



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: Initial L Blends Skill Set

This skill set provides examples for explicit teaching with educator modeling and guided practice. The skill set addresses key components that best support learners in cementing their learning and provides an opportunity for students to practice applying this skill in an authentic way. The activities each day build on the previous day's practice. The activities are designed to supplement phonics instruction in the classroom in a way that meets the needs of individual learners within a variety of instructional approaches. (Whole group, small group, intervention, etc.)

This skill set includes three weeks of suggested daily activities, word lists, word cards, and picture cards. The decodable reader suggested for use with the text and writing application sections can be found immediately following each week's activities. The total suggested time for each day is approximately thirty minutes.

Supporting documents such as an educator guide, suggested materials, and printable resources can be found [here](#) for preparation purposes. Please note that the activities and materials listed are suggestions. Both may be substituted for other activities and manipulatives found in your classroom.

The Initial L Blend skill is first identified in West Virginia's College- and Career-Readiness Standard ELA.1.II under the Phonics and Word Recognition Cluster.

WVCCRS ELA II: Initial L Blend

Suggested Activities: Set One

Section	Instructional Routine	Time
Phonemic Awareness	Phoneme Tapping: Orally provide students with a focus skill word and ask them to tap the phonemes that they hear. For variety, students could also stomp, snap, jump, etc.	2
Articulation	Mouth Formation Mirror Practice: Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the teacher as they orally produce the skill sound.	3
Letter-Sound Correspondence	Pound the Sound: Students will have several letter cards in front of them. Orally provide students with a letter sound. Students will be asked to identify the letter that makes the sound provided by pounding it.	2
Decoding and Encoding	Ask and Share: Provide students with word cards of focus skill words. Students can find a partner and while holding up their word card ask, "What is this word?" The partner can then share the word written on the card. Students can switch roles and repeat the process with the partner's word card. Both students can then find a new partner. The activity should continue for as long as time allows.	3
Irregular and High Frequency Words	Read, Spell, Write, Find: Show and read an irregular or high frequency word from this week's list. With students, spell and write the word. Finally, provide students with this week's decodable text. Students will highlight the new irregular or high frequency word as it appears. Word List: too, find, made	5
Text Application	Highlighting Fun Activity: Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.	10
Writing Application	Writing Spotlight: Students will revisit the decodable text to write words that are highlighted.	10

Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.

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Irregular and High Frequency Words	Sensory Words: Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc. Word List: too, find, made	5
Text Application	Independent Whisper Reading: Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.	10
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Text Application	Echo Reading: Echo read words identified from previous day. Then echo read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
Writing Application	Guided Writing: Choose a sentence that includes this week’s skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.	10

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Irregular and High Frequency Words	Go Fish: Students can use word cards to play a game of Go Fish. Word cards should include all new and previously learned high-frequency words. To play the game, you will need two complete sets of word cards. The cards should be shuffled, and each student participating should be given five cards. The game can begin with one student asking another if they have a certain word in their hand. If the player has that word, they give it to the student who asked. That student now has a match and can set the two matching cards aside. If the student does not have the word, they tell the student to go fish. That student then takes the top card from the deck and adds it to their hand. At the end of the game, when no cards remain, the student with the most matches wins the game. Word List: too, find, made	5
Text Application	Choral Reading: Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
Writing Application	Guided Writing: Choose a different sentence that includes this week’s skill words or high-frequency words. Then dictate the sentence to the students and observe their writing.	10

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Text Application	Partner Reading: Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.	10
Writing Application	Independent Writing: Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used. Example: Bob is a _____.	10

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Bob the Blob

I am Bob the blob. I am the red blob of gum that you made for fun. You spit me here by the trash can with a big plop. This was not my plan.

It is not glam by the can, and there is a stench. I can see a black pen, lip gloss, and a little clip, too. We all must have some bad luck. You can call us the bad luck clan.

I do not ask for much. Just do not smash me or slam me with your big clog. When you get up to go, just step to the left.

WVCCRS ELA II: Initial L Blend

Suggested Activities: Set Two

Section	Instructional Routine	Time
Phonemic Awareness	Phoneme Blending: Ask students to listen to a sequence of separately spoken phonemes and combine them to form a word. For example, you can say, “What is the word /b/ /l//a/ /b/?” Students should respond with, “The word /b/ /l//a/ /b/ is blab.” You can include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.	2
Articulation	Fortune Tellers: Students can work with a partner to use foldable fortune tellers to practice articulation. A different focus skill word should be written on each section of the fortune teller. Student 1 can provide Student 2 with a number. Student 2 can then move their fortune teller the appropriate number of times, opening the section in which they stop and articulating the written skill word. The roles can then be reversed. Students should continue activity for as long as time allows.	3
Letter-Sound Correspondence	Letter Hop: Place letter cards on the floor around the classroom. Students will hop from letter to letter, producing the letter sound for each letter that they come to.	2
Decoding and Encoding	Silly Letters: Orally provide students with a focus skill word. Students can then write each word in silly letters. For example, students could write in block letters, bubble letters, squiggly letters, etc.	3
Irregular and High-Frequency Words	Read, Spell, Write, Find: Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears. Word List: too, find, made	5
Text Application	Highlighting Fun Activity: Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.	10
Writing Application	Writing Spotlight: Students will revisit the decodable text to write words that are highlighted.	10

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Letter-Sound Correspondence	Letter Hop: Place letter cards on the floor around the classroom. Students will hop from letter to letter, producing the letter sound for each letter that they come to.	2
Decoding and Encoding	Silly Letters: Orally provide students with a focus skill word. Students can then write each word in silly letters. For example, students could write in block letters, bubble letters, squiggly letters, etc.	3
Irregular and High-Frequency Words	Pancake Flip: Students can scatter previously created word cards onto the table or floor face down. You can orally provide students with a new or previously learned high-frequency word. Students can be asked to identify the word by flipping it over with a spatula or similar tool. Once they have identified the given word, they sit it to the side. The activity can continue until no word cards remain. Word List: too, find, made	5
Text Application	Choral Reading: Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
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Text Application	Partner Reading: Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.	10
Writing Application	Independent Writing: Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used. Example: The plum was _____.	10

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The Plum

A plum did plop down on my hat.
I was not glad, yet I was mad.

