

Student Reading Wall Introduction – Grade 1

TampaReads.com/ReadingKey.com

The Student Reading Wall is a specialized reading strategy that can dramatically improve a student's reading level over a very short period of time. It is highly effective for "bringing-up" students who are falling behind with the Classroom Reading Wall or who are currently in higher elementary grades but reading at 1st Grade level. By implementing the strategies below for 10-15 minutes daily (and followed by the matching vocabulary worksheets), it is typical to see students progress one year in reading ability over a 1-3 month period. The Student Reading Wall "Lessons" are designed to be placed along a wall – hallway – or back of the classroom. For students who are currently in 1st Grade, the normal classroom progression is one "Lesson" per week (36 weeks in the year – 36 Lessons). However, using the following Student Reading Wall strategies you should be able to achieve progress at 4-7 times this pace. For maximum progress it is important to follow the steps exactly as listed below.

DIRECTIONS: Place at least 4-5 columns (the more the better) along a wall where they can be practiced in a "one-on-one" situation with the student. If 3 or more students will be working on the list words place the Time Score Card (next page) above each column Lesson.

1. **TEACH THE VOWEL SOUND**

The teacher begins by discussing and teaching the vowel sound or reading rule in the words. The teacher then points to each color-coded vowel sound in each word and the student says its sound. When this is done successfully from the top to the bottom – proceed to step 2.

2. **STOP AT THE VOWEL SOUND**

This step is called "STOP AT THE VOWEL SOUND" and is a phrase you'll need to remember because it is the key to the success of this procedure. The teacher begins by role modeling a few STOP AT THE VOWEL SOUNDS for the student making sure to point at the sounds as they are said. For example, this is what could be said for teaching the words – "ran" and "man" in Lesson 12 - *"OK Bobby, if "r" says "rrrr.." and the red short a says "ah" then "ra" says "rah."* *"Let's look at the next word - If "M" says "mmm..." and short a says "ah" – then "ma" says.....* (hesitate a few seconds to give the child a chance to say it) – then you say - *"mah."*

Go through the list words repeating this process. Next, let the student try it on their own without help except for you covering the letters to the right of the vowel sound. As you can see, this procedure teaches proper blending skills and gives the child an effective and simple technique that can be used when decoding all new words. When the child can say all "STOP AT THE VOWEL SOUNDS" with no errors –proceed to Step 3.

3. **READ EACH WORD SLOWLY**

The student now reads the words at his/her pace. When a mistake is made, it is important to stop the child and discuss on which sound they made the error and begin again from the top.

4. **TIMED READING**

Get out a stop watch (or your watch timer) and time the student for the 8 Lesson words. If the student ever makes a mistake, it is important to stop immediately stop and discuss where the error was made and start again from the top. Continue this process until all 8 words are said correctly in 4-6 seconds. Mark each timed score in the graph below the list. If the student cannot reach 4-6 seconds after 10 attempts, then the child may have significant learning difficulties and the passing time should be raised somewhat. When a passing time is reached, the child must then say the words in reverse order from the bottom to the top before their final time is recorded.

Lesson 1

Consonant Sounds



Part 1

Sounds heard beginning a "letter name"

SET UP

Tape together the two sheets which make up each Reading Wall Lesson and place along the back of the classroom - hallway (or living room etc. for our home school parents). Pick a location where future weekly lists can be added.

DIRECTIONS FOR USING THE STUDENT READING WALL

- TEACH THE VOWEL SOUND**
Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the vowel sound as you point to the colored letter(s). When this can be done correctly with no errors – proceed to step 2.
- STOP AT THE VOWEL SOUND**
The student then says the sounds made by the letters only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – ca – sa – etc.). This teaches proper blending skills and gives the child an effective and simple technique which can be used when decoding all new words. When the child can say all "STOP AT THE VOWEL SOUNDS" with no errors – proceed to Step 3.
- READ EACH WORD SLOWLY**
Tell the child that we are going to do the same "STOP AT THE VOWEL SOUND" trick as we did before, however, this time you want them to also add the sounds after the color-coded vowel sound. In other words – to read the entire word. When words are all said from top to bottom with no errors – proceed to Step 4.
- TIMED READING**
Get out the stopwatch... It's time to increase fluency (the key to comprehension). Say – "On your mark – Get set- GO!!" and time the child on how long it takes to say all sounds in the list (do not include the "Sounds of the Day" in the timed reading). When the child can say all sounds correctly – fill in their time between the red lines below.

