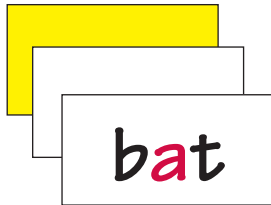


Step 3

5 minutes

Step
3



Review Phonetically Regular Words (PRWs) and High Frequency Words (HFWs)

Materials



Phonetically regular word (PRW) cards (only include those words you plan to use in a particular lesson)



High frequency word (HFW) cards (only include those words you plan to use in a particular lesson)

Procedures

The goal of this activity is to develop fluency. The focus is on phonetically regular words, with a few high frequency words included. Each student should have about three turns to read words. If you have a group of five students, for example, you might start off with about 15 words. At first, 12 words would be phonetically regular words and 3 would be high frequency words.

As the students progress through the levels in this program, the number of words in this step will increase. You might include, for example, 15 phonetically regular words and 5 high frequency words.

As with the **Red Level**, the phonetically regular words (PRWs) and high frequency words (HFWs) should not be written on the same color cards.

Step
3


Phonetically Regular Words (PRWs)

Closed Syllable Words with Double Final Consonants

Once the students can successfully make words with double final consonants (*-ll*, *-ss*, and *-ff*) on the sound board, you can add that group of words to your phonetically regular word (PRW) cards.

Closed Syllable Words with Blends

Once the students can successfully make words with the first set of blends (*bl*, *cl*, *fl*, and *gl*) on the sound board, you can add that group of words to your phonetically regular word (PRW) cards and introduce the next set of blends (*sk*, *sl*, and *sp*) on the sound board.

A starter set of PRWs is provided on the next page and on the CD-ROM . As shown in the starter set, make sure to write the consonants in black and the **vowels in red**.

Starter Set of Orange Level Phonetically Regular Word (PRW) Cards

Double final consonants

<u>-ll</u>	<u>-ss</u>	<u>-ff</u>
fill	miss	cliff
well	mess	stiff
chill	pass	sniff
hill	kiss	Jeff
		puff

Initial blends

<u>bl</u>	<u>cl</u>	<u>fl</u>	<u>gl</u>
block	clam	flag	glad
blab	class	flush	glass
blush	clock	flip	glob
	club		

<u>sk</u>	<u>sl</u>	<u>pl</u>
skim	slam	plum
skip	sled	plan
skill	slug	plop
	slush	

<u>cr</u>	<u>dr</u>	<u>gr</u>
crab	drop	grill
crib	drum	grab
crash	drip	grin

Starter Set of Orange Level PRW Cards (continued)

Initial blends (continued)

<u>br</u>	<u>fr</u>	<u>pr</u>	<u>tr</u>
brat	fresh	press	trip
brass	Fran	prop*	truck
brick	frill*		trap

<u>sm</u>	<u>sn</u>	<u>sp</u>	
smell	snap	spell	speck*
smock*	snack	spin	spill
smack	snob*	spot	spit

<u>st</u>	<u>sw</u>	<u>tw</u>	
stash*	swim	twin	
step	swell	twig	
stop	swish*		
stick			

Final blends

<u>-mp</u>	<u>-sk</u>	<u>-st</u>
camp	ask	fast
champ	desk	nest
dump	risk	must

Step
3

*Do your students know the meanings of the words with asterisks?

If not, this is a good opportunity to expand vocabulary.

Starter Set of Orange Level PRW Cards (continued)

Final blends (continued)

<u>-ft</u>	<u>-lt</u>	<u>-nt</u>
raft*	belt	ant
gift	melt	sent
lift	tilt*	mint
		went

<u>-lf</u>	<u>-lp</u>	<u>-nd</u>	<u>-nk</u>
elf	help	and	sink
shelf	gulp*	hand	dunk
		send	chunk
		pond	

*Do your students know the meanings of the words with asterisks?

If not, this is a good opportunity to expand vocabulary.


Closed Syllable Words with *-s* and *-ing*

In this step you will also introduce the endings *-s* and *-ing* to closed syllable words when there is no change to the spelling of the base word (e.g., *hats*, *jumps*, *rocking*, *fishing*).

As students become accurate and fluent reading closed syllable words with single consonants, digraphs, and blends, you can add words with *-s* and *-ing* to your phonetically regular word (PRW) cards.

Additional sample lists of phonetically regular words with final double consonants and blends taught in this level are included in the Additional Materials section at the end of this level.

High Frequency Words (HFWs) 51–100

The following high frequency words (HFWs) from Fry and Kress (2006) can be taught and added to your word card pack. You might want to pretest the students on these HFWs at this level and create an individualized list of HFWs that the students still need to learn. A High Frequency Word Assessment form for the **Orange Level** and individual word cards are included on the CD-ROM .

