



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## **WVCCRS ELA II: R 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 r blends 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: R blends

## Suggested Activities: Set One

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Tapping:</b> 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
<b>Articulation</b>	<b>Mouth Formation Mirror Practice:</b> 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
<b>Letter-Sound Correspondence</b>	<b>Pound the Sound:</b> 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
<b>Decoding and Encoding</b>	<b>Ask and Share:</b> 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
<b>Irregular and High Frequency Words</b>	<b>Read, Spell, Write, Find:</b> 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: use, soon, because	5
<b>Text Application</b>	<b>Highlighting Fun Activity:</b> 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
<b>Writing Application</b>	<b>Writing Spotlight:</b> 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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<b>Irregular and High Frequency Words</b>	<b>Sensory Words:</b> 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: use, soon, because	5
<b>Text Application</b>	<b>Independent Whisper Reading:</b> Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.	10
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<b>Writing Application</b>	<b>Guided Writing:</b> 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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<b>Decoding and Encoding</b>	<b>Ask and Share:</b> 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
<b>Irregular and High Frequency Words</b>	<b>Go Fish:</b> Students will use word cards to play a game of Go Fish using new and previously learned high-frequency words.  Word List: use, soon, because	5
<b>Text Application</b>	<b>Choral Reading:</b> 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
<b>Writing Application</b>	<b>Guided Writing:</b> 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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<b>Writing Application</b>	<b>Independent Writing:</b> 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: Gran had a _____.	10

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# Gran and Her Truck

Gran was glad she got the big, black truck. She did want to take Brock, her crush, for a spin.

Brock did not want Gran to see him. He did not like his little, drab truck. He had to use the truck because his mom said so.

Gran had a grin as she went to the front of her truck. Brock was by the bed of his truck when Gran made a stop.

“Want to hop in?” she said, “let’s go for a quick spin.”

“I will come for a short trip,” he said with a trill, “but first, let’s get a snack.”



## WVCCRS ELA II: R blends

### Suggested Activities: Set Two

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Blending:</b> 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 /ch/ /o/ /p/?” Students should respond with, “The word /ch/ /o/ /p/ is chop.” You can include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.	2
<b>Articulation</b>	<b>Fortune Tellers:</b> 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
<b>Letter-Sound Correspondence</b>	<b>Letter Hop:</b> 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
<b>Decoding and Encoding</b>	<b>Silly Letters:</b> 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
<b>Irregular and High-Frequency Words</b>	<b>Read, Spell, Write, Find:</b> 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: use, soon, because	5
<b>Text Application</b>	<b>Highlighting Fun Activity:</b> 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
<b>Writing Application</b>	<b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.	10

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<b>Irregular and High-Frequency Words</b>	<b>Pancake Flip:</b> 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: use, soon, because	5
<b>Text Application</b>	<b>Choral Reading:</b> 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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<b>Writing Application</b>	<b>Independent Writing:</b> 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: Griff did not _____.	10

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# Griff and Bran

“Can I go to the mall soon?” Griff said to his mom.

“Yes, but take a pal with you,” Griff’s mom said.

“Do I have to?” Griff said.

“Yes,” his mom said, “Take your pal Bran with you.”

When they got to the mall, Griff did not find his cash. He was sad because he was going to use it to get a hat.

“Do not be sad Griff, I have my cash with me,” Bran said.

“You do? And you will let me use some of it?” Griff said.

“Yes, I will. That is what pals are for!” Bran said.

## WVCCRS ELA II: R blends

### Suggested Activities: Set Three

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Segmenting:</b> 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 are in the word dog?” Students should respond with, “/d/ /o/ /g/ are the sounds in the word dog.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.	2
<b>Articulation</b>	<b>Hear It, Think It, Say It:</b> 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
<b>Letter-Sound Correspondence</b>	<b>Alphabet I Spy:</b> Provide students with a letter card and ask students to spy something in the room that begins with the appropriate sound.	2
<b>Decoding and Encoding</b>	<b>Rainbow Words:</b> 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
<b>Irregular and High Frequency Words</b>	<b>Read, Spell, Write, Find:</b> 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: use, soon, because	5
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<b>Text Application</b>	<b>Echo Reading:</b> 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
<b>Writing Application</b>	<b>Guided Writing:</b> 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

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.