Say Consonant Sounds Below

Hard Consonant Sounds	Soft Consonant Sounds
 says...	C has 2 sounds. Say the soft C sound here. This occurs when C is followed by - e - i
C has 2 sounds. Say the hard C sound here. This occurs when C is followed by - a - o - u	 says...
 says...	G has 2 sounds - Make the soft "juh" sound here. This occurs when G is followed by letters - e - i.
 says...	 says...
	 says...

G has 2 sounds - Make the hard "guh" sound here.
This occurs when G is followed by letters - a - o - u.

g says...

k says...

p says...

t says...

q says...

v says...

z says...

Time student on saying above sounds. Record time by filling between red lines below. Passing score 20 seconds.

NAME	60	55	50	45	40	35	30	29	28	27	26	25	24	23	22	21	20

SOUNDS OF THE DAY

Important "Difficult" Letter Sounds. Discuss - Test mastery of these separately.



Lesson 2

Consonant Sounds



Part 2

Sounds heard at end of a "letter name"
and "Difficult" consonant sounds

SET UP

Tape together the two sheets which make up each Reading Wall Lesson and place along the back of the classroom - hallway (or living room etc. for our home school parents). Pick a location where future weekly lists can be added.

DIRECTIONS FOR USING THE STUDENT READING WALL

- TEACH THE VOWEL SOUND**
Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the vowel sound as you point to the colored letter(s). When this can be done correctly with no errors – proceed to step 2.
- STOP AT THE VOWEL SOUND**
The student then says the sounds made by the letters only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – **ca** – **sa** – etc.). This teaches proper blending skills and gives the child an effective and simple technique which can be used when decoding all new words. When the child can say all "STOP AT THE VOWEL SOUNDS" with no errors – proceed to Step 3.
- READ EACH WORD SLOWLY**
Tell the child that we are going to do the same "STOP AT THE VOWEL SOUND" trick as we did before, however, this time you want them to also add the sounds after the color-coded vowel sound. In other words – to read the entire word. When words are all said from top to bottom with no errors – proceed to Step 4.
- TIMED READING**
Get out the stopwatch... It's time to increase fluency (the key to comprehension). Say – "On your mark – Get set- GO!!" and time the child on how long it takes to say all sounds in the list (do not include the "Sounds of the Day" in the timed reading). When the child can say all sounds correctly – fill in their time between the red lines below.

Say Consonant Sounds Below

Sounds heard at the "End" of the Letter Name	Difficult Consonant Sounds
 says...	 says...
 says...	 says...

n says...

r says...

s says...

w says...

When ending a word...

x says...

When beginning a word..

y says...

Time student on saying sounds above – Record time by filling between red lines – Passing score is 20 seconds

NAME	60	55	50	45	40	35	30	29	28	27	26	25	24	23	22	21	20

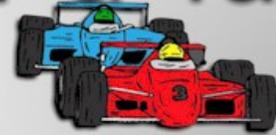
SOUNDS OF THE DAY

Important “Difficult” Letter Sounds. Test mastery of these separately.



Lesson 3

short a race



SET UP

Tape together the two sheets which make up each Reading Wall Lesson and place along the back of the class - hallway (or living room etc. for our home school parents). Pick a location where future weekly lists can be added.

DIRECTIONS FOR STUDENT READING WALL

1. TEACH THE VOWEL SOUND

Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the vowel sound as you point to the colored letter(s). When this can be done without errors – proceed to step 2.

2. STOP AT THE VOWEL SOUND

The student then says the sounds made by the letters only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – ca – sa – etc.). This teaches proper blending skills and gives the child an effective and simple technique which can be used when decoding all new words. When the child can say all “STOP AT THE VOWEL SOUNDS” with no errors – proceed to Step 3.

3. READ EACH WORD SLOWLY

Tell the child that we are going to do the same “STOP AT THE VOWEL SOUND” trick as we did before, however, this time you want them to also add the sounds after the color-coded vowel sound. In other words – to read the entire word. When words are all said from top to bottom with no errors – proceed to Step 4.