**will	*up	other	about	out	many	*then
*them	these	so	some	her	would	make
like	*him	into	time	*has	look	two
more	write	go	see	number	no	way
could	people	my	*than	first	water	been
call	who	*am	**its	now	find	long
down	day	*did	*get	come	made	may
part						

Adapted from *The Reading Teacher's Book of Lists, Fifth Edition*, by E.B. Fry and J. Kress
© 2006 Jossey-Bass. Reprinted with permission from John Wiley & Sons, Inc.

*Students learned to decode words written in red during the **Red Level** in this program.

**Students will be learning to decode the words written in orange at this level in this program.

Once each high frequency word has been learned by most of the students, it is a good idea to file the word in alphabetical order in the back of a high frequency word box. These words should be reviewed on a regular basis in Step 3 of your lesson to make sure that the students remember them.

Use any strategy you typically use to teach high frequency words (HFWs). Review the suggestions in the **Red Level**, including playing “Go Fish,” Concentration, and the Board Game to reinforce these high frequency words.

An Important Note About Developing Fluency

Remember, the overall goal of this activity is to develop fluency at the word level. A hallmark of good readers is the ability to read both accurately and fluently. Students will start to develop fluency at the word level during Step 3. To help students develop fluency, you will need to have them read the words more than once.

- The first time the words are read, the goal is accuracy.
- If a student misreads a vowel in a word (reading *slip* for *slap*), it helps to point to the vowel and ask the student to tell you the sound the vowel makes (e.g., *a* says /a/).
- Next, point to the first letters of the word and slide your finger from left to right, asking the student to blend the consonant(s) and vowel (e.g., *slaaaaaap*).
- Finally, ask the student to read the entire word (e.g., *slap*).

- If the student continues to read the word incorrectly, then pronounce the word for the student and move on. Place that word on the bottom of the pack of cards, and try to give the same student the opportunity to read that word at his or her next turn.

Activities for Developing Fluency

- When the students read the words for the second time, try using an hourglass to encourage the students to move more quickly. The students like to see how many words they can read before the sand runs out.
- Use a stopwatch with the group and have the students see how long it takes to read all of the words in the card pack for that day. As you go around the group, you can accommodate a student who reads less fluently by asking that student to read a word that you know he or she can read. This ensures that each student gets a turn and keeps the activity moving.
- Students can also use the hourglass and stopwatch while working in pairs. Each student tries to read his or her words more quickly than during his or her previous reading. This way, the students are encouraged to improve their own times and not compete with each other.

Order Form

BROOKES PUBLISHING • P.O. Box 10624, Baltimore, MD 21285-0624

ABOUT YOU (write in your specialty and check one field that best applies)

Specialty _____

Birth to Five K-12 Clinical/Medical Personnel 4-year College/Grad. Comm. College/Vocational Association/Foundation Comm. Services

Name _____

Phone number _____

Address _____

residential

commercial

City _____

State _____

ZIP _____

Country _____

E-mail _____

Yes! I want to receive e-mail about new titles and special offers. (Your e-mail address will not be shared with any other party.)

Qty	Stock #	Title	Price

PAYMENT METHOD

Check enclosed (payable to Brookes Publishing Co.)

Purchase Order attached (bill my institution)
*Add 2% to product total for P.O. handling fee

American Express (15 digits)

MasterCard (16 digits)

Visa (13 or 16 digits)

Subtotal _____

6% sales tax, MD only _____

5% business tax (GST), CAN only _____

P.O. customers: 2% of subtotal _____

Shipping (see chart below) _____

Total (in U.S. dollars) _____

Credit card account number _____

Expiration date ___/___/___ Signature _____

Convenient ways to order:

CALL toll-free 1-800-638-3775 M-F, 9 a.m. to 5 p.m. ET.; **FAX** 410-337-8539;

MAIL order form to: Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624:

ON-LINE www.brookespublishing.com

Money-back guarantee! Ordering with Brookes is risk-free. If you are not completely satisfied, you may return books and videotapes within 30 days for a full credit of the purchase price (unless otherwise indicated). Refunds will be issued for prepaid orders. Items must be returned in resalable condition. All prices in U.S.A. dollars. Policies and prices subject to change without notice. Prices may be higher outside the U.S.A.

STANDARD GROUND SHIPPING & HANDLING

(For other shipping options and rates, call 1-800-638-3775, in the U.S.A. and Canada, and 410-337-9580, worldwide.)

Continental U.S.A., AK, HI, PR,
and U.S.A. territories & protectorates

For subtotal of _____	Add* _____
US\$55.00 and under	\$6.49
US\$55.01 and over	12%

Orders within continental U.S.A ship via UPS Ground Delivery. Orders for AK, HI, PR, U.S.A. territories & protectorate ship via USPS. Please call or email for expedited shipping options and rates.

Canada

For subtotal of _____	Add* _____
US\$67.00 and under	\$9.99
US\$67.01 and over	15%

Orders for Canada are consolidated for shipping twice each month. For minimum shipping time, please place your orders by the 9th or 24th of each month.

**calculate percentage on subtotal*