



High-Frequency Words

Professional Learning Guidebook

About Ignite Reading

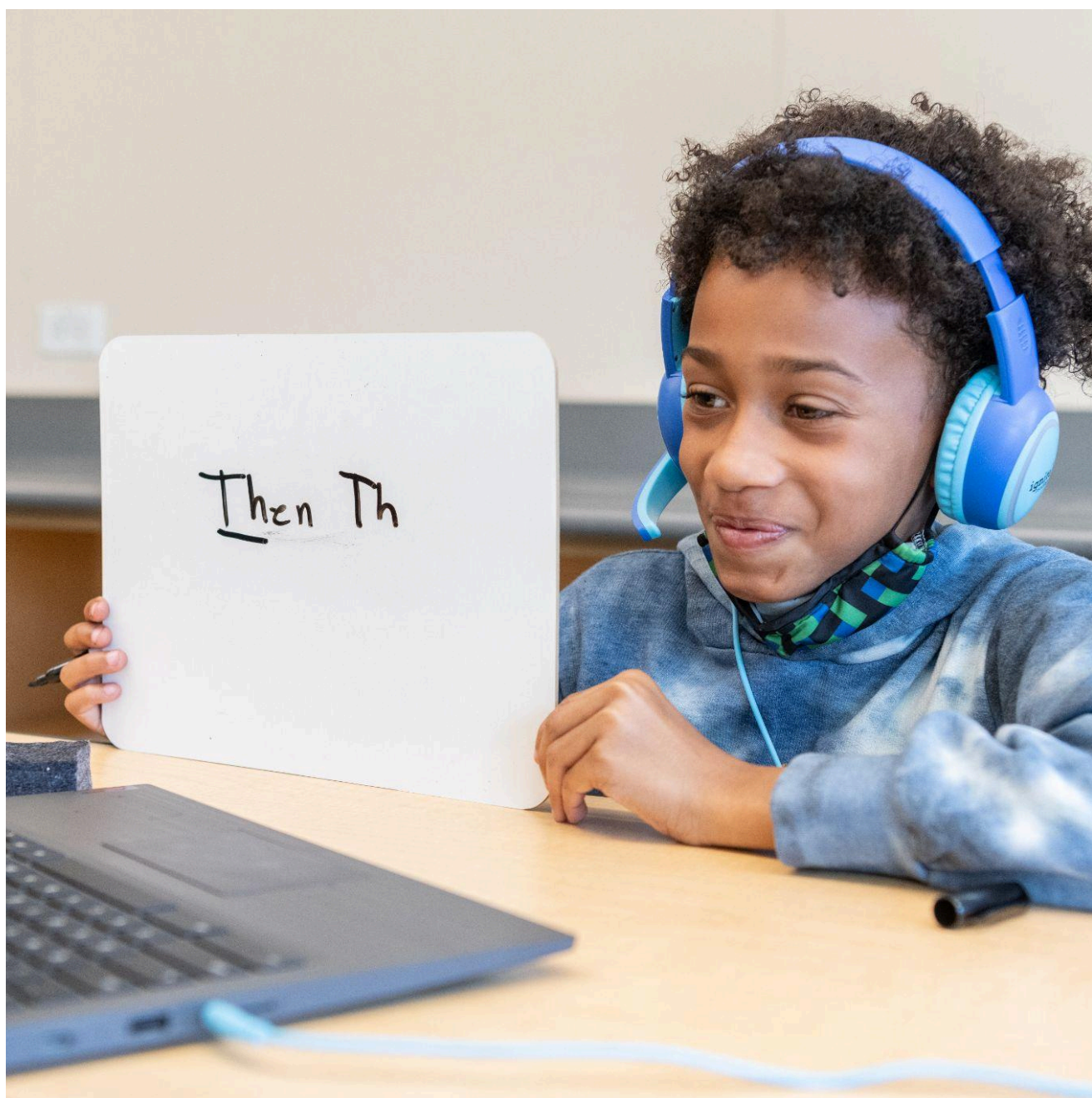
Ignite Reading delivers 1:1 online tutoring that teaches students who require extra support the foundational skills they need to become confident, fluent readers by the end of 1st grade. We provide districts with a team of literacy specialists and highly trained tutors to deliver daily, data-driven differentiated instruction aligned to the Science of Reading and designed to close foundational skills gaps fast — so kids can successfully transition from learning to reading to reading to learn. Students across demographics — including multilingual learners, students with IEPs, and students from historically underrepresented groups — all achieve the same strong results. (Study by the Center for Research and Reform in Education at Johns Hopkins University). For more information, visit www.ignite-reading.com.

