

## Letter/Sound and Word Lists for Fluency Practice for ABeCeDarian Level B1

These practice sheets are designed to be used *after* a student has completed the B1 workbook. The first two pages are practice sheets to help students quickly recall the main sounds for the multiple-letter vowel spellings presented in B1. These two sheets are alternate forms, allowing students to practice daily without memorizing the order of the items. The next eight sheets are a continuation of the Level A 100-Words Fluency Sheets, containing those words from the one hundred most common words in English text that are not included in the Level A lists.

### Letter/Sound Fluency Sheets

There are two equivalent forms of the Letter/Sound Fluency Sheets. Each contains the identical content in different order. Each form contains repeated presentation of 26 unique letter/sounds. All of these letter/sounds have been presented in Level B1.

Initial practice for the Letter/Sound Sheet should focus on accuracy. Students are to provide the most common sound for the letter/sound as indicated on the Letter/Sound Key Words sheet (found immediately after these directions), with the exception of the *ow*, for which they are to provide two sounds. The *ow* is underlined to help remind them that they should say two sounds.

While students are in this accuracy-development stage, they should always have the Letter/Sound Key Words chart available to them.

Teachers should correct errors immediately by referring the student to the appropriate word on the Letter/Sound Key Words chart and having him repeat the key word as well as the sound. If a student makes two or more mistakes on the letter/sounds while reading one of the first three rows, the teacher should focus the student's daily practice on that row until he can recite all of the letter/sounds perfectly. Once the student is able to read the first three lines accurately, he should continue practicing until he can read an entire page with two or fewer errors. These initial accuracy practice sessions should occur daily for two-three minutes. If a student is having difficulty mastering the letter/sounds, the teacher should try to add a few additional two-three minute practice sessions distributed throughout the day rather than increasing the length of an individual practice session. The teacher should help the student pay particular attention to the letter/sounds he has not yet mastered.

When the student is able to read the page at this high level of accuracy, the teacher should time him daily for one minute and record how many letter/sounds he said correctly in a minute. (NOTE: The student gets credit for two sounds when he correctly pronounces the two sounds for *ow*--for all other letter/sounds, he will get a single point for each correct sound.) Daily timed practice should continue until the student can say at least 50 correct letter/sounds in a minute. Most students will benefit from reaching a rate of 60 correct per minute. Teachers should share the results of the timings with students and help them set up intermediate goals as appropriate. If students do not make noticeable improvement in their scores in a given week, the teacher should vary an element of the practice routine, such as having students recite only a single row repeatedly for a minute or by reducing the timing interval to 15 or 30 seconds. The key point is that whenever the student stops making progress, the teacher needs to modify some element of the practice to help the student become successful.

### 100 Word Practice Sheets

Students should begin to work on the 100-Word Practice Sheets at the same time that they begin working on the Letter/Sounds Fluency material.

As with the practice for the Letter/Sounds Practice Sheets, initial work on the 100-Words Fluency Sheets 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 *could* as *cloud*, or *from* as *for*, 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 accurately, their daily practice should consist of a one-minute timed reading. As with the Letter/Sound Fluency practice, the teacher should record the students 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 is included at the end of this document.)

Students should work on just a single 100-Words Fluency Sheet at a time until they can read the words at a rate of 60 words correct in a minute. the fluency goal. If a teacher finds that a student's initial reading rate of 2 or 3 word lists meets the 60 words correct per minute target, then it is likely the student does not need to work on the remainder of the word lists.

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.

Once students have mastered these lists, the teacher may choose to have him continue fluency practice using the B1 and B2 Speed Drill lists. These lists focus on particular letter/sounds and also provide practice to help students achieve fluency reading two-, three-, and four-syllable words.

## Level B -- Letter Sounds - Form A

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

oa	ai	er	or	oo	i-e	aw	oy	<u>ow</u>	ee
ay	ir	ew	igh	ea	oi	ie	eigh	u-e	ar
ui	au	ur	o-e	ou	a-e	<u>ow</u>	ar	ay	oa
ir	ui	ai	au	ew	er	ur	igh	or	o-e
ea	oo	oi	ou	i-e	oy	ie	eigh	aw	a-e
u-e	ee	ou	u-e	oo	or	er	ai	oa	ea
igh	ew	ir	ay	o-e	eigh	ur	au	ui	ar
ee	<u>ow</u>	oy	aw	i-e	u-e	ie	oi	a-e	oy
ou	ea	er	oo	aw	ar	ay	oa	ai	or
ir	ew	igh	eigh	ur	au	o-e	ui	ee	<u>ow</u>

