

# Welcome to the ReadingKey

## Grade 6 Fluency Builder Lists 1<sup>st</sup> Nine Weeks

(Previously called the “Student Reading Wall Lists”)

### **Introduction:**

You are about to begin a unique and very easy to use method for quickly advancing reading ability in any student. Whether you are a teacher or parent, the Fluency Builder Lists will enable you to become a highly effective reading teacher in just minutes. The sequential teaching techniques used in each word list allow students to master essential grade level vocabulary at a much faster pace than conventional reading methods. Even students who have not been successful with conventional reading programs typically show immediate and dramatic improvement. Along with the reading improvements you’ll observe after just minutes of using the lists, please test your student again tomorrow morning – you’ll observe that these special techniques resulted in “permanent learning” of the reading vocabulary, as students can typically read the words as fast (or faster) than the previous day on their first or second attempt. Vocabulary in this Grade 6 section is not common conversational vocabulary so word meanings (definitions) must also be practiced through our excellent Vocabulary Building Worksheets that parallel the same words used in the Fluency Builder Lists.

### **How to Begin:**

1. Tape as many pages as you have room for along a living room wall or hallway about 3 feet off the floor. Use a yardstick to help keep pages at a consistent height. Lists should be about ½ inch apart. The process goes much faster if you have an assistant who can hold the tape – handing you one piece at a time.
2. If you just completed our online grade level reading test, this reading vocabulary list was specifically selected as the best place to begin for your student.
3. Purchase a stopwatch from Radio Shack – Walmart or any local sports store. This is actually very important as the timing of the lists is highly motivational for the student as the time is recorded in the bar-graph in the lower right of each list. We do have a digital stopwatch on our website which can be accessed from the “Quick Links” box seen after you log in, although a hand-held watch adds increased motivation.
4. Next, bring out two chairs and place in front of the first page on the wall. Your student should sit on the left and you on the right. Now it is just the simple process of following the 4 steps at the top of word list page. After completing several lists, print out the Vocabulary Building Worksheets that parallel these same lists to master word meaning.

# Fluency Builder List

REVIEW

Level 5

## LESSON 1A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

### Review Level 5 Words

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

#### Lessons 1A – 1B – 1C and 1D review Level 5 Vocabulary Lesson 2 begins the new Level 6 Vocabulary

Use the Level 5 (Grade 5) review vocabulary below in Lessons 1A, 1B, 1C and 1D to determine if student(s) are ready to begin the Grade 6 vocabulary which begins in Lesson 2. Determine if student(s) are ready for Grade 6 vocabulary by asking them to define (or use in a sentence) each word below. Refer to the Grade 6 Introduction for details on how to interpret the results, however, the basic premise is that if a student has difficulty with reading and defining one or two of the words on each page, then one-on-one testing should be done with all Grade 5 vocabulary to pinpoint unknown words. If a student has difficulty with 3 or more words per page, then consideration should be given on moving back and starting with the Grade 5 Program. If the majority of all classroom students have trouble with the Grade 5 review words, then teachers should consider moving all students back to Grade 5 Lessons. Memorization techniques for mastering Grade 6 words are listed beginning with Lesson 2.

#### Fluency Time Chart

Place an "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  
TRY TO REACH THE RED LINE

bonus	announce
event	miracle
culture	ordinary
reveal	urge
hasty	function
avoid	depend

L		R		L		R	
Ceiling							
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

REVIEW

Level 5

**LESSON 1B**

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

## Review Level 5 Words

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### Fluency Time Chart

Place an "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  
**TRY TO REACH THE RED LINE**