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How to Use the Guidebook

This guidebook is a resource manual for the content explored in the Ignite Reading high-frequency words module. You can refer to this manual as you apply what you learned from the module in their teaching practice. You can also refer to guidebook content to support your learning as you complete the module.



High-Frequency Words: An Overview

Welcome to the High-Frequency Words (HFW) Professional Learning session! We are excited to explore this important topic with you to help you as you support your students' reading development! In this session, we will explore the purpose of high-frequency words and key instructional practices to support reading proficiency.

Overview

Guiding Question:

How can we utilize word analysis processes to increase students' reading fluency?

Session Objective:


Learn how to increase students' reading fluency by integrating meaningful high-frequency words analysis processes into the existing curriculum.

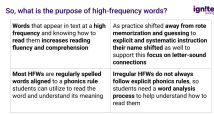
Session Agenda


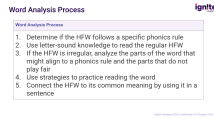
1. Overview
2. Letter-Sound Connections
3. High-Frequency Words
4. Key Instructional Practices
5. Reflecting on Learning


High-Frequency Words: Key Take-Aways

This resource supports your thinking and learning throughout the professional learning session. Feel free to jot notes here, use this resource as you complete the session, and refer to this information to support your teaching practice.

Agenda	Key Take-Aways
Overview	<ul style="list-style-type: none"> Self-reflections and checking our understanding before we learn help connect new learning to our prior knowledge.
Letter-Sound Connections 	<ul style="list-style-type: none"> There are five essential components of an effective literacy curriculum that help students crack the alphabetic code and become confident, fluent readers. <ul style="list-style-type: none"> Phonological Awareness & Phonemic Awareness: Ability to hear, identify, and manipulate sounds and words in spoken language Phonics: Explicit instruction on letter-sound connections within a systematic progression of basic to complex skills and concepts Fluency: Ability to read with appropriate accuracy, speed, and expression Vocabulary: Ability to understand words in both fiction and nonfiction texts Comprehension: Ability to demonstrate understanding of increasingly complex fiction and nonfiction texts Explicit phonics instruction teaches specific phonics rules and letter-sound connections within a systematic progression of skills/concepts that build a strong foundation for students to draw from when reading.

Agenda	Key Take-Aways
	<ul style="list-style-type: none"> When students connect sounds to accurate spelling, they can store words in their memory and read them by sight without decoding the word. The ability to read and decode the word first is an essential step in this orthographic mapping process, which is letter/sound connection proficiency demonstrated by reading, spelling, and understanding the meaning of the word. After students map the sounds in words, we want them to know thousands of words by sight!
<h3>High-Frequency Words</h3> 	<ul style="list-style-type: none"> High-frequency words (HFWs) appear in text at a high frequency. They are the exact words previously coined as sight words and occur more frequently in text because of their purpose. These words have been incorrectly identified as sight words on Dolch word lists. Sight words are words students know by sight and are stored in their working memory. As practice has shifted from rote memorization and guessing to explicit and systematic instruction, the names we use for these words have also turned to support a focus on the letter-sound connections found in the most frequent words in a text. Most HFWs follow regular spelling patterns that align with a phonics rule. Students can use these rules to read the word and understand its meaning. Some HFWs are irregular and do not always follow explicit phonics rules. Students need strategies to help them understand how to read these words to connect to their meaning. Word analysis processes support the reading of both regular and irregular HFWs.