4. TIMED READING

Get out the stopwatch... It's time to increase fluency (the key to comprehension). Say – “On your mark – Get set- GO!!” and time the child on how long it takes to say all sounds in the list (do not include the “Sounds of the Day” in the timed reading). When the child can say all sounds correctly – fill in their time between the red lines below.

a m

a n

a t

a s (z)

and

can

had

has (z)



TIMED WORD LIST - Use a stopwatch or watch timer to time student on saying above words. Begin timing only after student can say words correctly without being timed. Record time by using a pencil to fill-in between red lines below – Passing score should be under 5 or 6 seconds. After “passing,” student reads words from bottom to top.

NAME	9	7	6.8	6.6	6.4	6.2	6	5.8	5.6	5.4	5.2	5	4.8	4.6	4.4	4.2	4

WORDS OF THE DAY

Important “Difficult” Sight Words. Test mastery of these separately.

the said

Lesson 4

short e race



SET UP

Tape together the two sheets which make up each Reading Wall Lesson and place along the back of the class - hallway (or living room etc. for our home school parents). Pick a location where future weekly lists can be added.

DIRECTIONS FOR STUDENT READING WALL

- 1. TEACH THE VOWEL SOUND**
Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the vowel sound as you point to the colored letter(s). When this can be done correctly with no errors – proceed to step 2.
- 2. STOP AT THE VOWEL SOUND**
The student then says the sounds made by the letters only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – **ca** – **sa** – etc.). This teaches proper blending skills and gives the child an effective and simple technique which can be used when decoding all new words. When the child can say all “STOP AT THE VOWEL SOUNDS” with no errors – proceed to Step 3.
- 3. READ EACH WORD SLOWLY**
Tell the child that we are going to do the same “STOP AT THE VOWEL SOUND” trick as we did before, however, this time you want them to also add the sounds after the color-coded vowel sound. In other words – to read the entire word. When words are all said from top to bottom with no errors – proceed to Step 4.
- 4. TIMED READING**
Get out the stopwatch... It's time to increase fluency (the key to comprehension). Say – “*On your mark – Get set- GO!!*” and time the child on how long it takes to say all sounds in the list (do not include the “Sounds of the Day” in the timed reading). When the child can say all sounds correctly – fill in their time between the red lines below.

red

men

let

get

ten

tell

yes

yet



TIMED WORD LIST - Use a stopwatch or watch timer to time student on saying above words. Begin timing only after student can say words correctly without being timed. Record time by using a pencil to fill-in between red lines below – Passing score should be under 5 or 6 seconds. After “passing,” student reads words from bottom to top.

NAME	9	7	6.8	6.6	6.4	6.2	6	5.8	5.6	5.4	5.2	5	4.8	4.6	4.4	4.2	4

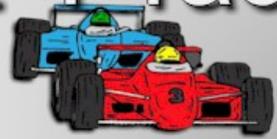
WORDS OF THE DAY

Important “Difficult” Sight Words. Test mastery of these separately.

was from

Lesson 5

short i race



SET UP

Tape together the two sheets which make up each Reading Wall Lesson and place along the back of the class - hallway (or living room etc. for our home school parents). Pick a location where future weekly lists can be added.

DIRECTIONS FOR STUDENT READING WALL

1. TEACH THE VOWEL SOUND

Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the vowel sound as you point to the colored letter(s). When this can be done correctly with no errors – proceed to step 2.

2. STOP AT THE VOWEL SOUND

The student then says the sounds made by the letters only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – **ca** – **sa** – etc.). This teaches proper blending skills and gives the child an effective and simple technique which can be used when decoding all new words. When the child can say all “STOP AT THE VOWEL SOUNDS” with no errors – proceed to Step 3.

3. READ EACH WORD SLOWLY

Tell the child that we are going to do the same “STOP AT THE VOWEL SOUND” trick as we did before, however, this time you want them to also add the sounds after the color-coded vowel sound. In other words – to read the entire word. When words are all said from top to bottom with no errors – proceed to Step 4.

4. TIMED READING

Get out the stopwatch... It's time to increase fluency (the key to comprehension). Say – “*On your mark – Get set-GO!!*” and time the child on how long it takes to say all sounds in the list (do not include the “Sounds of the Day” in the timed reading). When the child can say all sounds correctly – fill in their time between the red lines below.

if

in

it

it's

is (z)

did

him

his (z)



TIMED WORD LIST - Use a stopwatch or watch timer to time student on saying above words. Begin timing only after student can say words correctly without being timed. Record time by using a pencil to fill-in between red lines below - Passing score should be under 5 or 6 seconds. After "passing," student reads words from bottom to top.

