ign!te
reading

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, differentiated instruction that's data-driven, aligned to the Science of Reading, and designed to close foundational skills gaps fast — so kids can successfully transition from learning to read to reading to learn. Students across demographics — multilingual learners, students with IEPs, and students from historically underrepresented groups — achieve more than 5 additional months of learning compared to national averages (Study by the Center for Research and Reform in Education at Johns Hopkins University). For more information visit: www.ignite-reading.com.

Table of Contents

How to use the Guidebook

The guidebook is a resource manual for the content explored in the module. Participants can refer back to the guidebook as they apply their learning from the module in their teaching practice. Participants can also refer to guidebook content to support their learning as they complete the module.

High-Frequency Words: An Overview

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

Overview

Guiding Question:

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

Session Objective:

We can integrate meaningful high-frequency word analysis processes into the existing curriculum to increase students' reading fluency.
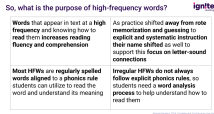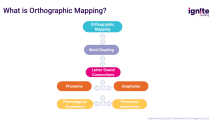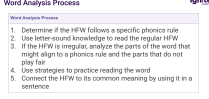
Session Agenda

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 is meant to support 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 back to this information to support your teaching practice.

Agenda	Key Take-Aways
Overview	• Self-reflections and checking for our own understanding before our learning helps connect new learning to our prior knowledge.
Letter-Sound Connections	• There are five essential components of an effective literacy curriculum that help students crack the alphabetic code and become confident, fluent readers. ○ 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 vocabulary 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

Agenda	Key Take-Aways
	skills/concepts that build a strong foundation students can draw from when reading. ● When students are able to connect sounds to accurate spelling, it increases their ability to store words in memory and read them by "sight" without having to decode the word. Being able to read and decode the word first is an important step in this orthographic mapping process; 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!
High-Frequency Words 	● High-frequency words (HFWs) are the words that appear in text at a high frequency and were formerly incorrectly identified as sight words based on Dolch word lists. ● As practice shifted away from rote memorization and guessing to explicit and systematic instruction, their name shifted as well to support a focus on letter-sound connections of the most frequent words in text. ● Most HFWs are regularly spelled words aligned to a phonics rule students can utilize to read the word and understand its meaning. ● Irregular HFWs do not always follow explicit phonics rules, so students need strategies to help understand how to read them in order to connect to the word's meaning. ● Word analysis processes support the reading of both regular and irregular HFWs.

Agenda	Key Take-Aways
Key Instructional Practices	- Word analysis processes focused on letter-sound connections support high-frequency word reading. - Word Analysis Process Steps: - Determine if the HFW follows a specific phonics rule. - Use letter-sound knowledge to read the regular HFW. - If the HFW is irregular, analyze the parts of the word that might align to a phonics rule and the parts that do not play fair. - Use strategies to practice reading the word. - Connect the HFW to its common meaning by using it in a sentence. - Regular and Irregular HFW Examples - Regular: māde - Follows CVCe rule where the vowel is long and the e is silent. - I made dinner with my mom last night. - Irregular: gĭve - Does not follow CVCe rule, makes an exception and follows CVC rule where vowel is short and e is silent. - My teacher asked me to give the permission slip to my parents. - If the HFW presents 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. - Example: farm /f/ /ar/ /m/ with r-controlled vowel /ar/

Agenda	Key Take-Aways
         Modeling Application: High Frequency Word Protocol *(small reference table image)*	• Share with the student that they know the consonants (f & m) in this word, but the vowel in the middle of the word combines with the letter r in a special way we call r-controlled vowels, making the /ar/ sound. We will get to learn that later, so the word is, /f/ /ar/ /m/= "farm" using Elkonin boxes ○ Model key instructional practices that can support word analysis process with both regular and irregular words ○ High-Frequency Word Protocol ■ 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: Students think about the meaning of the word and use the word in a sentence
Reflecting on Learning	• Self-reflections and checking for our own understanding after our learning helps connect new learning to our teaching practice by planning for application of learning.

High-Frequency Words: Thought Catcher

If your learning is supported by writing notes, drawing pictures, or processing in written format, this resource is meant to support 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 back to this information to support your teaching practice

.

