

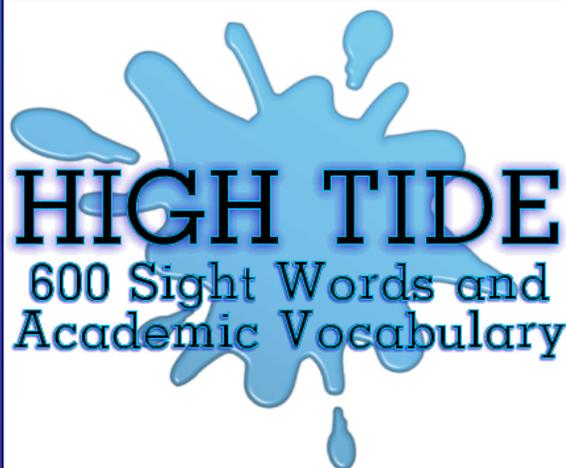


The Positive Engagement Project
THE POSITIVE ENGAGEMENT PROJECT
Making a difference...not a dollar.



FLASH FLUENCY

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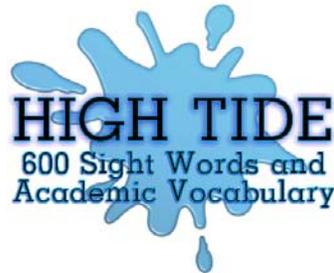


HIGH TIDE

600 Sight Words and
Academic Vocabulary



Flash Fluency 10-10-10 has been developed by The Positive Engagement Project to help students receive plenty of opportunity to practice the most frequently used "no excuse" words and grade appropriate academic vocabulary in a format that is fun and motivating. It is comprised of four "levels" while maintaining consistency with how students progress through the Tests in each of the levels. In addition, each level has the previous level(s) automatically embedded into it to provide additional practice for students who need it while allowing quick review and movement to higher students, allowing all levels of readers to have a sense of accomplishment and success based upon their own individual abilities.



The tests located at the end of this book are for **Flash Fluency 10-10-10 High Tide Edition**. The *High Tide* is intended for Grade 2, but can be used at any grade level, with a total of 600 sight words and academic vocabulary from various word lists, mainly Dolch and Fry, released test questions, and state standards. Scientifically-based research reviews (Chard, Vaughn, & Tyler, 2002; Kuhn & Stahl, 2000; National Institute of Child Health and Human Development, 2000) have established that reading fluency is a critical component of learning to read and that an effective reading program needs to include instruction in fluency.

According to Dr. Timothy V. Rasinski (Ph.D., Ohio State University), research shows that students who are considerably behind in reading fluency in the intermediate grades and beyond often require additional intensive and prolonged interventional instruction. Developing proficiency in reading is a cumulative task – it snowballs from the early grades on. The fact is that proficient readers become more proficient and less proficient readers fall further behind their normally developing peers. This lack of fluency shows that students are delayed in developing a sufficient bank of words that are recognized and understood at sight. For them, the road to improved fluency and overall proficiency in reading requires a considerable investment of extra instructional energy and time. For this reason alone, reading fluency instruction and monitoring should be made an integral and significant part of the reading curriculum from the earliest grades.

It may be helpful to think of reading fluency as a “bridge” between the two major components of reading – word decoding and comprehension. At one end of this bridge, fluency connects to accuracy and automaticity in decoding. At the other end, fluency connects to comprehension through prosody, or expressive interpretation. These components of reading fluency are reflected in two major theories or explanations. **Flash Fluency 10-10-10** is intended to be that “bridge” for our students.

What are the differences in the levels?

In **Flash Fluency 10-10-10**, there are four levels which are designed to address the needs of students from Kindergarten through 6th Grade. The levels are quite simple really, as you will soon see, and each level builds upon and reviews all previous levels.

Level 1 is ***Tide Pool***. It is designed for our earliest readers and is comprised of the first 50 sight words. These words are grouped into 10 sets, or "Tests," of twenty words. However, although each Test has 20 words to read, there are actually only 5 new words on each Test, with each word being repeated four times. Students are given one minute to successfully read the twenty words on each Test with two mistakes or less (individual teachers can adjust the time and accuracy as needed, but this is the recommended method for completion). This level is intended for Kindergarten students but can be used with both younger and older students if the need is there.

The second level is ***Low Tide*** and is intended for Grade 1. These ten Tests are broken into sets of 60 words. However, much like ***Tide Pool***, the lists only contain 15 new words each and each word is repeated four times. In all, these ten Tests will expose students to the top 150 sight words and grade appropriate academic vocabulary. The basic time and accuracy principles given above are applied here as well. Once again, this level can be used with younger or older students as needed.