NAME	9	7	6.8	6.6	6.4	6.2	6	5.8	5.6	5.4	5.2	5	4.8	4.6	4.4	4.2	4

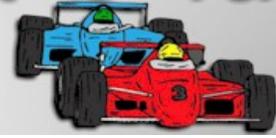
WORDS OF THE DAY

Important "Difficult" Sight Words. Test mastery of these separately.

have one

Lesson 6

short o race



SET UP

Tape together the two sheets which make up each Reading Wall Lesson and place along the back of the class - hallway (or living room etc. for our home school parents). Pick a location where future weekly lists can be added.

DIRECTIONS FOR STUDENT READING WALL

1. TEACH THE VOWEL SOUND

Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the vowel sound as you point to the colored letter(s). When this can be done correctly with no errors – proceed to step 2.

2. STOP AT THE VOWEL SOUND

The student then says the sounds made by the letters only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – ca – sa – etc.). This teaches proper blending skills and gives the child an effective and simple technique which can be used when decoding all new words. When the child can say all “STOP AT THE VOWEL SOUNDS” with no errors – proceed to Step 3.

3. READ EACH WORD SLOWLY

Tell the child that we are going to do the same “STOP AT THE VOWEL SOUND” trick as we did before, however, this time you want them to also add the sounds after the color-coded vowel sound. In other words – to read the entire word. When words are all said from top to bottom with no errors – proceed to Step 4.

4. TIMED READING

Get out the stopwatch... It's time to increase fluency (the key to comprehension). Say – “On your mark – Get set-GO!!” and time the child on how long it takes to say all sounds in the list (do not include the “Sounds of the Day” in the timed reading). When the child can say all sounds correctly – fill in their time between the red lines below.

got

fox

dog

not

off

top

stop

long



TIMED WORD LIST - Use a stopwatch or watch timer to time student on saying above words. Begin timing only after student can say words correctly without being timed. Record time by using a pencil to fill-in between red lines below - Passing score should be under 5 or 6 seconds. After "passing," student reads words from bottom to top.

NAME	9	7	6.8	6.6	6.4	6.2	6	5.8	5.6	5.4	5.2	5	4.8	4.6	4.4	4.2	4

WORDS OF THE DAY

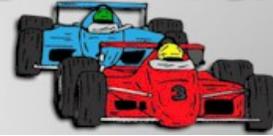
Important "Difficult" Sight Words. Test mastery of these separately.

saw

come

Lesson 7

short u race



SET UP

Tape together the two sheets which make up each Reading Wall Lesson and place along the back of the class - hallway (or living room etc. for our home school parents). Pick a location where future weekly lists can be added.

DIRECTIONS FOR STUDENT READING WALL

1. TEACH THE VOWEL SOUND

Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the vowel sound as you point to the colored letter(s). When this can be done correctly with no errors – proceed to step 2.

2. STOP AT THE VOWEL SOUND

The student then says the sounds made by the letters only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – ca – sa – etc.). This teaches proper blending skills and gives the child an effective and simple technique which can be used when decoding all new words. When the child can say all “STOP AT THE VOWEL SOUNDS” with no errors – proceed to Step 3.

3. READ EACH WORD SLOWLY

Tell the child that we are going to do the same “STOP AT THE VOWEL SOUND” trick as we did before, however, this time you want them to also add the sounds after the color-coded vowel sound. In other words – to read the entire word. When words are all said from top to bottom with no errors – proceed to Step 4.

4. TIMED READING

Get out the stopwatch... It's time to increase fluency (the key to comprehension). Say – “On your mark – Get set- GO!!” and time the child on how long it takes to say all sounds in the list (do not include the “Sounds of the Day” in the timed reading). When the child can say all sounds correctly – fill in their time between the red lines below.

up

us

fun

jump

bus

but

sun

run



TIMED WORD LIST - Use a stopwatch or watch timer to time student on saying above words. Begin timing only after student can say words correctly without being timed. Record time by using a pencil to fill-in between red lines below – Passing score should be under 5 or 6 seconds. After “passing,” student reads words from bottom to top.

