

# INFORMATION FOR MENTORS ©

## Level 13 Books

### New Concepts:

At **Level 13** and higher, mentors may notice some common features:

- As words become longer, learners must rely on fast use of previously introduced vowel combinations. New words may be compound, with two or more words within one word (paycheck→pay/check), or have multiple syllables (artistic→ar-tis-tic). The learner must be able to quickly break larger words into smaller parts as needed, then read the complete words to gain meaning. Included in **Activity 1** are several practice word lists to help learners gain proficiency.
- There will also be other common words which can be *difficult to sound out*. Reading professionals refer to these as high-frequency words, because even though they do not follow an expected pattern, they are often used. If too many of these words are unknown as books begin to include longer passages, fluency and comprehension may suffer. **Activity 2** lists some of these high-frequency words. Note: The high-frequency words at **Level 13** are more difficult than those presented at **Level 12**. It is not necessary for readers to master every word before reading books in this packet. *Learners vary in their ability to remember these words. Some may need many repetitions, others only a few.*

### Book features that mentors may observe:

- Some books may be divided into chapters and have a table of contents. Pictures may be less supportive, perhaps illustrating only one or two events out of several in a chapter or book.
- Books may contain technical vocabulary, maps, or drawings with captions and phrases. There may occasionally be a glossary at the back.

### Behavior for mentors to observe or model:

- As learners become strategic readers, problem-solving methods may be harder to observe. Teachers refer to this as “going underground.” The reader may hesitate when faced with a difficult word, then whisper or silently try word parts, as well as independently alternate between the letter sound or name for vowels when decoding an unknown word. As noted previously at **Level 4** mentor information, *SOUND* refers to the short vowels (a - e - i - o - u), and *NAME* refers to the long vowels, as in the letter names of (A-E-I-O or U).

## PARTIAL REVIEW OF SUGGESTIONS FROM EARLIER LEVELS

Space does not allow a complete review of all concepts and activities presented in earlier-level packets. It is suggested that mentors review these before beginning **Level 13**.

- Read aloud the title and the author's name. Locate the introduction, found either inside the front cover or at the back, and read this aloud. The mentor may define unusual vocabulary words and explain unfamiliar events.
- Encourage the learner to read most passages while holding the book comfortably in two hands as the learner's eyes track left to right across the page. When having difficulty, the learner may use a finger to point to the first several letters of the challenging word, say them aloud, and then re-read the line while holding the book as before.
- Mentors may find it difficult-- but necessary-- to allow the reader to make the same error more than once. It may take as many as three repetitions before the learner notices and self-corrects.
- Give support if learners have difficulty with particular words. Refer to the instructions given either in "New Concepts" at **Levels 7** through **11**, or after the fifth bullet located in the **Level 12 PARTIAL REVIEW OF SUGGESTIONS FOR MENTORS**.
- As paragraphs become longer, pictures will not support every part of the given text. Learners should begin to remember a sequence of events from page to page.
- Print size will become smaller, as will spacing between words. Additionally, font may vary.
- More literary language may be present. This usually differs from the learner's spoken language and requires greater attention to the exact text. For example, if a book contains a phrase or sentence such as, "...and on he ran," the learner may not understand it as written. Mentors may need to guide learners when they are reading an author's particular choice of language.
- Learners should be grouping some words into short, fast phrases. At this level it is reasonable to expect three or four words to be grouped when a phrase is not especially challenging. This grouping should be accomplished without pointing to individual words. Mentors may say, "I like the way you said those words together; it sounded just like talking." Then the mentor may choose another phrase for the learner to read "like talking."

NOTE TO MENTORS: If the learner makes too many errors, return to an easier level. Please note that most learners misread some words; mentors may choose to accept this without correcting.

**Level 13 Activity 1** The following word lists allow the mentor and student to practice words that

- ~have one part with an ending
- ~are compound (two or more words within one word)
- ~consist of multiple syllables

The mentor is to determine whether a student needs one or several repetitions of a list.

The sound is listed at the top, followed by an example. These lists may be copied and then cut apart for practice.

The final page lists longer words reviewing sounds taken from **Level 12** and **Level 13**.