The third level, ***High Tide***, jumps students up to 600 sight words and academic vocabulary throughout the ten Tests. This is the first time words are not repeated on the Tests. Each Test is comprised of 60 words for a total

of 600 words in the level. This level is intended for Grade 2 but can be used for younger and older students as needed. Once again, the same time and accuracy principles are applied.

The fourth and final level is *Tidal Wave*. Just like the name infers, this is the largest and most intense of the levels. Once again, no words are repeated, but each Test is now comprised of 100 words for a total of 1000 words within the entire ten Test level. And, of course, the same time and accuracy rules from above apply here as well, with the goal being completion of each Test in one minute or less with two mistakes or less.

How do students move from one Test to the next Test?

This is a great question and one answer will apply to all four levels. This is one of the many aspects of this program that makes it so simple to use. A teacher can have students on different Tests (and levels for that matter) yet still practice and assess *exactly* the same way, making it easy for all students to be included and working at their personal ability level with no additional obstacles or steps by the teacher. We will come back to this later with a better explanation.

Each level is broken into ten Tests. On all four levels, the goal for the student is exactly the same: read all the words on each Test in one minute or less with two mistakes or less **with you, the teacher**. When a student completes Test #1 in this fashion, they "pass" the test and move on to Test #2. This is the same format regardless of the level. This same idea works for Test #2. When a student completes this Test in one minute or less with two mistakes or less, they move on to Test #3. Continue this basic testing format

throughout all ten Tests. REMEMBER, THE LEVEL DOES NOT MATTER IN REGARDS TO MOVING FROM ONE TEST TO THE NEXT!

What happens when a student successfully completes all ten Tests?

You will find that some students will make it through all ten Tests while other students do not. This is perfectly okay as everyone learns at different rates and this format self-levels itself to meet the needs of every student, regardless of reading ability.

When a student successfully completes each of the ten Tests individually in a level, they have one last challenge to complete before moving on to the next level. The teacher will take all ten Tests and put them in a random order. At this point, the students must read ALL **TEN** TESTS IN **TEN** MINUTES OR LESS WITH **TEN** MISTAKES OR LESS (hence the name **Flash Fluency 10-10-10**). If a student successfully completes this task, they become an assistant teacher in the class and can help other students practice as well as test other students on Tests in that level. The student can also begin the next level of words in order to continue being challenged and improve their fluency at their own ability level.

How do students move up a level?

As it was stated above, a student moves up a level after they have completed the final challenge of reading ALL **TEN** TESTS IN **TEN** MINUTES OR LESS WITH **TEN** MISTAKES OR LESS. This demonstrates mastery of the entire level and it is at this point that a student has proven they are ready to move on to the next level.

Are there different ways of practicing to keep it fresh and fun?

There are as many ways to change it up as a teacher can think of. You will notice that the words are numbered from left to right yet the columns are alternately shaded. This has been purposefully done for many reasons, all of which have the same fundamental aspect at its core: mix it up and keep it fun. The following is just a brief list of ideas on how to engage the students with the lists.

1. Have the students read the list in numerical order from left to right.
2. Have the students read the lists top to bottom in each column (down the first column and then to the top of the next column).
3. Have the students read just the shaded columns only on one day and the non-shaded columns only the next day.
4. Have the students do #'s 1-3 above going backwards for each idea.
5. Have one student read a shaded column and the partner reads a non-shaded column, trading off at each column throughout the practice session.
6. Have one student read the first row in order and the partner reads the next row in order, trading off each row throughout the practice session.
7. (Insert your own creative way here).

There are no limits to the possibilities with how to approach the lists. If it works for you and your class, it's a great idea. It's amazing how a slight "tweak" in the formula can renew the experience for the students and keep the fun and engagement at a high level.

Why are some columns shaded and others not shaded?

Not only does the alternating of shaded and non-shaded columns make it aesthetically more appealing, it makes it much easier for students to stay focused on their part of the list. For instance, if partners are used and are alternately reading in numerical order (left to right), one partner will always be ready the words in the shaded columns while the other partner will always be reading the words in the non-shaded columns. It also allows for additional modifications to the reading practices (some of which were mentioned in the "fresh and fun" section above) without losing the simplicity in following along factor for the students.

What if students are in different levels in the same class?

This is one of the many benefits to **Flash Fluency 10-10-10**. It is self-leveling according to student ability and all practice formats work the same regardless of the level a student is working on. A teacher can have students working on two or three different levels in the classroom and still have the luxury of using only one set of directions for everyone. The format stays the same, only the levels and lists change. A teacher can do whole class practice regardless of which levels and lists students are using.