NAME	9	7	6.8	6.6	6.4	6.2	6	5.8	5.6	5.4	5.2	5	4.8	4.6	4.4	4.2	4

WORDS OF THE DAY

Important “Difficult” Sight Words. Test mastery of these separately.

you your

Lesson 8

2 letters long vowel



SET UP

Tape together the two sheets which make up each Reading Wall Lesson and place along the back of the class - hallway (or living room etc. for our home school parents). Pick a location where future weekly lists can be added.

DIRECTIONS FOR STUDENT READING WALL

1. TEACH THE VOWEL SOUND

Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the vowel sound as you point to the colored letter(s). When this can be done correctly with no errors – proceed to step 2.

2. STOP AT THE VOWEL SOUND

The student then says the sounds made by the letters only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – ca – sa – etc.). This teaches proper blending skills and gives the child an effective and simple technique which can be used when decoding all new words. When the child can say all “STOP AT THE VOWEL SOUNDS” with no errors – proceed to Step 3.

3. READ EACH WORD SLOWLY

Tell the child that we are going to do the same “STOP AT THE VOWEL SOUND” trick as we did before, however, this time you want them to also add the sounds after the color-coded vowel sound. In other words – to read the entire word. When words are all said from top to bottom with no errors – proceed to Step 4.

4. TIMED READING

Get out the stopwatch... It's time to increase fluency (the key to comprehension). Say – “On your mark – Get set- GO!!” and time the child on how long it takes to say all sounds in the list (do not include the “Sounds of the Day” in the timed reading). When the child can say all sounds correctly – fill in their time between the red lines below.

go

no

me

we

so

be

he

my



TIMED WORD LIST - Use a stopwatch or watch timer to time student on saying above words. Begin timing only after student can say words correctly without being timed. Record time by using a pencil to fill-in between red lines below – Passing score should be under 5 or 6 seconds. After “passing,” student reads words from bottom to top.

NAME	9	7	6.8	6.6	6.4	6.2	6	5.8	5.6	5.4	5.2	5	4.8	4.6	4.4	4.2	4

WORDS OF THE DAY

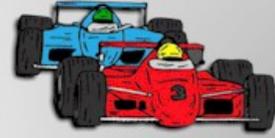
Important “Difficult” Sight Words. Test mastery of these separately.

going

why

Lesson 9

small "tricky" words



SET UP

Tape together the two sheets which make up each Reading Wall Lesson and place along the back of the class - hallway (or living room etc. for our home school parents). Pick a location where future weekly lists can be added.

DIRECTIONS FOR STUDENT READING WALL

1. TEACH THE VOWEL SOUND

Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the vowel sound as you point to the colored letter(s). When this can be done correctly with no errors – proceed to step 2.

2. STOP AT THE VOWEL SOUND

The student then says the sounds made by the letters only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – ca – sa – etc.). This teaches proper blending skills and gives the child an effective and simple technique which can be used when decoding all new words. When the child can say all "STOP AT THE VOWEL SOUNDS" with no errors – proceed to Step 3.

3. READ EACH WORD SLOWLY

Tell the child that we are going to do the same "STOP AT THE VOWEL SOUND" trick as we did before, however, this time you want them to also add the sounds after the color-coded vowel sound. In other words – to read the entire word. When words are all said from top to bottom with no errors – proceed to Step 4.

4. TIMED READING

Get out the stopwatch... It's time to increase fluency (the key to comprehension). Say – "On your mark – Get set- GO!!" and time the child on how long it takes to say all sounds in the list (do not include the "Sounds of the Day" in the timed reading). When the child can say all sounds correctly – fill in their time between the red lines below.

by

I

of

to

Oh

on

do

she



TIMED WORD LIST - Use a stopwatch or watch timer to time student on saying above words. Begin timing only after student can say words correctly without being timed. Record time by using a pencil to fill-in between red lines below – Passing score should be under 5 or 6 seconds. After “passing,” student reads words from bottom to top.

NAME	9	7	6.8	6.6	6.4	6.2	6	5.8	5.6	5.4	5.2	5	4.8	4.6	4.4	4.2	4

WORDS OF THE DAY

Important “Difficult” Sight Words. Test mastery of these separately.

goes color