

Tools for Instruction

High-Frequency Words Instructional Routine Resource

Use this resource to support the High-Frequency Words activity and accompanying Monitor and Adjust support. These steps are designed to be applied any time you are evaluating student responses during instruction of high-frequency words. They reinforce a sounds-first approach and help ensure decoding remains central to instruction.

High-Frequency Word Instructional Routine 10–15 minutes

1. Find Activity H. You are going to read high-frequency words, which are words that appear most often in printed materials. Most of the letters in these words are pronounced as you would expect, but some are tricky. You will look carefully at their spellings.
2. Touch under the first word. *Point to the word **were** and draw attention to the tricky spellings.* The last “e” in this word is silent. Read the word. If you don’t know the word, sound it out.
3. This word is **were**. What word? *were* Say, spell, read. *were, w-e-r-e, were.*
4. Repeat the steps for the remaining words.
5. Let’s read these words again. *Have students reread the words together.*

Monitor and Adjust 5 minutes

1. Remind students to use known letter/sound associations to help them pronounce a word.
2. **Correction:** If students mispronounce a word, point out the tricky spellings and have them sound out the word. Then say the word and have them repeat it. Next have them say, spell, and read the word.
3. **Firm Up:** Call on individuals to read several words.