hesitate

miniature

central

responsible

voyage

require

frequent

political

dissolve

viewpoint

recently

reaction

L		R		L		R	
Ceiling							
3.0	3.0			3.0	3.0	3.0	3.0
3.1	3.1			3.1	3.1	3.1	3.1
3.2	3.2			3.2	3.2	3.2	3.2
3.3	3.3			3.3	3.3	3.3	3.3
3.4	3.4			3.4	3.4	3.4	3.4
3.5	3.5			3.5	3.5	3.5	3.5
3.6	3.6			3.6	3.6	3.6	3.6
3.7	3.7			3.7	3.7	3.7	3.7
3.8	3.8			3.8	3.8	3.8	3.8
3.9	3.9			3.9	3.9	3.9	3.9
4.0	4.0			4.0	4.0	4.0	4.0
4.1	4.1			4.1	4.1	4.1	4.1
4.2	4.2			4.2	4.2	4.2	4.2
4.3	4.3			4.3	4.3	4.3	4.3
4.4	4.4			4.4	4.4	4.4	4.4
4.5	4.5			4.5	4.5	4.5	4.5
4.6	4.6			4.6	4.6	4.6	4.6
4.7	4.7			4.7	4.7	4.7	4.7
4.8	4.8			4.8	4.8	4.8	4.8
4.9	4.9			4.9	4.9	4.9	4.9
5	5			5	5	5	5
6	6			6	6	6	6
7	7			7	7	7	7
10+	10+			10+	10+	10+	10+
Initials							

**LESSON 1C**

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

REVIEW  
Level V

## Review Level 5 Words

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authority	contain
boundary	origin
finance	formal
destination	rural
inquire	opposition
excessive	convince

### Fluency Time Chart

Place an "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  
**TRY TO REACH THE RED LINE**

	L	R		L	R		L	R
Ceiling								
3.0	3.0		3.0	3.0		3.0	3.0	
3.1	3.1		3.1	3.1		3.1	3.1	
3.2	3.2		3.2	3.2		3.2	3.2	
3.3	3.3		3.3	3.3		3.3	3.3	
3.4	3.4		3.4	3.4		3.4	3.4	
3.5	3.5		3.5	3.5		3.5	3.5	
3.6	3.6		3.6	3.6		3.6	3.6	
3.7	3.7		3.7	3.7		3.7	3.7	
3.8	3.8		3.8	3.8		3.8	3.8	
3.9	3.9		3.9	3.9		3.9	3.9	
4.0	4.0		4.0	4.0		4.0	4.0	
4.1	4.1		4.1	4.1		4.1	4.1	
4.2	4.2		4.2	4.2		4.2	4.2	
4.3	4.3		4.3	4.3		4.3	4.3	
4.4	4.4		4.4	4.4		4.4	4.4	
4.5	4.5		4.5	4.5		4.5	4.5	
4.6	4.6		4.6	4.6		4.6	4.6	
4.7	4.7		4.7	4.7		4.7	4.7	
4.8	4.8		4.8	4.8		4.8	4.8	
4.9	4.9		4.9	4.9		4.9	4.9	
5	5		5	5		5	5	
6	6		6	6		6	6	
7	7		7	7		7	7	
10+	10+		10+	10+		10+	10+	
Initials								

# Fluency Builder List

REVIEW

## LESSON 1D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Level 5

## Review Level 5 Words

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

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### Fluency Time Chart

Place an "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  
**TRY TO REACH THE RED LINE**

conclude	tolerate
progress	grief
inspection	rejoice
ferocious	deliberate
participate	native
artificial	significant

Ceiling		L	R	L	R	L	R
		3.0	3.0	3.0	3.0	3.0	3.0
		3.1	3.1	3.1	3.1	3.1	3.1
		3.2	3.2	3.2	3.2	3.2	3.2
		3.3	3.3	3.3	3.3	3.3	3.3
		3.4	3.4	3.4	3.4	3.4	3.4
		3.5	3.5	3.5	3.5	3.5	3.5
		3.6	3.6	3.6	3.6	3.6	3.6
		3.7	3.7	3.7	3.7	3.7	3.7
		3.8	3.8	3.8	3.8	3.8	3.8
		3.9	3.9	3.9	3.9	3.9	3.9
		4.0	4.0	4.0	4.0	4.0	4.0
		4.1	4.1	4.1	4.1	4.1	4.1
		4.2	4.2	4.2	4.2	4.2	4.2
		4.3	4.3	4.3	4.3	4.3	4.3
		4.4	4.4	4.4	4.4	4.4	4.4
		4.5	4.5	4.5	4.5	4.5	4.5
		4.6	4.6	4.6	4.6	4.6	4.6
		4.7	4.7	4.7	4.7	4.7	4.7
		4.8	4.8	4.8	4.8	4.8	4.8
		4.9	4.9	4.9	4.9	4.9	4.9
		5	5	5	5	5	5
		6	6	6	6	6	6
		7	7	7	7	7	7
		10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 2A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

