

# Week 1A

1 Consonant Rule  
2 Consonant Rule

## REVIEW GRADE 4 VOCABULARY

For the first week of Grade 5 we have included a review of Grade 4 vocabulary. These words represent a cross section of our Grade 4 list and can be used as a general test to determine readiness for Grade 5 words. For example, if a student is having difficulty with 20% of the 50 words used in this first week review, we can then assume the student will have difficulty with approximately 20% of the nearly 800 words in the Grade 4 vocabulary.

For teachers wishing to achieve maximum efficiency with their students, it is recommended that all Grade 5 students are individually tested using the Grade 4 list. This will identify the specific priority words that students still need to memorize. Any student who is tested on the 50 words in this first week review and answers 20% or more incorrectly should be considered high priority for further extensive individual testing using the Grade 4 list.

### Review - Assessment

medium	distance
beyond	effort
remain	explanation
previous	accurate
identical	opportunity

### Fill-in Column to Fastest Student Time Below

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Place student initials in box below each column

# Week 1B

## Final-e Rule ai – ee – ea – ie

### REVIEW GRADE 4 VOCABULARY

For the first week of Grade 5 we have included a review of Grade 4 vocabulary. These words represent a cross section of our Grade 4 list and can be used as a general test to determine readiness for Grade 5 words. For example, if a student is having difficulty with 20% of the 50 words used in this first week review, we can then assume the student will have difficulty with approximately 20% of the nearly 800 words in the Grade 4 vocabulary.

For teachers wishing to achieve maximum efficiency with their students, it is recommended that all Grade 5 students are individually tested using the Grade 4 list. This will identify the specific priority words that students still need to memorize. Any student who is tested on the 50 words in this first week review and answers 20% or more incorrectly should be considered high priority for further extensive individual testing using the Grade 4 list.

#### Review Assessment

gale

brain

value

proceed

rage

increase

volume

brief

compete

coast

#### Fill-in Column to Fastest Student Time Below

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Place student initials in box below each column

# Week 1C

## Soft C – Soft G R-Controlled Vowels

### REVIEW GRADE 4 VOCABULARY

For the first week of Grade 5 we have included a review of Grade 4 vocabulary. These words represent a cross section of our Grade 4 list and can be used as a general test to determine readiness for Grade 5 words. For example, if a student is having difficulty with 20% of the 50 words used in this first week review, we can then assume the student will have difficulty with approximately 20% of the nearly 800 words in the Grade 4 vocabulary.

For teachers wishing to achieve maximum efficiency with their students, it is recommended that all Grade 5 students are individually tested using the Grade 4 list. This will identify the specific priority words that students still need to memorize. Any student who is tested on the 50 words in this first week review and answers 20% or more incorrectly should be considered high priority for further extensive individual testing using the Grade 4 list.

#### Review - Assessment

recently	particle
citizen	observe
generous	firm
suggest	hurricane
gigantic	horizon

#### Fill-in Column to Fastest Student Time Below

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Place student initials in box below each column

# Week 1D

1 Consonant Rule  
2 Consonant Rule

## REVIEW GRADE 4 VOCABULARY

For the first week of Grade 5 we have included a review of Grade 4 vocabulary. These words represent a cross section of our Grade 4 list and can be used as a general test to determine readiness for Grade 5 words. For example, if a student is having difficulty with 20% of the 50 words used in this first week review, we can then assume the student will have difficulty with approximately 20% of the nearly 800 words in the Grade 4 vocabulary.

For teachers wishing to achieve maximum efficiency with their students, it is recommended that all Grade 5 students are individually tested using the Grade 4 list. This will identify the specific priority words that students still need to memorize. Any student who is tested on the 50 words in this first week review and answers 20% or more incorrectly should be considered high priority for further extensive individual testing using the Grade 4 list.

### Review - Assessment

### Fill-in Column to Fastest Student Time Below

emotion	nature
solution	future
duration	creature
combination	pasture
stationary	adventure

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Place student initials in box below each column

# Week 1E

ou oo oi  
au aw ow

## REVIEW GRADE 4 VOCABULARY

For the first week of Grade 5 we have included a review of Grade 4 vocabulary. These words represent a cross section of our Grade 4 list and can be used as a general test to determine readiness for Grade 5 words. For example, if a student is having difficulty with 20% of the 50 words used in this first week review, we can then assume the student will have difficulty with approximately 20% of the nearly 800 words in the Grade 4 vocabulary.