## Level B -- Letter Sounds - Form B

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

a-e	ou	o-e	ur	au	ui	ar	u-e	eigh	ie
oi	ea	igh	ew	ir	ay	ee	<u>ow</u>	oy	aw
i-e	oo	or	er	ai	oa	u-e	ee	aw	a-e
eigh	ie	oy	i-e	ou	oi	oo	ea	o-e	or
igh	ur	er	ew	ai	au	ui	ir	oa	ay
ar	<u>ow</u>	oi	ie	u-e	i-e	aw	oy	<u>ow</u>	ee
ui	ar	au	ur	eigh	o-e	ay	ew	ir	igh
ea	oa	ai	er	or	oo	u-e	ou	ee	<u>ow</u>
ui	o-e	ur	au	eigh	igh	ew	ir	or	ai
oa	ay	ar	aw	oo	er	ea	a-e	oy	ou

## 100 Words Fluency Practice-- Level B -- 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.

go	down	three	take	from	about	for	do
for	three	go	do	about	down	take	from
three	do	take	down	go	from	about	for
do	for	down	about	three	go	from	take
three	from	about	go	take	do	for	down
from	about	for	down	do	take	three	go
about	take	do	from	go	for	down	three
do	for	about	take	from	three	go	down
for	take	from	about	do	go	down	three
down	three	do	for	go	from	about	take

## 100 Words Fluency Practice-- Level B -- Sheet 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.

so	out	we	they	their	our	see	came
see	we	so	came	our	out	they	their
we	came	they	out	so	their	our	see
came	see	out	their	we	so	they	their
we	their	our	so	they	came	see	out
their	our	see	out	came	they	we	so
out	they	came	their	so	see	out	we
came	see	our	they	their	we	so	out
see	they	their	our	came	so	out	we
out	we	came	see	so	their	our	they

# 100 Words Fluency Practice-- Level B -- Sheet 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.

be	been	away	she	made	he	said	me
said	away	be	me	he	been	she	made
away	me	she	been	be	made	he	said
me	said	been	he	away	be	made	she
away	made	he	be	she	me	said	been
made	he	said	been	away	she	me	be
he	she	me	made	be	said	been	away
me	said	he	she	made	away	be	been
said	she	made	he	me	be	been	away
been	away	me	said	be	made	he	she

# 100 Words Fluency Practice -- Level B -- Sheet 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.

eat	can't	once	don't	today	was	were	when
were	once	eat	when	was	can't	don't	today
once	when	don't	can't	eat	today	was	were
when	were	can't	was	once	eat	today	don't
once	today	was	eat	don't	when	were	can't
today	was	were	can't	when	don't	once	eat
was	don't	when	today	eat	were	can't	once
when	were	was	don't	today	once	eat	can't
were	don't	today	was	when	eat	can't	once
can't	once	when	were	eat	today	was	don't



# 100 Words Fluency Practice-- Level B -- Sheet 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.

you	come	little	there	two	some	over	very
over	little	you	very	some	come	there	two
little	very	there	come	you	two	some	over
very	over	come	some	little	you	two	there
little	two	some	you	there	very	over	come
two	some	over	come	very	there	little	you
some	there	very	two	you	over	come	little
very	over	some	there	two	little	you	come
over	there	two	some	very	you	come	little
come	little	very	over	you	two	some	there

## 100 Words Fluency Practice-- Level B -- Sheet 6

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.

one	her	into	what	other	too	after	new
after	into	one	new	too	her	what	other
into	new	what	her	one	other	too	after
new	after	her	too	into	one	other	what
into	other	too	one	what	new	after	her
other	too	after	her	new	what	into	one
too	what	new	other	one	after	her	into
new	after	too	what	other	into	one	her
after	what	other	too	new	one	her	into
her	into	new	after	one	other	too	what

# 100 Words Fluency Practice-- Level B -- Sheet 7

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.

look	time	because	put	all	saw	could	by
could	because	look	by	saw	time	put	all
because	by	put	time	look	all	saw	could
by	could	time	saw	because	look	all	put
because	all	saw	look	put	by	could	time
all	saw	could	time	by	put	because	look
saw	put	by	all	look	could	time	because
by	could	saw	put	all	because	look	time
could	put	all	saw	by	look	time	because
time	because	by	could	look	all	saw	put

# 100 Words Fluency Practice-- Level B -- Sheet 8

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.

call	like	are	here	make	my	now	old
now	are	call	old	my	like	here	make
are	old	here	like	call	make	my	now
old	now	like	my	are	call	make	here
are	make	my	call	here	old	now	like
make	my	now	like	old	here	are	call
my	here	old	make	call	now	like	are
old	now	my	here	make	are	call	like
now	here	make	my	old	call	like	are
like	are	old	now	call	make	my	here

## Alphabetical List of All Level B Fluency Practice Words

about	after	all	are	away	be	been	because
by	call	came	can't	come	could	do	don't
down	eat	for	from	go	he	her	here
into	like	little	look	made	make	me	my
new	now	old	once	one	other	out	our
over	put	said	saw	see	she	so	some
take	their	there	they	three	time	today	too
two	very	we	was	what	were	when	you



## Letter/Sounds Key Words Sheet

boat	rain	her	or	food	like	paw	boy	cow	meet
								show	
play	third	new	right	sea	point	chief	weigh	June	car
fruit	pause	hurt	hope	out	made				