short a

axis lack Alps rank staff habitat

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

## Fluency Time Chart

Place an "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  
 TRY TO REACH THE RED LINE

axis

habitat

lack

staff

Alps

rank

rank

Alps

staff

lack

habitat

axis

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 2B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

short e

## swept tend sketch text wedge westward

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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").

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## Fluency Time Chart

Place an "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  
**TRY TO REACH THE RED LINE**

swept

westward

tend

wedge

sketch

text

text

sketch

wedge

tend

westward

swept

Ceiling		L	R	L	R	L	R
3.0	3.0			3.0	3.0	3.0	3.0
3.1	3.1			3.1	3.1	3.1	3.1
3.2	3.2			3.2	3.2	3.2	3.2
3.3	3.3			3.3	3.3	3.3	3.3
3.4	3.4			3.4	3.4	3.4	3.4
3.5	3.5			3.5	3.5	3.5	3.5
3.6	3.6			3.6	3.6	3.6	3.6
3.7	3.7			3.7	3.7	3.7	3.7
3.8	3.8			3.8	3.8	3.8	3.8
3.9	3.9			3.9	3.9	3.9	3.9
4.0	4.0			4.0	4.0	4.0	4.0
4.1	4.1			4.1	4.1	4.1	4.1
4.2	4.2			4.2	4.2	4.2	4.2
4.3	4.3			4.3	4.3	4.3	4.3
4.4	4.4			4.4	4.4	4.4	4.4
4.5	4.5			4.5	4.5	4.5	4.5
4.6	4.6			4.6	4.6	4.6	4.6
4.7	4.7			4.7	4.7	4.7	4.7
4.8	4.8			4.8	4.8	4.8	4.8
4.9	4.9			4.9	4.9	4.9	4.9
5	5			5	5	5	5
6	6			6	6	6	6
7	7			7	7	7	7
10+	10+			10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 2C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

short i

strict wisdom dictator squid script Plymouth

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

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## Fluency Time Chart

Place an "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  
 TRY TO REACH THE RED LINE

strict

Plymouth

wisdom

script

dictator

squid

squid

dictator

script

wisdom

Plymouth

strict

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							



# Fluency Builder List

## LESSON 3A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

short u

thus smuggle summit suspense humble London

**DIRECTIONS FOR STUDENT VOCAB 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

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## Fluency Time Chart

Place an "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  
**TRY TO REACH THE RED LINE**

thus	London
smuggle	humble
summit	suspense
suspense	summit
humble	smuggle
London	thus
Lu	

Ceiling		L	R	L	R	L	R
		3.0	3.0	3.0	3.0	3.0	3.0
		3.1	3.1	3.1	3.1	3.1	3.1
		3.2	3.2	3.2	3.2	3.2	3.2
		3.3	3.3	3.3	3.3	3.3	3.3
		3.4	3.4	3.4	3.4	3.4	3.4
		3.5	3.5	3.5	3.5	3.5	3.5
		3.6	3.6	3.6	3.6	3.6	3.6
		3.7	3.7	3.7	3.7	3.7	3.7
		3.8	3.8	3.8	3.8	3.8	3.8
		3.9	3.9	3.9	3.9	3.9	3.9
		4.0	4.0	4.0	4.0	4.0	4.0
		4.1	4.1	4.1	4.1	4.1	4.1
		4.2	4.2	4.2	4.2	4.2	4.2
		4.3	4.3	4.3	4.3	4.3	4.3
		4.4	4.4	4.4	4.4	4.4	4.4
		4.5	4.5	4.5	4.5	4.5	4.5
		4.6	4.6	4.6	4.6	4.6	4.6
		4.7	4.7	4.7	4.7	4.7	4.7
		4.8	4.8	4.8	4.8	4.8	4.8
		4.9	4.9	4.9	4.9	4.9	4.9
		5	5	5	5	5	5
		6	6	6	6	6	6
		7	7	7	7	7	7
		10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 3B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