For teachers wishing to achieve maximum efficiency with their students, it is recommended that all Grade 5 students are individually tested using the Grade 4 list. This will identify the specific priority words that students still need to memorize. Any student who is tested on the 50 words in this first week review and answers 20% or more incorrectly should be considered high priority for further extensive individual testing using the Grade 4 list.

### Review Assessment

outstanding author  
proof auditorium  
understood awkward  
moisture meadow  
annoy coward

### Fill-in Column to Fastest Student Time Below

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Place student initials in box below each column

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TO ENABLE BETTER ORGANIZED  
VIEWING IN MICROSOFT WORD ON COMPUTER

# Week 2A

# 1 Consonant Rule

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.

**2. STOP AT THE VOWEL SOUND**

Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – *bo-re-sta* - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors –proceed to Step 3.

**3. ECHO**

The “Echo” step is identical to Step 2, except, this time the student also attempts to read the entire word after doing the Stop at the Vowel Sound technique. For example if the word was bonus, the student would say – “bo” – “bonus.” Before beginning the echo step with a student, tell them that they should do the same as before in Step 2, but simply try to “add-on” the sounds of the remaining letters to figure out the word. Before having the student do this on their own, the teacher should first teach this step by slowly sounding out the remaining letter sounds for the student. When the student can do this successfully and smoothly – proceed to step 4.

**4. TIMED READING**

Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

## Vocabulary Words

union

bonus

social

regions

statement

## Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 2B

## 1 Consonant Rule

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.

**2. STOP AT THE VOWEL SOUND**

Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – **bo** – **re** – **sta** - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors – proceed to Step 3.

**3. ECHO**

The “Echo” step is identical to Step 2, except, this time the student also attempts to read the entire word after doing the Stop at the Vowel Sound technique. For example if the word was bonus, the student would say – “bo” – “bonus.” Before beginning the echo step with a student, tell them that they should do the same as before in Step 2, but simply try to “add-on” the sounds of the remaining letters to figure out the word. Before having the student do this on their own, the teacher should first teach this step by slowly sounding out the remaining letter sounds for the student. When the student can do this successfully and smoothly – proceed to step 4.

**4. TIMED READING**

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### Vocabulary Words

e  
vent

f  
umes

b  
ravery

r  
evolt

g  
overn

### Fill-in Up to Fastest Student Time Below

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Place student initials in boxes directly above



# Week 2C

## 2 Consonant Rule

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.

**2. STOP AT THE VOWEL SOUND**

Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – **bo** – **re** – **sta** - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors – proceed to Step 3.

**3. ECHO**

The “Echo” step is identical to Step 2, except, this time the student also attempts to read the entire word after doing the Stop at the Vowel Sound technique. For example if the word was bonus, the student would say – “bo” – “bonus.” Before beginning the echo step with a student, tell them that they should do the same as before in Step 2, but simply try to “add-on” the sounds of the remaining letters to figure out the word. Before having the student do this on their own, the teacher should first teach this step by slowly sounding out the remaining letter sounds for the student. When the student can do this successfully and smoothly – proceed to step 4.

**4. TIMED READING**

Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

### Vocabulary Words

**i**inner

**i**nsist

**i**ntact

**i**ntant

**i**nfluence

### Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 2D

## 2 Consonant Rule

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.

**2. STOP AT THE VOWEL SOUND**

Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – **bo** – **re** – **sta** - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors – proceed to Step 3.

**3. ECHO**

The “Echo” step is identical to Step 2, except, this time the student also attempts to read the entire word after doing the Stop at the Vowel Sound technique. For example if the word was bonus, the student would say – “bo” – “bonus.” Before beginning the echo step with a student, tell them that they should do the same as before in Step 2, but simply try to “add-on” the sounds of the remaining letters to figure out the word. Before having the student do this on their own, the teacher should first teach this step by slowly sounding out the remaining letter sounds for the student. When the student can do this successfully and smoothly – proceed to step 4.

