

Letter/Sound and Word Lists for Fluency Practice for ABeCeDarian Level A

These practice sheets are designed to be used *after* students have completed the A2 or Short A workbook and while they are working through the B1 workbook. The practice sheets contain the 40 words presented in Level A that are among the one hundred most common words in English. Automatic recognition of these words is, therefore, essential for fluent reading.

Each sheet has eight words that are repeated in different order on each line. Initial work should focus on accuracy. During the early stages of practice, the teacher should correct student errors immediately by echoing what the student said and describing the kind of error the student made (e.g., said the wrong sound for a spelling, left a sound out, added a sound). It is usually a good idea to have a student tap-and-say any word they misread before proceeding with their reading. For persistent misreadings, such as always reading *got* as *get*, or *his* as *has*, the teacher should display both words at the same time and have the student distinguish between them. The teacher can further enhance the student's attention to the details of each word by reading a line out loud herself and misreading some of the words the student has trouble with. The student's task would be to correct the teacher's mistakes. For students who still guess or who have trouble with impulse control and call out many possibilities when reading a word, the teacher should challenge the student to read a line or a part of a line without any mistakes and keep track of how many of these smaller parts of the whole page the student can read without error. This information can be tracked from lesson to lesson so that the student can be given a very specific goal to achieve. This tracking will also help the student monitor his own progress very precisely as well and will provide a great deal of motivation.

For the most part, each accuracy practice session should consist of having the student read the page one time, with the error correction noted above. Once students can read the page with 2 or fewer errors, their daily practice should then consist of a one-minute timed reading. (NOTE: Self-corrected errors should be counted as a correctly read word.) The teacher should record the student's performance for each timed reading and share this information with the student, setting intermediate goals as appropriate. A template for a Speed Drill Record Sheet for recording this information is included at the end of this file.

Students should work on just a single 100-Words Fluency Practice sheet at a time until they can read the words at a rate of 60 words correct in a minute. If a student's performance is considerably below the target and remains flat for a week, the teacher should change the practice routine in one of two ways. She can either reduce the timing interval to 15 or 20 seconds, or reduce the number of words on the sheet. (This can be done by copying the page and crossing out words with a dark marker.) Once the student reaches the target fluency rate with these changes, they should be faded. In other words, either the timing interval or the number of words should be increased, as appropriate.

100 Words Fluency Practice-- Level A -- List 1

Practice reading the words until you can read the whole page with 2 or fewer mistakes. Then read the words as well as you can for 1 minute. Your teacher will talk with you about what your goal should be.

did	off	can	the	as	went	has	am
has	can	did	am	went	off	the	as
can	am	the	off	did	as	went	has
am	has	off	went	can	did	as	the
can	as	went	did	the	am	has	off
the	as	went	off	am	the	can	did
went	the	am	as	did	has	off	can
am	has	went	the	as	can	did	off
has	the	as	went	am	did	off	can
off	can	am	has	did	as	went	the

100 Words Fluency Practice -- Level A -- List 2

Practice reading the words until you can read the whole page with 2 or fewer mistakes. Then read the words as well as you can for 1 minute. Your teacher will talk with you about what your goal should be.

to	at	then	him	big	a	an	up
an	then	to	up	a	at	him	big
then	up	him	at	to	big	a	an
up	an	at	a	then	to	big	him
then	big	a	to	him	up	an	at
big	a	an	at	up	him	then	to
a	him	up	big	to	an	at	then
up	an	a	him	big	then	to	at
an	him	big	a	up	to	at	then
at	then	up	an	to	big	a	him

100 Words Fluency Practice-- Level A -- List 3

Practice reading the words until you can read the whole page with 2 or fewer mistakes. Then read the words as well as you can for 1 minute. Your teacher will talk with you about what your goal should be.

and	this	had	I	but	last	us	get
us	had	and	get	last	this	I	but
had	get	I	this	and	but	last	us
get	us	this	last	had	and	but	I
had	but	last	and	I	get	us	this
but	last	us	this	get	I	had	and
last	I	get	but	and	us	this	had
get	us	last	I	but	had	and	this
us	I	but	last	get	and	this	had
this	had	get	us	and	but	last	I

100 Words Fluency Practice -- Level A -- List 4

Practice reading the words until you can read the whole page with 2 or fewer mistakes. Then read the words as well as you can for 1 minute. Your teacher will talk with you about what your goal should be.

is	with	got	not	his	that	will	of
will	got	is	of	that	with	not	his
got	of	not	with	is	his	that	will
of	will	with	his	got	is	his	not
got	his	that	is	not	of	will	with
his	that	will	with	of	not	got	is
that	not	of	his	is	will	with	got
of	will	that	not	his	got	is	with
will	not	his	that	of	is	with	got
with	got	of	will	is	his	that	not

100 Words Fluency Practice-- Level A -- List 5

Practice reading the words until you can read the whole page with 2 or fewer mistakes. Then read the words as well as you can for 1 minute. Your teacher will talk with you about what your goal should be.

it	in	back	next	them	on	have*	live*
have	back	it	live	on	in	next	them
back	live	next	in	it	them	on	have
live	have	in	on	back	it	them	back
back	them	on	it	next	live	have	in
them	on	have	in	live	next	back	it
on	next	live	them	it	have	in	back
live	have	on	next	them	back	it	in
have	next	them	on	live	it	in	back
in	back	live	have	it	them	on	next

*The teacher should underline the *ve* in the word and tell the student that this is the way /v/ is spelled at the end of a word.

Alphabetical List of All Level A Fluency Practice Words

a	am	an	and	at	as	back	big
but	can	did	get	got	had	has	have
him	his	I	in	it	is	last	live
next	not	of	off	on	that	the	them
then	this	to	up	us	went	will	with