Agenda	Key Take-Aways
<p>Key Instructional Practices</p>  	<ul style="list-style-type: none"> • Word analysis processes focused on letter-sound connections support high-frequency word reading. • Word Analysis Process Steps: <ol style="list-style-type: none"> 1. Determine if the HFW follows a specific phonics rule. 2. If yes, use letter-sound knowledge to read the regular HFW. 3. If the HFW is irregular, analyze the parts of the word that might align with a phonics rule and the parts that do not play fair. 4. Use strategies to practice reading the word. 5. Connect the HFW to its common meaning by using it in a sentence. • Regular and Irregular HFW Examples <ul style="list-style-type: none"> ○ Regular: māde <ul style="list-style-type: none"> ■ Follows the CVCe rule where the vowel is long, and the e is silent ■ I <u>made</u> dinner with my mom last night. ○ Irregular: gīve <ul style="list-style-type: none"> ■ It does not follow the CVCe rule, but it makes an exception and follows the CVC rule where the vowel is short, and the e is silent. ■ My teacher asked me to <u>give</u> the permission slip to my parents. • If decoding the HFW requires prerequisite phonics skills and concepts the student is not yet proficient in, it is important to model how to use that knowledge to read the word.

Agenda	Key Take-Aways										
<p>Modeling Application: High-Frequency Word Protocol </p> <table border="1"> <thead> <tr> <th>Key Instructional Practice</th><th>Description</th></tr> </thead> <tbody> <tr> <td>Graphic Organizer</td><td>Use visuals to help students analyze words.</td></tr> <tr> <td>Annotate the Word</td><td>Circle, underline, and/or highlight word parts.</td></tr> <tr> <td>Practice Spelling the Word</td><td>Practice spelling words just by hearing them.</td></tr> <tr> <td>Use Word in a Sentence</td><td>Use the word in a sentence to help students connect to the meaning of the word.</td></tr> </tbody> </table>	Key Instructional Practice	Description	Graphic Organizer	Use visuals to help students analyze words.	Annotate the Word	Circle, underline, and/or highlight word parts.	Practice Spelling the Word	Practice spelling words just by hearing them.	Use Word in a Sentence	Use the word in a sentence to help students connect to the meaning of the word.	<ul style="list-style-type: none"> ○ Example: farm /f/ /ar/ /m/ with r-controlled vowel /ar/ <ul style="list-style-type: none"> ● Share with the student that they know this word's consonants (f & m), but the vowel in the middle of the word combines with the letter 'r' especially. We call these r-controlled vowels, making the /ar/ sound. We will learn that later, so the word is /f/ /ar/ /m/ = "farm" using a Decoding Graphic Organizer. ○ Model key instructional practices that can support the word analysis process with both regular and irregular words. ○ High-Frequency Words Protocol <ul style="list-style-type: none"> ■ Graphic Organizer: Use visuals to help students analyze words. ■ Annotate the word: Circle, underline, and/or highlight word parts. ■ Practice spelling the word: Ask students to practice spelling words just by hearing them. ■ Use the word in a sentence: Direct students to think about the meaning of the word and use the word in a sentence.
Key Instructional Practice	Description										
Graphic Organizer	Use visuals to help students analyze words.										
Annotate the Word	Circle, underline, and/or highlight word parts.										
Practice Spelling the Word	Practice spelling words just by hearing them.										
Use Word in a Sentence	Use the word in a sentence to help students connect to the meaning of the word.										
<p>Reflecting on Learning</p>	<ul style="list-style-type: none"> ● Self-reflection and checking our understanding after learning helps us connect new learning to our teaching practice by planning how to apply it. 										

High-Frequency Words: Thought Catcher

Writing notes, drawing pictures, or other methods of processing information in a written format can support your learning. This resource can help you think and understand throughout the professional learning session.