**4. TIMED READING**

Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

### Vocabulary Words

conflict

impeach

summarize

Appalachian

immigration

### Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 3A

ai

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

1. **TEACH THE COLOR**  
Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.
2. **STOP AT THE VOWEL SOUND**  
Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – **bo** –**re** – **sta** - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors –proceed to Step 3.
3. **ECHO**  
The “Echo” step is identical to Step 2, except, this time the student also attempts to read the entire word after doing the Stop at the Vowel Sound technique. For example if the word was bonus, the student would say – “bo” – “bonus.” Before beginning the echo step with a student, tell them that they should do the same as before in Step 2, but simply try to “add-on” the sounds of the remaining letters to figure out the word. Before having the student do this on their own, the teacher should first teach this step by slowly sounding out the remaining letter sounds for the student. When the student can do this successfully and smoothly – proceed to step 4.
4. **TIMED READING**  
Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

## Vocabulary Words

aid

aide

gait

failure

plains

## Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 3B

ea

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.

**2. STOP AT THE VOWEL SOUND**

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**3. ECHO**

The “Echo” step is identical to Step 2, except, this time the student also attempts to read the entire word after doing the Stop at the Vowel Sound technique. For example if the word was bonus, the student would say – “bo” – “bonus.” Before beginning the echo step with a student, tell them that they should do the same as before in Step 2, but simply try to “add-on” the sounds of the remaining letters to figure out the word. Before having the student do this on their own, the teacher should first teach this step by slowly sounding out the remaining letter sounds for the student. When the student can do this successfully and smoothly – proceed to step 4.

**4. TIMED READING**

Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

Vocabulary Words

cease

reveal

defeat

impeach

Seattle

Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 3C

## le – long e

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.

**2. STOP AT THE VOWEL SOUND**

Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – **bo** – **re** – **sta** - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors – proceed to Step 3.

**3. ECHO**

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**4. TIMED READING**

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### Vocabulary Words

sh**ie**ld

sh**rie**k

rel**ie**ve

fr**on**tier

bel**ie**fs

### Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 3D

oa

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

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**2. STOP AT THE VOWEL SOUND**

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## Vocabulary Words

goal

coal

boast

cocoa

approach

## Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 4A

# Final-e Rule

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**3. ECHO**

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**4. TIMED READING**

Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

## Vocabulary Words

fade

dose

slave

prime

independence

## Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 4B

# Final-e Rule

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

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2. **STOP AT THE VOWEL SOUND**  
Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – **bo** –**re** – **sta** - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors –proceed to Step 3.
3. **ECHO**  
The “Echo” step is identical to Step 2, except, this time the student also attempts to read the entire word after doing the Stop at the Vowel Sound technique. For example if the word was bonus, the student would say – “bo” – “bonus.” Before beginning the echo step with a student, tell them that they should do the same as before in Step 2, but simply try to “add-on” the sounds of the remaining letters to figure out the word. Before having the student do this on their own, the teacher should first teach this step by slowly sounding out the remaining letter sounds for the student. When the student can do this successfully and smoothly – proceed to step 4.
4. **TIMED READING**  
Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

## Vocabulary Words

issue  
empire  
inhale  
expose  
glare

## Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column



# Week 4C

ty xy ly ry

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.

**2. STOP AT THE VOWEL SOUND**

Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – **bo** – **re** – **sta** - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors – proceed to Step 3.

**3. ECHO**

The “Echo” step is identical to Step 2, except, this time the student also attempts to read the entire word after doing the Stop at the Vowel Sound technique. For example if the word was bonus, the student would say – “bo” – “bonus.” Before beginning the echo step with a student, tell them that they should do the same as before in Step 2, but simply try to “add-on” the sounds of the remaining letters to figure out the word. Before having the student do this on their own, the teacher should first teach this step by slowly sounding out the remaining letter sounds for the student. When the student can do this successfully and smoothly – proceed to step 4.

**4. TIMED READING**

Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

## Vocabulary Words

misty

waxy

briskly

anxiety

revolutionary

## Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 4D

ty by cy ry

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

1. **TEACH THE COLOR**  
Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.
2. **STOP AT THE VOWEL SOUND**  
Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – **bo** –**re** – **sta** - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors –proceed to Step 3.
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## Vocabulary Words

hasty  
lobby  
policy  
silvery  
ivory

## Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 5A

ou

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

1. **TEACH THE COLOR**  
Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.
2. **STOP AT THE VOWEL SOUND**  
Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – *bo-re-sta* - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors –proceed to Step 3.
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Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

## Vocabulary Words

trout

pouch

announce

encounter

source

## Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 5B

ow (2 sounds)

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

1. **TEACH THE COLOR**  
Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.
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Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

## Vocabulary Words

ownership

burrow

drowsy

towering

Mayflower

## Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 5C

oo (2 sounds)

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.