ai – long a

mainland strait traits braille baseball chaos

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

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## Fluency Time Chart

Place an "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  
**TRY TO REACH THE RED LINE**

mainland

chaos

strait

baseball

traits

braille

braille

traits

baseball

strait

chaos

mainland

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 3C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

ee – long e

fee meek steep freed Greece Greenland

**DIRECTIONS FOR STUDENT VOCAB 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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").

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## Fluency Time Chart

Place an "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  
 TRY TO REACH THE RED LINE

fee	Greenland
meek	Greece
steep	freed
freed	steep
Greece	meek
Greenland	fee

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							



# Fluency Builder List

## LESSON 4A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

ea – short e

peasants threaten dealt treacherous treasury threat

**DIRECTIONS FOR STUDENT VOCAB 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

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## Fluency Time Chart

Place an "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  
 TRY TO REACH THE RED LINE

peasants

threat

threaten

treasury

dealt

treacherous

treacherous

dealt

treasury

threaten

threat

peasants

Ceiling		L	R	L	R	L	R
3.0	3.0			3.0	3.0	3.0	3.0
3.1	3.1			3.1	3.1	3.1	3.1
3.2	3.2			3.2	3.2	3.2	3.2
3.3	3.3			3.3	3.3	3.3	3.3
3.4	3.4			3.4	3.4	3.4	3.4
3.5	3.5			3.5	3.5	3.5	3.5
3.6	3.6			3.6	3.6	3.6	3.6
3.7	3.7			3.7	3.7	3.7	3.7
3.8	3.8			3.8	3.8	3.8	3.8
3.9	3.9			3.9	3.9	3.9	3.9
4.0	4.0			4.0	4.0	4.0	4.0
4.1	4.1			4.1	4.1	4.1	4.1
4.2	4.2			4.2	4.2	4.2	4.2
4.3	4.3			4.3	4.3	4.3	4.3
4.4	4.4			4.4	4.4	4.4	4.4
4.5	4.5			4.5	4.5	4.5	4.5
4.6	4.6			4.6	4.6	4.6	4.6
4.7	4.7			4.7	4.7	4.7	4.7
4.8	4.8			4.8	4.8	4.8	4.8
4.9	4.9			4.9	4.9	4.9	4.9
5	5			5	5	5	5
6	6			6	6	6	6
7	7			7	7	7	7
10+	10+			10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 4B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

long vowels

host Crusades Christ volts violent diet

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

**NOTE:** It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

## Fluency Time Chart

Place an "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  
**TRY TO REACH THE RED LINE**

host

diet

Crusades

violet

Christ

volts

volts

Christ

violent

Crusades

diet

host

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 4C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

1 Consonant Rule  
A vowel is long if followed by one consonant

Egypt likely unique item dinosaur legal

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

## Fluency Time Chart

Place an "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  
TRY TO REACH THE RED LINE

Egypt	legal
likely	dinosaur
unique	item
item	unique
dinosaur	likely
legal	Egypt

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 4D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

2 Consonant Rule  
A vowel is short if followed by two consonants

### Christian entry illegal instrument possibly supplied

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

#### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

#### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

#### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

### Fluency Time Chart

Place an "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  
TRY TO REACH THE RED LINE

Christian	supplied
entry	possibly
illegal	instrument
instrument	illegally
possibly	entry
supplied	Christian

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 5A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

ar

arc artifact harmony charge charcoal warfare

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

## Fluency Time Chart

Place an "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  
 TRY TO REACH THE RED LINE

arc

charcoal

artifact

charge

harmony

harmony

charge

artifact

charcoal

arc

warfare

warfare

WOR

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 5B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

er – ir - ur

## herd permission perspective firmly furnace Puritan

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

**NOTE:** It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

## Fluency Time Chart

Place an "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  
**TRY TO REACH THE RED LINE**