1 ~ ai (rain)

paint

mainland

raindrop

pigtail

drainpipe

stain

train

pail

trail

painful

2 ~ ay (say)

pay day

tray

always

spray

crayon

paycheck

stray

runaway

subway

plaything

## Level 13 *Activity 1*

3 ~ ou (our / ow (how)

cloudless

townhouse

flowerpot

downtown

outhouse

however

pow wow

hound

ouch

growling

4 ~ aw (saw)

awesome

bawling

jawbone

crawfish

pawprint

clawed

laws

seesawing

thawing

awful

5 ~ oa (boat)  
ow (show) / oe (toe)

hoeing

elbowing

rowboat

windowing

pillowing

shadowing

floating

coasted

tiptoeing

boatloading

## Level 13 *Activity 1*

6 ~ oi (oil / oy (boy)

pointing

cowboy

toybox

boiling

joyful

tinfoil

coin

oilcan

soy

toilets

7 ~ ew (new) / u-e (rule)  
ue / (due)

fewer

glue

unscrew

stew

rule

sewer

clueless

newspaper

threw

overdue

8 ~ ie (pie) igh (high)

piepan

necktie

night light

cried and cried

french fries

highway

right

dried

brighter

tried and tried

## Level 12 and 13 REVIEW

### 9A ~ REVIEW

zookeeper

hard boiled

railroad

claw mark

night and day

toy boat

New York

paper towel

storm cloud

toes

### 9B ~ REVIEW

snow

ahoy

newborn

baboon

true story

playmate

oatmeal

starlight

water bowl

sea coast

### 9C ~ REVIEW

bow tie

spreadsheet

moonbeam

bookcase

curled-up

sweatshirt

groom

roast beef

rainbow

due



### Activity Two: **Level 13** High-Frequency Words (More Advanced)

High-Frequency words are those which appear repeatedly but do not follow an expected pattern. Students vary in their ability to remember these words. Some may need many repetitions, others only a few.

These lists may be copied and cut apart for specific practice, or read quickly as presented here. Some students may prefer to pull a small card from the top to the bottom of the list.

Mentors may wish to copy the page and circle missed words to practice at a later time. NOTE: When difficult words are identified, it is best to work with ten or fewer at one time to avoid frustrating the learner.

The **Level 13** lists are more difficult high-frequency words. Mentors should review the **Level 12** lists before presenting students with these lists. It is not necessary for students to learn all of these words before enjoying books at higher levels. Learning a number of high-frequency words will make it easier for students to read longer books more fluently, which in turn will allow for better comprehension. The final instructional packet in this series (**Level 14**) will help mentors encourage fast, expressive reading with some specific (timed) fluency exercises.

To the mentor: Some words that can be divided into smaller parts are also included in these sight word lists. Because these words appear frequently in books, recognition should eventually become automatic.

These lists may be copied.

#### **Level 13** High-frequency #1

love
found
even
push
early
such
pull
own
right
later

#### **Level 13** High-frequency #2

believe
live
straight
story
important
only
does
animal
build
instead

Level 13 High-frequency #3

high
belong
also
children
sang
wrote
another
form
child
song

Level 13 High-frequency #4

gave
old
while
either
young
public
buy
given
read
known

Level 13 High-frequency #5

light
none
grew
hold
sure
which
grow
held
shall
often

Level 13 High-frequency #6

warm
might
cold
until
family
knot
think
better
those
course



Level 13 High-frequency #7

coin
penny
few
dime
together
cent
nickle
each
dollar
quarter

Level 13 High-frequency #8

beautiful
paper
draw
white
pretty
done
pink
drew
picture
color

Level 13 High-frequency #9

third
sixth
ninth
first
seventh
fifth
tenth
second
fourth
eighth

Level 13 High-frequency #10

nothing
shouldn't
above
myself
couldn't
himself
something
below
wouldn't
herself

Level 13 High-frequency #11

tomorrow
winter
yesterday
summer
night
fall
month
spring
always
year

Level 13 High-frequency #12

enough
self
juice
fact
carry
toward
number
quite
slept
yourself

Level 13 High-frequency #13

twentieth
thirteenth
eleventh
sixteenth
eighteenth
fourteenth
nineteenth
twelfth
fifteenth
seventeenth

Level 13 High-frequency #14

round
triangle
shape
large
square
middle
circle
rectangle
half
long

Level 13 High-frequency #15

present
word
kept
voice
fact
learn
empty
different
since
great

Level 13 High-frequency #16

quiet
though
wrong
answer
eye
bought
gone
thought
themselves
please

Level 13 High-frequency #17

face
drink
meant
trouble
other
among
drank
watch
place
several

Level 13 High-frequency #18

American
country
state
president
city
world
United States
people
stripes
flag