I will not clap for the plum that went plop on my hat. It made a big whack when it hit me. Just my luck.

There was a red blob on the cloth and mesh of my hat. It was on the bill of my hat, too. I felt glum.

When I got up, I had a plan. I will find dad and ask him to fix my hat. He can fix this mess.

I flung the plum on the hill and ran to my dad.

WVCCRS ELA II: Initial L Blend

Suggested Activities: Set Three

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Phonemic Awareness	Phoneme Blending: Ask students to listen to a sequence of separately spoken phonemes and combine them to form a word. For example, you can say, “What is the word /b/ /l//a/ /b/?” Students should respond with, “The word /b/ /l//a/ /b/ is blab.” You can include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.	2
Articulation	Hear It, Think It, Say It: Orally provide students with a focus skill word. Students can think about a word that starts with the same sound and say the word aloud. This can be done as a whole group, or with you selecting individual students to share the word.	3
Letter-Sound Correspondence	Alphabet I Spy: Provide students with a letter card and ask students to spy something in the room that begins with the appropriate sound.	2
Decoding and Encoding	Rainbow Words: Provide students with a list of focus skill words. Students can be asked to read each word and then write them on a separate sheet of paper, using a different color for each word written.	3
Irregular and High Frequency Words	Read, Spell, Write, Find: Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears. Word List: too, find, made	5
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Phonemic Awareness	Phoneme Segmenting: Ask students to break a focus skill word into separate sounds and say each sound as it is tapped out. For example, you can say, “What are the sounds in the word blab?” Students should respond with, “/b//l/ /a/ /b/ are the sounds in the word blab.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.	2
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Decoding and Encoding	Rainbow Words: Provide students with a list of focus skill words. Students can be asked to read each word and then write them on a separate sheet of paper, using a different color for each word written.	3
Irregular and High Frequency Words	Dynamite Words: Write all previously learned high-frequency words on popsicle sticks and write the word “dynamite” on two or three sticks. One at a time, students can select a stick, read the word, and keep the stick. If the student pulls a dynamite stick, they must put back all sticks that they previously collected. Word List: too, find, made	5
Text Application	Choral Reading: Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
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Decoding and Encoding	Rainbow Words: Provide students with a list of focus skill words. Students can be asked to read each word and then write them on a separate sheet of paper, using a different color for each word written.	3
Irregular and High Frequency Words	Dynamite Words: Write all previously learned high-frequency words on popsicle sticks and write the word “dynamite” on two or three sticks. One at a time, students can select a stick, read the word, and keep the stick. If the student pulls a dynamite stick, they must put back all sticks that they previously collected. Word List: too, find, made	5
Text Application	Partner Reading: Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.	10
Writing Application	Independent Writing: Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used. Example: The plant is _____.	10

Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.

Blanch and Her Plant Shop

Blanch has a lot of plants in her plant shop. You will want to look at all of her plants. She likes big, tall plants the best.

She has little stands left that you will find, but no big stands. You will want a plant stand when you shop for a plant.

You will want a stand that is not too tall, or too little. A good stand is made to be strong.

I want a glam, black, or plum stand with a flat top. I will be glad when she has a stand like this in her shop.

Blob

Blog

Bled

Black

Block

Sloth



Clam

Clap

Clip

Clog

Cluck

Clock



Cloth

Flag

Flock

Flush

Glam

Glad



Plug

Blank

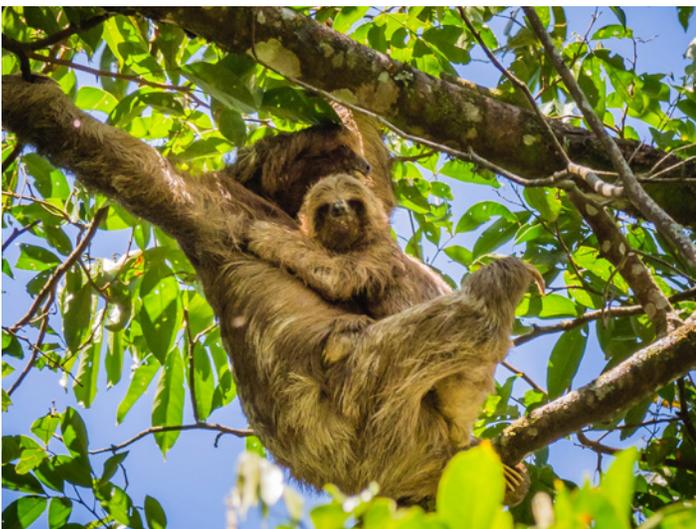
Plus

Slick

Slam

Slob







Nasal Blends Picture Card List

black

clock

block

cloth

sloth

flag

clog

flock

cluck

plug