<p>herd</p> <p>permission</p> <p>perspective</p> <p>firmly</p> <p>furnace</p> <p>Puritan</p>	<p>furnace</p> <p>firmly</p> <p>perspective</p> <p>permission</p> <p>herd</p> <p>Puritan</p>
--	--

Ceiling		L	R	L	R	L	R
3.0	3.0						
3.1	3.1						
3.2	3.2						
3.3	3.3						
3.4	3.4						
3.5	3.5						
3.6	3.6						
3.7	3.7						
3.8	3.8						
3.9	3.9						
4.0	4.0						
4.1	4.1						
4.2	4.2						
4.3	4.3						
4.4	4.4						
4.5	4.5						
4.6	4.6						
4.7	4.7						
4.8	4.8						
4.9	4.9						
5	5						
6	6						
7	7						
10+	10+						
Initials							

# Fluency Builder List

## LESSON 5C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

or

port ore boring coral tortoise metamorphosis

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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").

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## Fluency Time Chart

Place an "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  
 TRY TO REACH THE RED LINE

port	tortoise
ore	coral
boring	boring
coral	ore
tortoise	port
metamorphosis	metamorphosis

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 5D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

ar - or - ending

lunar censor warrior juror inventor Ecuador

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

## Fluency Time Chart

Place an "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  
 TRY TO REACH THE RED LINE

lunar	inventor
censor	juror
inventor	warrior
juror	censor
warrior	lunar
wor	Ecuador
Ecuador	

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

C-Rule

“c” makes the “s” sound when followed by “e” or “i”

## LESSON 6A

Also called the “Student Reading Wall” - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

icy certainly civilian acid celebration traced

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a “WD” next to the last word. This is called the “Word of the Day.” It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the “Word of the Day,” you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 “L” and “R” sections below can be used for recording 3 different students. Any time faster than the 3.0 “ceiling” can be written in the box above the red line.

## Fluency Time Chart

Place an “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  
TRY TO REACH THE RED LINE

icy

traced

certainly

celebration

civilian

acid

acid

civilian

celebration

certainly

traced

icy

Ceiling		L	R	L	R	L	R
3.0	3.0			3.0	3.0	3.0	3.0
3.1	3.1			3.1	3.1	3.1	3.1
3.2	3.2			3.2	3.2	3.2	3.2
3.3	3.3			3.3	3.3	3.3	3.3
3.4	3.4			3.4	3.4	3.4	3.4
3.5	3.5			3.5	3.5	3.5	3.5
3.6	3.6			3.6	3.6	3.6	3.6
3.7	3.7			3.7	3.7	3.7	3.7
3.8	3.8			3.8	3.8	3.8	3.8
3.9	3.9			3.9	3.9	3.9	3.9
4.0	4.0			4.0	4.0	4.0	4.0
4.1	4.1			4.1	4.1	4.1	4.1
4.2	4.2			4.2	4.2	4.2	4.2
4.3	4.3			4.3	4.3	4.3	4.3
4.4	4.4			4.4	4.4	4.4	4.4
4.5	4.5			4.5	4.5	4.5	4.5
4.6	4.6			4.6	4.6	4.6	4.6
4.7	4.7			4.7	4.7	4.7	4.7
4.8	4.8			4.8	4.8	4.8	4.8
4.9	4.9			4.9	4.9	4.9	4.9
5	5			5	5	5	5
6	6			6	6	6	6
7	7			7	7	7	7
10+	10+			10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 6B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