Agenda	Thoughts, Questions, Action Steps, and More
1. Overview	
2. Letter-Sound Connections	

Agenda	Thoughts, Questions, Action Steps, and More
3. High-Frequency Words	
4. Key Instructional Practices	
5. Reflecting on Learning	

Regular High-Frequency Words List

The table below lists phonics rules and corresponding regular high-frequency words.¹

Note: Some word lists include high-frequency words in multiple categories. For example, 'study' is /st/ +short /ŭ/ +/d/ + _y long /ē/ = "study" and will appear in the blends, short ŭ, and long ē word lists.

Phonics Rule	Word List
Consonant Vowel (CV): long vowel	me, be, she, so, no, he, we, go
Vowel Consonant (VC): short vowel	us, on, in, is, it, as, at, if, up
Consonant Vowel Consonant (CVC): short vowel	men, did, man, set, big, get, had, his, but, not, can, him, has
Consonant Vowel Consonant Consonant (CVCC): short vowel	well, such, land, back, much, went, just, help, tell, with, will
Short /ă/ (VC, CVC, or CCVC)	as, at, an, and, ask, than, that, man, had, can, has
Short /ĕ/ (CVC, CCVC, or CVCC)	end, well, then, them, went, tell, get, help, when, spell
Short /ĭ/ (VC, CVC, CCVC, or CVCC)	it, its, is, if, him, his, still, will, with, this, which, big, little, thing, think
Short /ŏ/ (VC, or CVC)	on, off, not
Short /ŭ/ (VC, or CVC)	us, up, study, must, number

¹ Dolch, E. W. (1936). A basic sight vocabulary. *The Elementary School Journal*, 36, 456–60. <https://doi.org/10.1086/457353>

Phonics Rule	Word List
Digraph (ch, sh, th, wh)	much, such, than, that, then, them, with, this, which, thing, think, she, why
Long /ā/ (CVCe, a, ai, ay)	a, page, made, name, take, place, same, came, make, day, may, play, way, say
Long /ē/ (CV, CVCe, e, ea, ee, _y)	me, he, we, be, she, each, read, mean, three, need, see, very, study, these
Long /ī/ (CV, CVCe, i, igh, _y)	I, right, by, my, why, try, time, write
Long /ō/ (CV, CVCe, o, oa, oe)	so, no, go, old, home
Long /ū/ (CVCe, u, ue, ew)	use, glue, new
Blends (st-, pl-)	study, still, play, place
Vowel Digraph /oo/ Long and Short	good, look, too, you
Vowel Digraph (ou, ow)	found, sound, about, down, now, show, how, out, follow
R-Controlled Vowel (ir, er, or, ur, ear, wor)	farm, turn, world, learn, part, after, first, work, year, word, for, or, her, number
Diphthongs (oi, oy, aw, au, ou, ow)	point, oil, boy
Silent letter	write
Consonant -le	little

Irregular High-Frequency Words List

The table below lists irregularly spelled high-frequency words.² The area of the word that does not align with a commonly explored phonics rule is bolded to support the word analysis process.

Irregular High-Frequency Words		Multisyllabic Irregular High-Frequency Words
air	through	around
move	was	another
Read (past tense)	one	because
kind	they	picture
house	what	away
should	all	answer
to	said	America
been	your	mother
who	some	people
come	two	water
give	more	very
most	great	before
our	change	even
where		different
any		again
want		animal
small		over
put		only
does		sentence

² Dolch, E. W. (1936). A basic sight vocabulary. *The Elementary School Journal*, 36, 456–60. <https://doi.org/10.1086/457353>

Irregular High-Frequency Words	Multisyllabic Irregular High-Frequency Words
large	also
here	many
hand	into
could	other
call	
find	
long	
live	
of	
have	
great	
from	
there	
do	
many	
the	
do	
are	
all	
your	
said	
know	

High-Frequency Words Pronunciation Guidance in Data Reports

The HFW Pronunciation Guidance (found in the HFW data reports) supports students and teachers in accurately pronouncing and decoding each HFW.