What would Flash Fluency 10-10-10 look like in my classroom?

Simply put, it would look like an individually leveled fluency practice without singling out any student at any level. It also keeps each student where **they** need to be for as long as **they** need to be there and moves students through the lists at **their individual pace** without any extra work or effort on the teacher's part. It truly is a personalized fluency practice opportunity in a classroom community setting. Since the students need to

pass each test by reading to you, it is suggested to provide five to ten minutes a day for your class to practice their tests alone or with a partner using some of the fresh and fun ideas mentioned prior. While the “practice” is happening, call students up to take their test with you. Setting up a schedule is beneficial for both you and your students. It will allow you to give every student an opportunity to test each week and also gives the students a set day to prepare for their one on one Test with you (or with the Steachers....read below).

What do the Steachers (student teachers) do?

The Steachers have earned the right to help others work through the lists by demonstrating mastery before obtaining this responsibility. Steachers may only be appropriate for students in the *High Tide* and *Tidal Wave* levels. The teacher can assign them a small group of students to listen to and help. The teacher can even have them become "official testers" for students. This opportunity will help the students who are moving through the list more quickly have the chance to take on additional responsibilities within the classroom without removing them from a learning situation. By becoming Steachers, they are continually reviewing and practicing with other students and strengthening their reading while helping others. It is also a great way to test students more quickly. If a teacher has four Steachers with timers, five students can be tested (Steachers and the teacher themselves doing the testing) in the same time it would have taken the teacher alone to test just one student. It's fun for the Steachers and it gives the other students more opportunities to successfully advance to next list at the same time. **However, it is recommended that only the teacher tests students who are on list ten or taking the final 10-10-10 challenge.**

How are kids acknowledged for passing a test/level?

This is totally up to teacher discretion. Many teachers use a monetary system in their classrooms (either school "dollars" or tickets). **If you decide to reward your students it is recommended that you do so after each list they complete and reward them with something "extra special" after completing the final 10-10-10 challenge to graduate to the next list.** All of these rewards and what they look like is based on what the teacher wants to do and may look different in each classroom.

What's next?

These are the basics and now it is time to start moving ALL students toward being fluent readers. With several years of use and results, The Positive Engagement Project is confident that you will be pleased with the results you get and the students will become stronger, more confident readers while having fun at the same time. Enjoy and happy reading!



1. the	2. to	3. he	4. a
5. and	6. it	7. in	8. of
9. I	10. you	11. for	12. on
13. said	14. was	15. his	16. that
17. but	18. had	19. at	20. up
21. she	22. see	23. him	24. they
25. with	26. look	27. is	28. all
29. not	30. ask	31. so	32. did
33. go	34. be	35. can	36. three
37. her	38. help	39. red	40. as
41. me	42. we	43. get	44. will
45. run	46. am	47. big	48. if
49. no	50. this	51. out	52. what
53. then	54. was	55. an	56. my
57. them	58. like	59. some	60. one



61. little	62. down	63. us	64. fast
65. have	66. ten	67. were	68. ran
69. sit	70. went	71. are	72. come
73. very	74. best	75. over	76. now
77. just	78. good	79. its	80. ride
81. came	82. say	83. too	84. when
85. fly	86. two	87. into	88. blue
89. from	90. any	91. how	92. don't
93. want	94. wish	95. six	96. know
97. put	98. right	99. five	100. please
101. there	102. got	103. by	104. would
105. do	106. has	107. jump	108. green
109. name	110. let	111. boy	112. may
113. or	114. yellow	115. off	116. sat
117. could	118. men	119. open	120. take



121. old	122. must	123. going	124. keep
125. set	126. here	127. line	128. sleep
129. great	130. also	131. need	132. most
133. been	134. eat	135. stop	136. seven
137. today	138. goes	139. first	140. give
141. new	142. hand	143. made	144. where
145. pretty	146. make	147. brown	148. play
149. home	150. well	151. color	152. who
153. try	154. black	155. cold	156. four
157. their	158. tell	159. such	160. much
161. saw	162. soon	163. turn	164. white
165. form	166. your	167. same	168. place
169. away	170. after	171. think	172. walk
173. mean	174. find	175. work	176. start
177. does	178. gave	179. move	180. once



181. point	182. since	183. time	184. every
185. other	186. before	187. again	188. never
189. myself	190. even	191. woman	192. drink
193. round	194. large	195. different	196. wash
197. upon	198. sentence	199. eight	200. always
201. tree	202. left	203. word	204. only
205. ate	206. use	207. under	208. add
209. grow	210. hot	211. both	212. cut
213. life	214. feet	215. long	216. why
217. plant	218. title	219. nose	220. animal
221. those	222. sound	223. about	224. side
225. sing	226. school	227. letter	228. fall
229. because	230. small	231. few	232. our
233. far	234. cold	235. pick	236. hard
237. more	238. follow	239. together	240. hold