**2. STOP AT THE VOWEL SOUND**

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**4. TIMED READING**

Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

Vocabulary Words

booming

nook

textbook

misunderstood

cooperate

Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 5D

oi oy

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

1. **TEACH THE COLOR**  
Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.
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## Vocabulary Words

hoist

avoid

loyal

destroy

boycott

## Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 6A

## le ending

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

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### Vocabulary Words

role

rubble

jumble

noble

dismantle

### Fill-in Up to Fastest Student Time Below

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Place Student Initials in boxes directly above

# Week 6B

## le ending

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

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### Vocabulary Words

rumble

shuffle

miracle

illegible

navigable

### Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column



# Week 6C

## al ending

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

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**4. TIMED READING**

Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

### Vocabulary Words

local

royal

approval

continental

Montreal

### Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 6D

## al ending

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

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### Vocabulary Words

mural

survival

federal

dual

cultural

### Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 7A

ar

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

1. **TEACH THE COLOR**  
Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.
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Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – *bo-re-sta* - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors –proceed to Step 3.
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Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

## Vocabulary Words

arch

barter

harsh

charter

parallel

## Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 7B

ar

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

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**2. STOP AT THE VOWEL SOUND**

Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – **bo** –**re** – **sta** - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors –proceed to Step 3.

**3. ECHO**

The “Echo” step is identical to Step 2, except, this time the student also attempts to read the entire word after doing the Stop at the Vowel Sound technique. For example if the word was bonus, the student would say – “bo” – “bonus.” Before beginning the echo step with a student, tell them that they should do the same as before in Step 2, but simply try to “add-on” the sounds of the remaining letters to figure out the word. Before having the student do this on their own, the teacher should first teach this step by slowly sounding out the remaining letter sounds for the student. When the student can do this successfully and smoothly – proceed to step 4.

**4. TIMED READING**

Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

Vocabulary Words

ark

startle

remark

architect

artifacts

Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 7C

er – ir - ur

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.

**2. STOP AT THE VOWEL SOUND**

Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – **bo** –**re** – **sta** - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors –proceed to Step 3.

**3. ECHO**

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**4. TIMED READING**

Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

Vocabulary Words

terms

perk

merchant

urge

circumstance

Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 7D

or

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

1. **TEACH THE COLOR**  
Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.
2. **STOP AT THE VOWEL SOUND**  
Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – **bo** –**re** – **sta** - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors –proceed to Step 3.
3. **ECHO**  
The “Echo” step is identical to Step 2, except, this time the student also attempts to read the entire word after doing the Stop at the Vowel Sound technique. For example if the word was bonus, the student would say – “bo” – “bonus.” Before beginning the echo step with a student, tell them that they should do the same as before in Step 2, but simply try to “add-on” the sounds of the remaining letters to figure out the word. Before having the student do this on their own, the teacher should first teach this step by slowly sounding out the remaining letter sounds for the student. When the student can do this successfully and smoothly – proceed to step 4.
4. **TIMED READING**  
Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

## Vocabulary Words

nor  
forced  
ordinary  
historian  
performance

## Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 8A

## Prefix - un

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.

**2. STOP AT THE VOWEL SOUND**

Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – *bo-re-sta* - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors –proceed to Step 3.

**3. ECHO**

The “Echo” step is identical to Step 2, except, this time the student also attempts to read the entire word after doing the Stop at the Vowel Sound technique. For example if the word was bonus, the student would say – “bo” – “bonus.” Before beginning the echo step with a student, tell them that they should do the same as before in Step 2, but simply try to “add-on” the sounds of the remaining letters to figure out the word. Before having the student do this on their own, the teacher should first teach this step by slowly sounding out the remaining letter sounds for the student. When the student can do this successfully and smoothly – proceed to step 4.

**4. TIMED READING**

Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

### Vocabulary Words

unrest

uneasy

unexpected

unsuccessful

unfamiliar

### Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 8B

## Prefix - dis

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.

