28D

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

"tive" says "tiv" at the end of a word

active positive attractive creative relative effective representative

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Can be used with up to five students

active representative  
 positive effective  
 attractive relative  
 creative creative  
 relative attractive  
 effective positive  
 representative active

L		R		L		R		L		R		L		R	
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials															

# Fluency Builder List

## LESSON 29A

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

tion says "shun"

malfunction infection foundation revolution prescription plantation application

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

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4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

malfunction application  
 infection plantation  
 foundation prescription  
 revolution revolution  
 prescription foundation  
 plantation infection  
 application malfunction

# Fluency Builder List

## LESSON 29B

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

ous says "us"

curious serious delicious generous nervous tremendous humors

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

curious	humorous
serious	tremendous
delicious	nervous
generous	generous
nervous	delicious
tremendous	serious
humorous	curious

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

## LESSON 29C

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

ment  
says "mint"

payment movement apartment compliment treatment environment entertainment

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

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### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

Can be used with up to five students

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

payment

entertainment

movement

environment

apartment

treatment

compliment

compliment

treatment

apartment

environment

movement

entertainment payment

# Fluency Builder List

## LESSON 29D

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

tion  
says "shun"

decoration solution emotion emotional separation attrition vision

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

decoration	vision
solution	attrition
emotion	separation
emotional	emotional
separation	emotion
attrition	solution
vision	decoration

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials



# Fluency Builder List

2 Consonant Rule -  
a vowel is typically  
short if followed by  
2 consonants

## LESSON 30A

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

victory customs intend summarize industrial empty **microscope**

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### STEP 1 - TEACH THE VOWEL SOUND

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"R" is for recording time for saying right column words  
GOAL IS TO REACH RED LINE (or close to it)

Can be used with up to five students

victory	microscope
customs	empty
intend	industrial
summarize	summarize
industrial	intend
empty	customs
microscope	victory

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

# Fluency Builder List

1 Consonant Rule –  
a vowel is often  
long if followed by  
only 1 consonant

## LESSON 30B

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

unity depend revolt supervisor bureau rebel **process**

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### STEP 1 - TEACH THE VOWEL SOUND

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

Can be used with up to five students

unity	process
depend	rebel
revolt	bureau
supervisor	supervisor
bureau	revolt
rebel	depend
<b>process</b>	unity

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

## LESSON 30C

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

ch has "k" sound

stomach chemistry chemicals schedule character technology scholar

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

stomach	scholar
chemistry	technology
chemicals	character
schedule	schedule
character	chemicals
technology	chemistry
scholar	stomach

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials									

# Fluency Builder List

## LESSON 30D

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

ph has "f" sound

graph atmosphere geographer photographer Philadelphia emphysema

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

graph	emphysema
atmosphere	Philadelphia
geographer	photographer
photograph	photograph
photographer	geographer
Philadelphia	atmosphere
emphysema	graph

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

# Fluency Builder List

## LESSON 31A

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

tion  
says "shun"

section tradition expedition irrigation creation consideration discrimination

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

section

discrimination

tradition

consideration

expedition

creation

irrigation

irrigation

creation

expedition

consideration

tradition

discrimination

section

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

## LESSON 31B

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

Unusual short u sound

amazing opinion assemble contagious govern collaborative collection

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

amazing	collection
opinion	collaborative
assemble	govern
contagious	contagious
govern	assemble
collaborative	opinion
collection	amazing

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

2 Consonant Rule -  
a vowel is typically  
short if followed by  
2 consonants

## LESSON 31C

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

contrast platform impact income festival influence lessen

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

contrast	lessen
platform	influence
impact	festival
income	income
festival	impact
influence	platform
lessen	contrast

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

## LESSON 31D

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

Short vowel sounds in single syllable words

grasp draft grant check drench frost funds

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

grasp	funds
draft	frost
grant	drench
check	check
drench	grant
frost	draft
funds	grasp

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials									



# Fluency Builder List

1 Consonant Rule –  
a vowel is often  
long if followed by  
only 1 consonant

## LESSON 32A

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

global prevent vital event review primary secondary

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

global	secondary
prevent	primary
vital	review
event	event
review	vital
primary	prevent
secondary	global

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

Final-e Rule  
When a word ends  
in "e" the vowel  
before it is long

## LESSON 32B

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

polite dispute bribe globe zone hemisphere educate

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

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## Fluency Time Chart

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

Can be used with up to five students

polite	educate
dispute	hemisphere
bribe	zone
globe	globe
zone	bribe
hemisphere	dispute
educate	polite

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

## LESSON 32C

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

r-controlled vowels  
ar – er - or

hardship particle marshal merchant borders horizon organize

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### STEP 1 - TEACH THE VOWEL SOUND

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### STEP 2 - STOP AT THE VOWEL SOUND

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### STEP 3 - READ EACH WORD SLOWLY

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## Fluency Time Chart

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

Can be used with up to five students

hardship	organize
particle	horizon
marshal	borders
merchant	merchant
border	marshal
horizon	particle
organize	hardship

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

c-rule g-rule  
c and g have the  
soft sound when  
followed by e or i

## LESSON 32D

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

central council ceremony gentlemen logical legend voyage

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

central	voyage
council	legend
ceremony	logical
gentlemen	gentlemen
logical	ceremony
legend	council
voyage	central