241. funny	242. paper	243. way	244. thank
245. circle	246. group	247. house	248. full
249. done	250. picture	251. between	252. might
253. shall	254. change	255. clean	256. found
257. many	258. learn	259. answer	260. light
261. cried	262. until	263. these	264. carry
265. warm	266. mother	267. near	268. eye
269. often	270. seem	271. better	272. pole
273. high	274. head	275. sort	276. while
277. air	278. below	279. read	280. along
281. laugh	282. than	283. spell	284. which
285. own	286. story	287. begin	288. buy
289. bed	290. live	291. thought	292. estimate
293. close	294. page	295. food	296. write
297. hurt	298. draw	299. kind	300. father



301. location	302. coins	303. fish	304. rock
305. step	306. each	307. room	308. town
309. lunch	310. prism	311. dinner	312. graph
313. box	314. yet	315. rewrite	316. ring
317. whole	318. fire	319. low	320. short
321. money	322. anyone	323. it's	324. list
325. mark	326. wind	327. told	328. king
329. setting	330. space	331. prefix	332. fiction
333. street	334. however	335. true	336. purpose
337. cows	338. discuss	339. part	340. unit
341. wood	342. ocean	343. listen	344. seen
345. stars	346. early	347. hundred	348. speech
349. road	350. island	351. vowel	352. ever
353. your	354. complete	355. himself	356. voice
357. horse	358. hours	359. thousands	360. travel



361. door	362. waves	363. reached	364. pulled
365. friends	366. wheels	367. covered	368. slow
369. ground	370. building	371. several	372. queen
373. being	374. field	375. range	376. notice
377. question	378. remember	379. north	380. slowly
381. birds	382. cube	383. morning	384. war
385. farm	386. during	387. passed	388. knew
389. across	390. piece	391. table	392. mode
393. south	394. I'll	395. through	396. area
397. truck	398. certain	399. ship	400. Earth
401. storm	402. groan	403. character	404. ago
405. dry	406. rule	407. pattern	408. class
409. game	410. check	411. quick	412. decided
413. didn't	414. heard	415. common	416. wait
417. strong	418. show	419. understand	420. inches



421. person	422. nothing	423. correct	424. shape
425. thesaurus	426. synonym	427. behind	428. fable
429. front	430. week	431. force	432. ball
433. half	434. carefully	435. plane	436. solid
437. size	438. problem	439. America	440. heat
441. order	442. number	443. become	444. deep
445. explain	446. breakfast	447. rest	448. pronoun
449. option	450. summary	451. greatest	452. special
453. fact	454. base	455. system	456. author
457. finally	458. surface	459. plot	460. less
461. stood	462. include	463. object	464. verb
465. known	466. sure	467. language	468. noun
469. easy	470. contain	471. alphabet	472. heavy
473. around	474. quickly	475. inside	476. antonym
477. able	478. feel	479. note	480. against



481. built	482. usually	483. became	484. minutes
485. English	486. impossible	487. scientist	488. machine
489. brought	490. though	491. clear	492. measure
493. filled	494. among	495. cannot	496. figure
497. pair	498. crawl	499. produce	500. darkness
501. sum	502. sphere	503. soft	504. rain
505. brother	506. west	507. predict	508. multiply
509. root	510. past	511. monkey	512. wall
513. meet	514. lay	515. topic	516. respond
517. legs	518. love	519. pull	520. bill
521. side	522. store	523. heart	524. kept
525. mind	526. wild	527. happy	528. drive
529. held	530. rhyme	531. center	532. can't
533. collect	534. gone	535. glass	536. third
537. race	538. summer	539. matter	540. cells



541. train	542. sign	543. arms	544. main
545. dance	546. moon	547. square	548. cause
549. length	550. raised	551. dropped	552. picked
553. teacher	554. clothes	555. months	556. perhaps
557. ready	558. subject	559. paint	560. simple
561. smell	562. beside	563. million	564. winter
565. written	566. describe	567. members	568. believe
569. return	570. forest	571. probably	572. reason
573. present	574. beautiful	575. weather	576. flowers
577. suddenly	578. direction	579. farmers	580. window
581. difference	582. edge	583. record	584. subtraction
585. whether	586. represent	587. anything	588. distance
589. discovered	590. interest	591. paragraph	592. course
593. region	594. energy	595. general	596. divided
597. developed	598. ski	599. syllables	600. finished