**2. STOP AT THE VOWEL SOUND**

Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – **bo** – **re** – **sta** - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors – proceed to Step 3.

**3. ECHO**

The “Echo” step is identical to Step 2, except, this time the student also attempts to read the entire word after doing the Stop at the Vowel Sound technique. For example if the word was bonus, the student would say – “bo” – “bonus.” Before beginning the echo step with a student, tell them that they should do the same as before in Step 2, but simply try to “add-on” the sounds of the remaining letters to figure out the word. Before having the student do this on their own, the teacher should first teach this step by slowly sounding out the remaining letter sounds for the student. When the student can do this successfully and smoothly – proceed to step 4.

**4. TIMED READING**

Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

### Vocabulary Words

dissatisfied  
disadvantage  
disability  
disregard  
discrimination

### Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column



# Week 8C

## 1 Consonant Rule

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.

**2. STOP AT THE VOWEL SOUND**

Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – **bo** –**re** – **sta** - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors –proceed to Step 3.

**3. ECHO**

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**4. TIMED READING**

Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

### Vocabulary Words

defend

demand

depend

democracy

poverty

### Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 8D

## 1 Consonant Rule

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.

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**4. TIMED READING**

Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

### Vocabulary Words

crisis

trader

focus

primary

religious

### Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 9A

## 2 Consonant Rule

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.

**2. STOP AT THE VOWEL SOUND**

Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – *bo-re-sta* - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors –proceed to Step 3.

**3. ECHO**

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**4. TIMED READING**

Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

### Vocabulary Words

h**is**toric

p**il**grim

s**uff**rage

a**dv**antage

m**as**sacre

### Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 9B

## 2 Consonant Exceptions

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

1. **TEACH THE COLOR**  
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2. **STOP AT THE VOWEL SOUND**  
Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – **bo** – **re** – **sta** - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors – proceed to Step 3.
3. **ECHO**  
The “Echo” step is identical to Step 2, except, this time the student also attempts to read the entire word after doing the Stop at the Vowel Sound technique. For example if the word was bonus, the student would say – “bo” – “bonus.” Before beginning the echo step with a student, tell them that they should do the same as before in Step 2, but simply try to “add-on” the sounds of the remaining letters to figure out the word. Before having the student do this on their own, the teacher should first teach this step by slowly sounding out the remaining letter sounds for the student. When the student can do this successfully and smoothly – proceed to step 4.
4. **TIMED READING**  
Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

### Vocabulary Words

effect  
affect  
official  
assembly  
responsibilities

### Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 9C

## Final-e Rule

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

**1. TEACH THE COLOR**

Each word below shows one or more colored letters. Short vowels are red, long vowels are blue, other vowel sounds and useful letter patterns are green. Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the sound of the colored letters as you point to them. When this can be done without errors – proceed to step 2.

**2. STOP AT THE VOWEL SOUND**

Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – **bo** – **re** – **sta** - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors – proceed to Step 3.

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**4. TIMED READING**

Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

### Vocabulary Words

sane

pure

hesitate

persuade

prejudice

### Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column

# Week 9D

# Final-a Rule

**DIRECTIONS FOR STUDENT READING WALL** – To watch a video of this process – [CLICK HERE](#)

1. **TEACH THE COLOR**  
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Also called “**Stop at the Color**” (but only if the colored letters are the first vowel sound). A student says the sounds made by the letters only up to the first vowel sound (typically the beginning consonant(s) and vowel sound blended together – **bo** –**re** – **sta** - etc.). This teaches proper blending skills and gives students a powerful technique that can be used when decoding all new words. When this is done without errors –proceed to Step 3.
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4. **TIMED READING**  
Get out the stopwatch... To greatly increase motivation - time the student on how long it takes to say all words in the list. When the student can say all words correctly – fill the vertical bar graph below up to their fastest time. Although a time of 6-7 seconds is good, many students like to attempt to reach the 4 second mark, which gives additional practice for enhanced long term (permanent) memorization. When a student reaches their mastery time – have them say the words in reverse order before proceeding to the next list and discuss word meaning.

## Vocabulary Words

nausea

replica

amnesia

era

utopia

## Fill-in Up to Fastest Student Time Below

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Place student initials in box below each column