



TIDE POOL
50 Sight Words



FLASH FLUENCY

10 - 10 - 10



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



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 Tide Pool Edition**. The Tide Pool is for our earliest readers and is comprised of 50 sight words from various word lists, mainly Dolsch and Fry. 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?

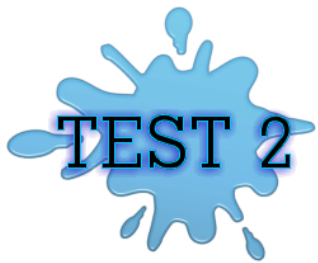
This is totally up to teacher discretion. Many teachers use a monetary system in their classrooms (either school "dollars" or tickets). **If you decide to reward your students it is recommended that you do so after each list they complete and reward them with something "extra special" after completing 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!



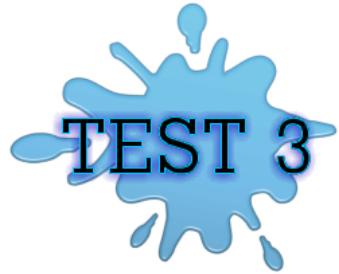
1. the	2. to	3. he	4. a
5. and	6. he	7. to	8. the
9. a	10. and	11. the	12. he
13. he	14. a	15. and	16. to
17. to	18. the	19. a	20. and



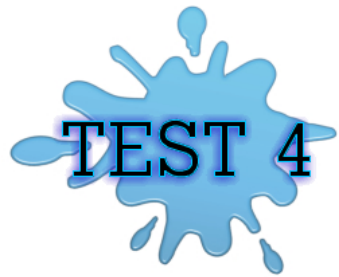
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FLASH FLUENCY
10 - 10 - 10



<small>21.</small> it	<small>22.</small> in	<small>23.</small> of	<small>24.</small> I
<small>25.</small> you	<small>26.</small> of	<small>27.</small> in	<small>28.</small> it
<small>29.</small> I	<small>30.</small> you	<small>31.</small> it	<small>32.</small> of
<small>33.</small> of	<small>34.</small> I	<small>35.</small> you	<small>36.</small> in
<small>37.</small> in	<small>38.</small> it	<small>39.</small> I	<small>40.</small> you



41. for	42. on	43. said	44. yes
45. his	46. said	47. on	48. for
49. yes	50. his	51. for	52. said
53. said	54. yes	55. his	56. on
57. on	58. for	59. yes	60. his



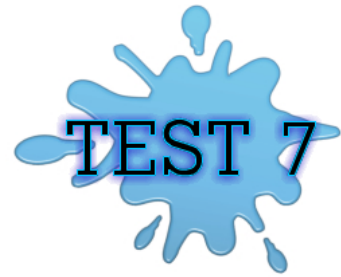
61. that	62. but	63. had	64. at
65. up	66. had	67. but	68. that
69. at	70. up	71. that	72. had
73. had	74. at	75. up	76. but
77. but	78. that	79. at	80. up



81. she	82. see	83. him	84. they
85. with	86. him	87. see	88. she
89. they	90. with	91. she	92. him
93. him	94. they	95. with	96. see
97. see	98. she	99. they	100. with



101. look	102. is	103. all	104. not
105. ask	106. all	107. is	108. look
109. not	110. ask	111. look	112. all
113. all	114. not	115. ask	116. is
117. is	118. look	119. not	120. ask



^{121.} so	^{122.} did	^{123.} go	^{124.} be
^{125.} can	^{126.} go	^{127.} did	^{128.} so
^{129.} be	^{130.} can	^{131.} so	^{132.} go
^{133.} go	^{134.} be	^{135.} can	^{136.} did
^{137.} did	^{138.} so	^{139.} be	^{140.} can



141. three	142. her	143. help	144. red
145. as	146. help	147. her	148. three
149. red	150. as	151. three	152. help
153. help	154. red	155. as	156. her
157. her	158. three	159. red	160. as



161. me	162. we	163. get	164. will
165. run	166. get	167. we	168. me
169. will	170. run	171. me	172. get
173. get	174. will	175. run	176. we
177. we	178. me	179. will	180. run



181. am	182. big	183. if	184. no
185. this	186. if	187. big	188. am
189. no	190. this	191. am	192. if
193. if	194. no	195. this	196. big
197. big	198. am	199. no	200. this

Student	FF 1	FF 2	FF 3	FF 4	FF 5	FF 6	FF 7	FF 8	FF 9	FF 10	FF 10-10-10

Progress Monitoring Chart