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

Agenda	Thoughts, Questions, Action Steps, and More!
3. Reading Fluency Instruction	
4. Key Instructional Practices	
5. Reflecting on Learning	

Regular High-Frequency Words List

The table below lists the phonics rule and corresponding regular high-frequency words[1].

Note: High-frequency words can be listed 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	thr**ough**	**a**round
m**o**ve	w**as**	**a**nother
R**ea**d (past tense)	**one**	bec**au**se
k**i**nd	th**ey**	pict**ure**
hous**e**	wh**a**t	**a**way
sh**ou**ld	**all**	answ**er**
t**o**	s**ai**d	Americ**a**
b**ee**n	y**our**	m**o**ther
wh**o**	s**o**me	p**eo**ple
c**o**m**e**	t**wo**	w**a**ter
g**i**ve	mor**e**	v**er**y
m**o**st	gr**ea**t	bef**ore**
our	chang**e**	**e**ven
wh**ere**		diff**er**ent
an**y**		**a**gain
w**a**nt		anim**al**
sm**all**		**o**ver
p**u**t		**o**nly
do**es**		senten**ce**

---

[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
larg**e**	**al**so
h**ere**	m**a**ny
h**an**d	int**o**
c**ou**ld	**o**ther
c**all**	
f**i**nd	
l**o**ng	
l**i**ve	
of	
h**a**ve	
gr**ea**t	
fr**o**m	
th**ere**	
d**o**	
m**a**ny	
th**e**	
d**o**	
ar**e**	
all	
y**our**	
s**ai**d	
know	

High-Frequency Words Pronunciation Guidance in Data Reports

The purpose of the HFW Pronunciation Guidance in the data reports is to provide support for students and teachers on how to accurately pronounce and decode each HFW. It is important to simplify

The breve (short vowel) and the macron (long vowel) will be utilized to clearly portray sounds for each high-frequency word with slashes (/) to separate 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" will be pronounced as -->/w/ /ŭ/ /z/

- "away" will be pronounced as --> /ŭ/ /w/ /ā/

- "make" will be pronounced as --> /m/ /ā/ /k/

- "change" will be pronounced as --> /ch/ /ā/ /n/ /j/

- "sentence" will be pronounced as --> /s/ /ĕ/ /n/ /t/ /ĕ/ /n/ /s/

An explanation of other sound spellings like vowel digraph /oo/, /ow/ sound, and the schwa sounds are provided below.

Sound Spelling	Explanation
Vowel Digraph /oo/	Vowel digraphs are two vowels when placed together, generating one sound. This includes double vowels like the long "oo" in through or moon" or 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 will be 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	The schwa sound is similar to the short /ŭ/sound heard in the word "pup" /p/ /ŭ/ /p/. It can replace any of the vowel sounds. Sometimes the short /ĭ/ sound is used as a way of reducing vowels Short /ŭ/ example: the e in synthesis Short /ĭ/ example: the a in human

Sample Decoding Graphic Organizer

This Decoding Graphic Organizer can be printed and used 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 lamented and reused with dry erase markers. The graphic organizer helped the student analyze the irregular high-frequency word, decode the word, read the word, and spell the word.

ē

| th | i | ng | | | | |

| 3 | sounds |
| 5 | letters |

| | sounds |
| | letters |

ŭ m

| c | o | me | | | | |

| 3 | sounds |
| 5 | letters |

| 3 | sounds |
| 4 | letters |

High-Frequency Words Instruction Planning Template

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

Lesson Type - 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 - Whole-Group - Small Group - 1:1 Support	High-Frequency Words	Word Analysis Process Focus Areas	Observation Notes
1:1 Support **Student Strengths:** ★ letter-sound connections with regular HFWs → CV, VC, CVC **Student Areas of Improvement:** ❏ Irregular HFWs ❏ Connections to Phonics Rule	➜ set (CVC) ➜ same (CVCe) ➜ was (irregular)	➜ Use Word in Sentence ➜ Annotate the Word ➜ Use Graphic Organizer ➜ Decode the Word	❖ **Strengths:** accurate sound articulation blend/ decode say/read words ❖ **Areas of Improvement:** -needs connection to phonics rule with explanation of why the word is read the way it is

High-Frequency Words (HFW) Coaching Rubric

Teacher: _____   Coach: _____   Date: _____

The purpose of the Coaching Rubric is to provide targeted teacher and student actions that will support the reading proficiency of each student. This instructional tool provides opportunities for teachers to reflect on their practice, set goals, and plan for future instruction. Leaders and Coaches can use this tool to support their staff with the implementation of effective early literacy teaching and learning.