The pronunciation guidance uses the breve (short vowel) and the macron (long vowel) to portray the sounds of each high-frequency word, with slashes (/) separating the sounds represented in the HFW.

Breve	Macron
Short Vowel Symbol	Long Vowel Symbol
Short /ă/	Long /ā/ (CVCe, a, ai, ay)
Short /ĕ/	Long /ē/ (CV, CVCe, e, ea, ee, _y)
Short /ĭ/	Long /ī/ (CV, CVCe, i, igh, _y)
Short /ŏ/	Long /ō/ (CV, CVCe, o, oa, oe)
Short /ŭ/	Long /ū/ (CVCe, u, ue)

Examples:

- "was" is pronounced as -->/w/ /ŭ/ /z/
- "away" is pronounced as --> /ŭ/ /w/ /ā/
- "make" is pronounced as --> /m/ /ā/ /k/
- "change" is pronounced as --> /ch/ /ā/ /n/ /j/
- "sentence" is pronounced as --> /s/ /ĕ/ /n/ /t/ /ĕ/ /n/ /s/

Below is an explanation of other sound spellings, such as the vowel digraph /oo/, the /ow/ sound, and the schwa sounds.

Sound Spelling	Explanation
Vowel Digraph /oo/	Vowel digraphs are two vowels that generate one sound when placed together. Digraphs include double vowels like the long “oo” in through or moon” or the short “oo” in “put or foot.”
/ow/ Sound	The “ow” sound can make two different sounds – a long “o” sound, as in “follow” or a /ou/ sound, as in “down.” When you see /ow/ in HFWs, it’s only for the /ow/ as in sound. If the /ow/ is a long o, it is listed as /ō/.
Diphthong	A diphthong is a sound that occurs when two vowel sounds are in the same syllable. The vowel sounds glide in one syllable, like /oy/ in “boy” or /ay/ in “way.”
Schwa Sound	<p>The schwa sound is similar to the short /ŭ/sound in the word “pup” /p/ /ŭ/ /p/. It can replace any of the vowel sounds. Speakers sometimes use the short /ĩ/ sound to reduce vowels.</p> <p>Short /ŭ/ example: the e in synthesis</p> <p>Short /ĩ/ example: the a in human</p>

Sample Decoding Graphic Organizer

This Decoding Graphic Organizer can be printed as a support tool to help students decode and read words.

?

--	--	--	--	--	--	--

sounds

letters

?

--	--	--	--	--	--	--

sounds

letters

Sample Decoding Graphic Organizer

Here is a student example of using the graphic organizer, which can be laminated and reused with dry-erase markers. In this example, the graphic organizer helped the student analyze the irregular high-frequency word, decode it, read it, and spell it.

3

f	r	o	m			
---	---	---	---	--	--	--

ü

4 sounds 4 letters

3

ch	a	n	ge			
----	---	---	----	--	--	--

ā j

4 sounds 6 letters

High-Frequency Words Instruction Planning Template

Supporting students with reading and spelling HFWs can occur in many scenarios during the school day. Pre-planning these experiences ahead of time will support purposeful and targeted instruction. Use this template for whole-group, small-group, and/or individual student instruction.

Lesson Type <ul style="list-style-type: none"> • Whole-Group • Small Group • 1:1 Support 	High-Frequency Words	Word Analysis Process Focus Areas	Observation Notes

High-Frequency Words Instruction Planning Example

Lesson Type <ul style="list-style-type: none"> Whole-Group Small Group 1:1 Support 	High-Frequency Words	Word Analysis Process Focus Areas	Observation Notes
<p>1:1 Support</p> <p>Student Strengths:</p> <p>★ Letter-sound connections with regular HFWs → CV, VC, CVC</p> <p>Student Areas of Improvement:</p> <p>☐ Irregular HFWs</p> <p>☐ Connections to Phonics Rule</p>	<p>→ set (CVC)</p> <p>→ same (CVCe)</p> <p>→ was (irregular)</p>	<p>→ Use Word in Sentence</p> <p>→ Annotate the Word</p> <p>→ Use Graphic Organizer</p> <p>→ Decode the Word</p>	<p>❖ Strengths:</p> <p>accurate</p> <p>sound</p> <p>articulation</p> <p>blend/</p> <p>decode</p> <p>say/read</p> <p>words</p> <p>❖ Areas of Improvement:</p> <p>The explanation needs to relate to the phonics rule, and students need to explain why they would read the word this way.</p>