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

short o mix  
au – aw also  
make the  
short o sound

## LESSON 33A

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

octopus logic squatter aqueduct audience auditorium lawyer

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

octopus

lawyer

logic

auditorium

squatter

audience

aqueduct

aqueduct

audience

squatter

auditorium

logic

lawyer

octopus

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

## LESSON 33B

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

short vowel mix  
1 consonant rule  
exceptions

satisfied delegates linen situation column combat solid

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

satisfied

solid

delegates

combat

linen

column

situation

situation

column

linen

combat

delegates

solid

satisfied

# Fluency Builder List

## LESSON 33C

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

1 Consonant Rule  
Vowels are often  
long when followed  
by 1 consonant

details evil pretend trader laborer vacant migrant

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

details

migrant

evil

vacant

pretend

laborer

trader

trader

labor

pretend

vacant

evil

migrant

details

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

## LESSON 33D

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

Unusual Spellings

resources mechanical tomb pyramid anxious isthmus salmon

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

resources	salmon
mechanical	isthmus
tomb	anxious
pyramid	pyramid
anxious	tomb
isthmus	mechanical
salmon	resources

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials



# Fluency Builder List

## LESSON 34A

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

short vowels  
1 Consonant Rule  
Exceptions

Spanish Japanese catalog economics refugee minerals clever

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

Spanish

clever

Japanese

minerals

catalog

refugee

economics

economics

refugee

catalog

minerals

Japanese

clever

Spanish

# Fluency Builder List

## LESSON 34B

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

2 Consonant Rule  
Vowels are short  
when followed by  
2 consonants

interview industry immigrant progress ethnic transmitter method

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

interview	method
industry	transmitter
immigrant	ethnic
progress	progress
ethnic	immigrant
transmitter	industry
method	interview

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

## LESSON 34C

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

tion – sion  
say "shun"

construction aviation presentation precipitation international mission depression

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

construction depression

aviation mission

presentation international

precipitation precipitation

international presentation

mission aviation

depression construction

# Fluency Builder List

C-Rule G-Rule  
c and g have the  
soft sound when  
followed by e or i

## LESSON 34D

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

justice concept hygiene vigilante engineer refrigerate prejudice

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

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## Fluency Time Chart

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

Can be used with up to five students

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

justice

prejudice

concept

refrigerate

hygiene

engineer

vigilante

vigilante

engineer

hygiene

refrigerate

concept

prejudice

justice

# Fluency Builder List

Short  
Vowel Sounds  
1 Consonant Rule  
exceptions

## LESSON 35A

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

tenant military manufacture punish colony volcano property

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

tenant	property
military	volcano
manufacture	colony
punish	punish
colony	manufacture
volcano	military
property	tenant

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials		Initials		Initials		Initials		Initials	

# Fluency Builder List

1 Consonant Rule  
Vowels are often  
long when followed  
by 1 consonant

## LESSON 35B

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

united rotate revolve sequence universe resistance kilometer

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

united	kilometer
rotate	resistance
revolve	universe
sequence	sequence
universe	revolve
resistance	rotate
kilometer	united

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

## LESSON 35C

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

Short Vowel Sounds

mischief proper custodian tolerant option asteroid evident

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

mischief	evident
prosper	asteroid
custodian	option
tolerant	tolerant
option	custodian
asteroid	prosper
evident	mischief

L		R		L		R		L		R		L		R	
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials															

# Fluency Builder List

## LESSON 35D

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

Unusual short u sounds

attract machinery apology collapse production arrival consumer

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

attract

consumer

machinery

arrival

apology

production

collapse

collapse

production

apology

arrival

machinery

consumer

attract

L		R		L		R		L		R		L		R	
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials															



# Fluency Builder List

## LESSON 36A

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

Short Vowels

dishwasher transcontinental occupy riddle risky lizard absolutely

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

dishwasher	absolutely
transcontinental	lizard
occupy	risky
riddle	riddle
risky	occupy
lizard	transcontinental
absolutely	dishwasher

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials									

# Fluency Builder List

## LESSON 36B

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

Miscellaneous Sounds

ought cluster obvious pajamas denied involve boulder

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

ought	boulder
cluster	involve
obvious	denied
pajamas	pajamas
denied	obvious
involve	cluster
boulder	ought

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

# Fluency Builder List

## LESSON 36C

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

Miscellaneous Sounds

capacity spiral terrified sheriff orbit fortune dawn

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

capacity	dawn
spiral	fortune
terrified	orbit
sheriff	sheriff
orbit	terrified
fortune	spiral
dawn	capacity

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+
Initials									

# Fluency Builder List

## LESSON 36D

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

Miscellaneous Sounds

sky transfer tourism priority clippers quality quantity

**DIRECTIONS FOR STUDENT FLUENCY BUILDER** – More details and video at [www.tampareads.com/video](http://www.tampareads.com/video)

### STEP 1 - TEACH THE VOWEL SOUND

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

### STEP 2 - STOP AT THE VOWEL SOUND

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

### STEP 3 - READ EACH WORD SLOWLY

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

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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

## Fluency Time Chart

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

Can be used with up to five students

L	R	L	R	L	R	L	R	L	R
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1	5.1
5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2	5.2
5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3	5.3
5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4
5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5
5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6	5.6
5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7	5.7
5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9	5.9
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
10+	10+	10+	10+	10+	10+	10+	10+	10+	10+

Initials

shy

quantity

transfer

quality

tourism

clippers

priority

priority

clippers

tourism

quality

transfer

quantity

shy