High-Frequency Words Instruction				
Teacher Actions	**Yes**	**No**	**N/A**	**Coaching Tips**
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.
Teacher accurately produces sounds.				Review phoneme articulation guidance and practice phoneme production.
Teacher accurately models the letter-sound rule.				Review the phonics rules for HFWs in the lesson and prepare to guide student learning.
Teacher provides accurate corrective feedback.				Align feedback to student error. Model accurate sound production, blending, and decoding, as needed.
Student Actions	**Yes**	**No**	**N/A**	**Coaching Tips**
Student(s) is actively engaged in their learning.				Set norms and expectations for learning with positive reinforcement.
Student(s) produces letter sounds.				Note reteaching needed for phoneme production; letter and 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) provides an explanation to support their word analysis.				Model ways to connect the letter-sound phonics rule during the word analysis process.

High-Frequency Word Script

High Frequency Words (3 minutes)	
Script	

Introduce Concept: (First few weeks, until student knows definition)	**Introduction:** (After student knows the definition)
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!	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!

Generic script	**Script with example**

Oral - blank screen
• The first word is _____ What word?
• (S) _____
• *Use the word in a sentence.*
• The sounds are: /x / /x / /x/
  Tap fingers to thumb for each sound
  How many sounds?
• (S) ___!
Write
• The letters are: _ _ _
  Name each letter while writing the word
  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.
  Annotate to show how each part works
	• The first word is **through.** What word?
	• **(S) through**
	• **I walked through the puddle.**
	• The sounds are: /**th**/ /**r**/ /**oo**/
	  Tap fingers to thumb for each sound
	  How many sounds?
	• **(S) 3**!
	• The letters are: **t-h-r-o-u-g-h**
	  Name each letter while writing the word
	  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.
	  Annotate to show how each part works
	• This word is...
	  Underline the whole word

© Ignite! Reading 2024

4

Vowel Teams Lesson Plan
10Oct2024Lit

• This word is... *Underline the whole word* • (S) _____!	• **(S) through**!

Want to explore more? Learn more with these readings!

de Almeida Sargiani, Renan & Ehri, Linnea & Maluf, Maria. (2018). Orthographic mapping instruction to facilitate reading and spelling in Brazilian emergent readers. Applied Psycholinguistics. 39. 1-33. 10.1017/S0142716418000371.

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

Ehri, L. C. (1998). Grapheme-phoneme knowledge is essential to learning to read words in English. In J. L. Metsala & L. C. Ehri (Eds.), Word recognition in beginning literacy (pp. 3–40). Lawrence Erlbaum Associates Publishers.

Knight-McKenna, Mary. (2008). Syllable Types: A Strategy for Reading Multisyllabic Words. Abstracts from Teaching Exceptional Children (TEC). 40.

Miles, Katharine & Ehri, Linnea. (2019). Orthographic Mapping Facilitates Sight Word Memory and Vocabulary Learning. 10.1007/978-3-030-26550-2_4.

Miles, Katharine & Rubin, Gregory & Gonzalez-Frey, Selenid. (2017). Rethinking Sight Words. The Reading Teacher. 71. 10.1002/trtr.1658.

National Center on Improving Literacy (2022). Phonological Awareness: What Is It and How Does It Relate To Phonemic Awareness. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from https://www.improvingliteracy.org.

(2000). Report of the National Reading Panel: Teaching Children to Read: Reports of the Subgroups (00-4754). Washington, DC: U.S. Government Printing Office

Walpole, S., & McKenna, M. C. (2017). How to plan differentiated reading instruction: Resources for grades K-3 (2nd ed.). New York, NY: Guilford Press.