High-Frequency Words (HFW) Coaching Rubric

Teacher: _____

Coach: _____

Date: _____

The Coaching Rubric aims to provide targeted teacher and student actions to support each student's reading proficiency. This instructional tool provides opportunities for teachers to reflect on their practice, set goals, and plan for future instruction. Leaders and Coaches can use it to support their staff in implementing effective early literacy teaching and learning.

High-Frequency Words Instruction				
Teacher Actions	Yes	No	N/A	Coaching Tips
The teacher is prepared for instruction.				Review abbreviated lesson steps to support instruction delivery.
The learning environment is ready for learning.				Review the learning space; organize materials and/or technology tools before learning.
The teacher accurately produces sounds.				Review phoneme articulation guidance and practice phoneme production.
The teacher accurately models the letter-sound rule.				Review the phonics rules for HFWs in the lesson and prepare to guide student learning.
The teacher provides accurate corrective feedback.				Align feedback to student error—model accurate sound production, blending, and decoding.
Student Actions	Yes	No	N/A	Coaching Tips
Student(s) are actively engaged in their learning.				Please set norms and expectations for learning with positive reinforcement.
Student(s) produce letter sounds.				Note that reteaching is crucial for phoneme production and letter-sound spellings.
Student(s) apply their letter-sound knowledge to decode and read words.				Model and reteach as needed using additional word lists.
Student(s) provide an explanation to support their word analysis.				Model ways to connect the letter-sound phonics rule during the word analysis process.

High-Frequency Words Script

High Frequency Words (3 minutes)	
Script	
<p>Introduce Concept: (First few weeks, until student knows definition)</p> <p>The common words can be tricky to read, but once we understand them we'll know them by heart! First, we'll say the word and break it down into its individual sounds. Then, we'll count the sounds and learn the letters that match those sounds. Let's begin!</p>	<p>Introduction: (After student knows the definition)</p> <p>We have a new HFW! First we'll say the word and separate the sounds. We'll count the sounds, identify the letters, and learn how the word works!</p>
Generic script	Script with example
<p>Oral - blank screen</p> <ul style="list-style-type: none"> The first word is _____. What word? (S) _____ <i>Use the word in a sentence.</i> The sounds are: /x / /x / /x/ <i>Tap fingers to thumb for each sound</i> How many sounds? (S) ____! <p>Write</p> <ul style="list-style-type: none"> The letters are: _ _ _ <i>Name each letter while writing the word</i> How many letters? (S) ____! Yes, ____ sounds and ____ letters! Let's see how the letters match the sounds! In _____, the letter(s) ____ represent(s) the /X/ sound. ____ represent(s) the /X/ sound, etc. <i>Annotate to show how each part works</i> This word is... <i>Underline the whole word</i> (S) ____! 	<ul style="list-style-type: none"> The first word is through. What word? (S) through I walked through the puddle. The sounds are: /th/ /r/ /oo/ <i>Tap fingers to thumb for each sound</i> How many sounds? (S) 3! The letters are: t-h-r-o-u-g-h <i>Name each letter while writing the word</i> How many letters? (S) 7! Yes, 3 sounds and 7 letters! Let's see how the letters match the sounds! In through, the letters th represent the /th/ sound, r represents the /r/ sound, and the letters ough represent the /oo/ sound. <i>Annotate to show how each part works</i> This word is... <i>Underline the whole word</i> (S) through!

Want to explore more? Learn more with these readings!

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