G-Rule  
"g" makes the "j" sound  
when followed by "e" or "i"

genius geographic image originally imagination agitated

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

## Fluency Time Chart

Place an "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  
TRY TO REACH THE RED LINE

genius

agitated

geographic

imagination

image

originally

originally

image

u

imagination

geographic

agitated

genius

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 6C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

tion ending  
short vowel mix

transportation distribution inflation preparation illustration congregation

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

## Fluency Time Chart

Place an "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  
TRY TO REACH THE RED LINE

transportation congregation

distribution illustration

inflation preparation

preparation inflation

illustration distribution

congregation transportation

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 6D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

ph – f sound

pamphlet photography Pharaoh amphibian phase prophet

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

## Fluency Time Chart

Place an "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  
 TRY TO REACH THE RED LINE

pamphlet

prophet

photography

phase

pharaoh

amphibian

amphibian

pharaoh

phase

photography

prophet

pamphlet

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

1 Consonant Rule  
A vowel is sometimes long when followed by one consonant

## LESSON 7A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

timeline widespread results lifetime rebuild childhood

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

## Fluency Time Chart

Place an "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  
TRY TO REACH THE RED LINE

timeline

childhood

widespread

rebuild

results

lifetime

lifetime

results

rebuild

widespread

childhood

timeline

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

1 Consonant Rule  
A vowel is sometimes long when followed by one consonant

## LESSON 7B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

humanity frequently bravery alien refuse medical

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

## Fluency Time Chart

Place an "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  
TRY TO REACH THE RED LINE

humanity

refused

frequently

alien

bravery

bravery

alien

frequently

refuse

humanity

medical

medical

Ceiling			L	R		L	R		L	R
3.0	3.0		3.0	3.0		3.0	3.0		3.0	3.0
3.1	3.1		3.1	3.1		3.1	3.1		3.1	3.1
3.2	3.2		3.2	3.2		3.2	3.2		3.2	3.2
3.3	3.3		3.3	3.3		3.3	3.3		3.3	3.3
3.4	3.4		3.4	3.4		3.4	3.4		3.4	3.4
3.5	3.5		3.5	3.5		3.5	3.5		3.5	3.5
3.6	3.6		3.6	3.6		3.6	3.6		3.6	3.6
3.7	3.7		3.7	3.7		3.7	3.7		3.7	3.7
3.8	3.8		3.8	3.8		3.8	3.8		3.8	3.8
3.9	3.9		3.9	3.9		3.9	3.9		3.9	3.9
4.0	4.0		4.0	4.0		4.0	4.0		4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9		4.9	4.9		4.9	4.9		4.9	4.9
5	5		5	5		5	5		5	5
6	6		6	6		6	6		6	6
7	7		7	7		7	7		7	7
10+	10+		10+	10+		10+	10+		10+	10+
Initials										

# Fluency Builder List

## LESSON 7C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Exceptions to  
1 Consonant Rule  
short vowels

statue Spanish plateau critics criticize olive

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

## Fluency Time Chart

Place an "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  
TRY TO REACH THE RED LINE

statue

olive

Spanish

criticize

plateau

critics

critics

plateau

criticize

Spanish

olive

statue

Ceiling		L	R	L	R	L	R
		3.0	3.0	3.0	3.0	3.0	3.0
		3.1	3.1	3.1	3.1	3.1	3.1
		3.2	3.2	3.2	3.2	3.2	3.2
		3.3	3.3	3.3	3.3	3.3	3.3
		3.4	3.4	3.4	3.4	3.4	3.4
		3.5	3.5	3.5	3.5	3.5	3.5
		3.6	3.6	3.6	3.6	3.6	3.6
		3.7	3.7	3.7	3.7	3.7	3.7
		3.8	3.8	3.8	3.8	3.8	3.8
		3.9	3.9	3.9	3.9	3.9	3.9
		4.0	4.0	4.0	4.0	4.0	4.0
		4.1	4.1	4.1	4.1	4.1	4.1
		4.2	4.2	4.2	4.2	4.2	4.2
		4.3	4.3	4.3	4.3	4.3	4.3
		4.4	4.4	4.4	4.4	4.4	4.4
		4.5	4.5	4.5	4.5	4.5	4.5
		4.6	4.6	4.6	4.6	4.6	4.6
		4.7	4.7	4.7	4.7	4.7	4.7
		4.8	4.8	4.8	4.8	4.8	4.8
		4.9	4.9	4.9	4.9	4.9	4.9
		5	5	5	5	5	5
		6	6	6	6	6	6
		7	7	7	7	7	7
		10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 7D

