



# FLASH FLUENCY

10 - 10 - 10

## LOW TIDE

150 Sight Words



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 Low Tide Edition**. The *Low Tide* is intended for Grade 1, but can be used at any grade needed, with a total of 150 sight words from various word lists, mainly Dolch 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. it	7. in	8. of
9. I	10. you	11. for	12. on
13. said	14. was	15. his	16. the
17. and	18. I	19. said	20. to
21. it	22. you	23. was	24. he
25. was	26. for	27. his	28. a
29. of	30. on	31. the	32. and
33. I	34. said	35. to	36. it
37. on	38. in	39. he	40. the
41. for	42. his	43. a	44. in
45. on	46. of	47. and	48. I
49. said	50. to	51. it	52. you
53. was	54. he	55. in	56. for
57. his	58. a	59. of	60. you



61. that	62. but	63. had	64. at
65. up	66. she	67. see	68. him
69. they	70. with	71. look	72. is
73. all	74. not	75. ask	76. that
77. up	78. they	79. all	80. but
81. she	82. with	83. not	84. had
85. see	86. look	87. ask	88. at
89. him	90. is	91. that	92. see
93. they	94. all	95. but	96. she
97. with	98. not	99. had	100. up
101. not	102. with	103. at	104. him
105. is	106. that	107. up	108. they
109. all	110. but	111. she	112. ask
113. look	114. had	115. see	116. look
117. ask	118. at	119. him	120. is



121. so	122. did	123. go	124. be
125. can	126. when	127. her	128. do
129. out	130. as	131. what	132. we
133. get	134. will	135. there	136. will
137. can	138. out	139. get	140. did
141. when	142. as	143. so	144. go
145. her	146. what	147. there	148. be
149. do	150. get	151. so	152. can
153. out	154. we	155. did	156. when
157. as	158. will	159. go	160. her
161. what	162. there	163. when	164. do
165. we	166. so	167. can	168. out
169. get	170. did	171. be	172. as
173. will	174. go	175. her	176. what
177. there	178. be	179. do	180. we



181. am	182. then	183. if	184. no
185. this	186. red	187. me	188. big
189. yes	190. an	191. my	192. them
193. like	194. some	195. one	196. am
197. this	198. my	199. like	200. then
201. red	202. an	203. some	204. if
205. me	206. yes	207. one	208. no
209. big	210. them	211. am	212. red
213. yes	214. like	215. then	216. this
217. an	218. some	219. if	220. me
221. like	222. if	223. no	224. big
225. them	226. am	227. this	228. yes
229. my	230. then	231. red	232. an
233. some	234. one	235. me	236. my
237. one	238. no	239. big	240. them



241. little	242. down	243. word	244. each
245. have	246. could	247. were	248. would
249. more	250. went	251. are	252. come
253. very	254. than	255. over	256. little
257. have	258. more	259. very	260. down
261. could	262. come	263. than	264. word
265. more	266. are	267. word	268. each
269. would	270. went	271. little	272. have
273. were	274. very	275. down	276. could
277. went	278. than	279. over	280. were
281. are	282. over	283. each	284. come
285. come	286. little	287. have	288. more
289. very	290. down	291. could	292. went
293. than	294. word	295. were	296. are
297. over	298. each	299. would	300. would



301. now	302. just	303. good	304. its
305. ride	306. came	307. way	308. too
309. long	310. number	311. yours	312. into
313. blue	314. from	315. any	316. now
317. ride	318. long	319. blue	320. just
321. came	322. number	323. from	324. good
325. way	326. yours	327. any	328. way
329. too	330. into	331. now	332. ride
333. number	334. just	335. just	336. came
337. long	338. from	339. good	340. its
341. yours	342. any	343. its	344. too
345. into	346. now	347. ride	348. long
349. blue	350. good	351. came	352. number
353. from	354. blue	355. way	356. yours
357. any	358. its	359. too	360. into



361. how	362. don't	363. want	364. about
365. around	366. know	367. put	368. right
369. part	370. sound	371. run	372. got
373. by	374. ran	375. help	376. how
377. around	378. part	379. by	380. don't
381. right	382. run	383. ran	384. want
385. put	386. sound	387. help	388. about
389. know	390. got	391. how	392. around
393. part	394. by	395. want	396. know
397. sound	398. ran	399. don't	400. put
401. run	402. help	403. about	404. right
405. got	406. how	407. around	408. got
409. by	410. don't	411. know	412. sound
413. ran	414. want	415. put	416. run
417. help	418. about	419. right	420. part



421. has	422. jump	423. green	424. name
425. let	426. boy	427. may	428. or
429. yellow	430. off	431. sat	432. ten
433. men	434. open	435. take	436. has
437. let	438. yellow	439. men	440. jump
441. boy	442. sat	443. open	444. green
445. may	446. off	447. take	448. name
449. or	450. ten	451. has	452. let
453. yellow	454. men	455. jump	456. boy
457. off	458. open	459. name	460. may
461. men	462. take	463. green	464. or
465. ten	466. has	467. let	468. yellow
469. sat	470. jump	471. boy	472. ten
473. open	474. green	475. may	476. sat
477. take	478. name	479. or	480. off



481. old	482. must	483. going	484. keep
485. set	486. here	487. line	488. sleep
489. great	490. also	491. need	492. most
493. been	494. eat	495. stop	496. old
497. line	498. great	499. been	500. must
501. here	502. also	503. eat	504. going
505. set	506. need	507. stop	508. keep
509. sleep	510. been	511. old	512. set
513. great	514. most	515. must	516. here
517. also	518. eat	519. going	520. line
521. need	522. stop	523. keep	524. also
525. most	526. old	527. line	528. great
529. been	530. must	531. here	532. sleep
533. eat	534. going	535. set	536. need
537. stop	538. keep	539. sleep	540. most



541. seven	542. today	543. goes	544. first
545. give	546. new	547. hand	548. made
549. where	550. pretty	551. make	552. brown
553. play	554. home	555. well	556. seven
557. made	558. first	559. goes	560. today
561. hand	562. new	563. give	564. where
565. well	566. brown	567. make	568. pretty
569. home	570. play	571. seven	572. give
573. new	574. today	575. play	576. where
577. pretty	578. home	579. goes	580. hand
581. made	582. first	583. well	584. make
585. brown	586. seven	587. today	588. goes
589. new	590. hand	591. made	592. first
593. give	594. where	595. pretty	596. make
597. play	598. home	599. well	600. brown