<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Phoneme Segmenting:</b> 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 are in the word dog?” Students should respond with, “/d/ /o/ /g/ are the sounds in the word dog.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.	2
<b>Articulation</b>	<b>Hear It, Think It, Say It:</b> 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
<b>Letter-Sound Correspondence</b>	<b>Alphabet I Spy:</b> Provide students with a letter card and ask students to spy something in the room that begins with the appropriate sound.	2
<b>Decoding and Encoding</b>	<b>Rainbow Words:</b> 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
<b>Irregular and High Frequency Words</b>	<b>Sensory Words:</b> 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: use, soon, because	5
<b>Text Application</b>	<b>Choral Reading:</b> 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
<b>Writing Application</b>	<b>Guided Writing:</b> 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

*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.*

<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Phoneme Segmenting:</b> 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 are in the word dog?” Students should respond with, “/d/ /o/ /g/ are the sounds in the word dog.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.	2
<b>Articulation</b>	<b>Hear It, Think It, Say It:</b> 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
<b>Letter-Sound Correspondence</b>	<b>Alphabet I Spy:</b> Provide students with a letter card and ask students to spy something in the room that begins with the appropriate sound.	2
<b>Decoding and Encoding</b>	<b>Rainbow Words:</b> 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
<b>Irregular and High Frequency Words</b>	<b>Sensory Words:</b> 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: use, soon, because	5
<b>Text Application</b>	<b>Partner Reading:</b> Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Independent Writing:</b> 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: Brad got the _____.	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.*

# The Little Brick Shop

“Can you run to the little Brick Shop and get a brush, drum, and a brick?” Mom said.

“Yes, Mom. I will go to the shop and bring it back,” said Pat. “Can I stop and look at Brad’s trick?”

“I trust you will be fast because I am in a rush to use this stuff,” said his mom.

“Yes,” he said, “be back soon.”

Pat ran in the tall grass to get to Brad’s. Brad did his trick quick, then Pat left for the shop.

Pat got the brush, drum, and brick at the Brick Shop then went back.

It was a quick trip for Pat.

Brim

Bring

Broth

Crag

Trust

Drop



Troth

Frock

Grub

Prim

Prod

Trash



Drink

Troll

Frisk

Grip

Prank

Trip



Truck

Branch

Drag

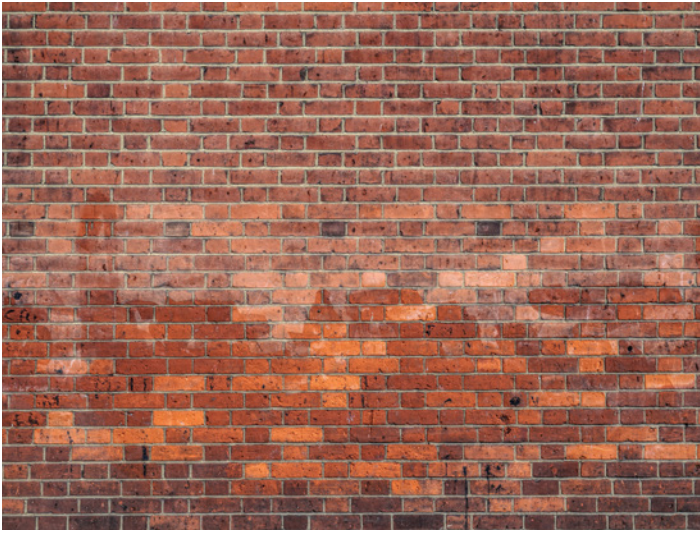
Frill

Grab

Grad











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## R Blends Picture Card List

brick

trunk

frog

drill

grass

track

brush

crab