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Exceptions to  
1 Consonant Rule  
short vowels

residents comedy limit colonist tributary fabulous

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

## Fluency Time Chart

Place an "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  
TRY TO REACH THE RED LINE

residents	fabulous
comedy	tributary
limit	colonist
colonist	limit
tributary	comedy
fabulous	residents

Ceiling		L	R	L	R	L	R
		3.0	3.0	3.0	3.0	3.0	3.0
		3.1	3.1	3.1	3.1	3.1	3.1
		3.2	3.2	3.2	3.2	3.2	3.2
		3.3	3.3	3.3	3.3	3.3	3.3
		3.4	3.4	3.4	3.4	3.4	3.4
		3.5	3.5	3.5	3.5	3.5	3.5
		3.6	3.6	3.6	3.6	3.6	3.6
		3.7	3.7	3.7	3.7	3.7	3.7
		3.8	3.8	3.8	3.8	3.8	3.8
		3.9	3.9	3.9	3.9	3.9	3.9
		4.0	4.0	4.0	4.0	4.0	4.0
		4.1	4.1	4.1	4.1	4.1	4.1
		4.2	4.2	4.2	4.2	4.2	4.2
		4.3	4.3	4.3	4.3	4.3	4.3
		4.4	4.4	4.4	4.4	4.4	4.4
		4.5	4.5	4.5	4.5	4.5	4.5
		4.6	4.6	4.6	4.6	4.6	4.6
		4.7	4.7	4.7	4.7	4.7	4.7
		4.8	4.8	4.8	4.8	4.8	4.8
		4.9	4.9	4.9	4.9	4.9	4.9
		5	5	5	5	5	5
		6	6	6	6	6	6
		7	7	7	7	7	7
		10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 8A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

2 Consonant Rule  
A vowel is short if followed by two consonants

background actual soccer battlefield distant Mexican

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

## Fluency Time Chart

Place an "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  
TRY TO REACH THE RED LINE

background	distant
actual	battlefield
soccer	soccer
battlefield	actual
distant	background
Mexican	Mexican

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 8B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

2 Consonant Rule  
A vowel is short if followed by two consonants

within challenge temple clockwise blockade expand

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

NOTE: It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

## Fluency Time Chart

Place an "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  
TRY TO REACH THE RED LINE

within

expand

challenge

blockade

tempe

clockwise

clockwise

tempe

blockade

challenge

expand

within

i

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 8C

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Exceptions to  
2 Consonant Rule

replied Tigris declared nuclear sacred respond

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

### STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the vowel sound in each word in the left column. For the majority of lists, the vowel sound is color-coded. Short vowels are red – long vowels blue and other sounds are green. If you need to review the sounds, see audio file #15A at the members page at ReadingKey.com

### STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters up to 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

**NOTE:** It is this short term repetition of the list words that results in the dramatic increase in memory retention. Before beginning a new set of list words on the following day, always review 5-10 of the previous word lists by having the student read the horizontal words at the top of the lists. If hesitations occur - then re-practice the timed section. The 3 "L" and "R" sections below can be used for recording 3 different students. Any time faster than the 3.0 "ceiling" can be written in the box above the red line.

## Fluency Time Chart

Place an "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  
**TRY TO REACH THE RED LINE**

replied	respond
Tigris (River)	sacred
declared	nuclear
nuclear	declared
sacred	Tigris (River)
respond	replied

		L	R			L	R			L	R
Ceiling											
		3.0	3.0			3.0	3.0			3.0	3.0
		3.1	3.1			3.1	3.1			3.1	3.1
		3.2	3.2			3.2	3.2			3.2	3.2
		3.3	3.3			3.3	3.3			3.3	3.3
		3.4	3.4			3.4	3.4			3.4	3.4
		3.5	3.5			3.5	3.5			3.5	3.5
		3.6	3.6			3.6	3.6			3.6	3.6
		3.7	3.7			3.7	3.7			3.7	3.7
		3.8	3.8			3.8	3.8			3.8	3.8
		3.9	3.9			3.9	3.9			3.9	3.9
		4.0	4.0			4.0	4.0			4.0	4.0
		4.1	4.1			4.1	4.1			4.1	4.1
		4.2	4.2			4.2	4.2			4.2	4.2
		4.3	4.3			4.3	4.3			4.3	4.3
		4.4	4.4			4.4	4.4			4.4	4.4
		4.5	4.5			4.5	4.5			4.5	4.5
		4.6	4.6			4.6	4.6			4.6	4.6
		4.7	4.7			4.7	4.7			4.7	4.7
		4.8	4.8			4.8	4.8			4.8	4.8
		4.9	4.9			4.9	4.9			4.9	4.9
		5	5			5	5			5	5
		6	6			6	6			6	6
		7	7			7	7			7	7
		10+	10+			10+	10+			10+	10+
Initials											



# Fluency Builder List

Final-e Rule  
Vowel before the Final-e  
is long

## LESSON 9A

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

clue site wildlife throne lone exile

**DIRECTIONS FOR STUDENT VOCAB 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

### STEP 4 – FLUENCY PRACTICE – TIMED READING

Get out the stopwatch or watch timer 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 right "R" column words. Skip Steps 1 and 2 for the right column and begin by having your student read the list words once slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the vowel sound color helper strategy. When a mastery time of 3-4 seconds is reached for the right column words (aim for 3), you can congratulate your student and move to the next list of new words.

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## Fluency Time Chart

Place an "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  
TRY TO REACH THE RED LINE

clue

exile

site

lone

wildlife

throne

throne

wildlife

lone

site

exile

clue

Ceiling							
L	R	L	R	L	R	L	R
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4
3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6
3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7
3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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
4.3	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
4.5	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
4.7	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
4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
10+	10+	10+	10+	10+	10+	10+	10+
Initials							

# Fluency Builder List

## LESSON 9B

Also called the "Student Reading Wall" - A 4 Step memorization process for achieving dramatic advancement in student reading ability.

Consonant-y (ly ry)  
"y" has long "e" sound

Italy fairly severely relatively theory rely

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### 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 a "WD" next to the last word. This is called the "Word of the Day." It is included because it is a common word that is important to learn but typically takes longer to memorize due to phonics irregularities. If your student is unable to master the "Word of the Day," you can skip the word and practice it at a later time.

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## Fluency Time Chart

Place an "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  
TRY TO REACH THE RED LINE

Ceiling		L	R	L	R	L	R
3.0	3.0			3.0	3.0	3.0	3.0
3.1	3.1			3.1	3.1	3.1	3.1
3.2	3.2			3.2	3.2	3.2	3.2
3.3	3.3			3.3	3.3	3.3	3.3
3.4	3.4			3.4	3.4	3.4	3.4
3.5	3.5			3.5	3.5	3.5	3.5
3.6	3.6			3.6	3.6	3.6	3.6
3.7	3.7			3.7	3.7	3.7	3.7
3.8	3.8			3.8	3.8	3.8	3.8
3.9	3.9			3.9	3.9	3.9	3.9
4.0	4.0			4.0	4.0	4.0	4.0
4.1	4.1			4.1	4.1	4.1	4.1
4.2	4.2			4.2	4.2	4.2	4.2
4.3	4.3			4.3	4.3	4.3	4.3
4.4	4.4			4.4	4.4	4.4	4.4
4.5	4.5			4.5	4.5	4.5	4.5
4.6	4.6			4.6	4.6	4.6	4.6
4.7	4.7			4.7	4.7	4.7	4.7
4.8	4.8			4.8	4.8	4.8	4.8
4.9	4.9			4.9	4.9	4.9	4.9
5	5			5	5	5	5
6	6			6	6	6	6
7	7			7	7	7	7
10+	10+			10+	10+	10+	10+
Initials		L	R	L	R	L	R

Italy

theory

fairly

relatively

severely

severely

su

fairly

relatively

Italy

theory

rely

rely



