



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: S blends

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 s 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: S blends

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: down, into, take	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: down, into, take	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	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: down, into, take	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: Zack sells _____.	10

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The Snack Shack

I am Skip the snack stud.

I am not a pest.

Just stop by and you can come into shop.

I sell the best stuff at my Snack Shack.

I sell hot dogs with a bun.

I can make them fast, this is no scam. You must take one.

I sell small bags of chips.

I have cans of pop that you can snag.

I sell gum that will last and stick on the wall. I have a snack that will make you swim fast.

I like to sell stuff at the Snack Shack.

Come on down and give me your list.

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Suggested Activities: Set Two

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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 /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
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: down, into, take	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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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: give, home, where	5
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
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Irregular and High-Frequency Words	Word Building: Students can work to build this week’s high-frequency words using educator-selected materials. For example, students could build words with playdough, magnet letters, toothpicks, blocks, Legos, popsicle sticks, etc. Word List: down, into, take	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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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: Spot got _____.	10

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Spot and Frost

Spot and Frost were best pals. They had the most fun when they swam.

Spot swam fast. He swam past Frost.

“You have good swim skills,” Frost said.

Frost had a small rest as he sat on the step.

“Do you want to stop and get a snack?” Frost said.

“Yes, let’s go down and see what they have at the snack stand,” Spot said.

They went into the stand to have a look.

“They have so much stuff, I am stuck on what to get,” Spot said.

Frost did not want to take a risk, so he got a drink.

Spot got a plum slush.

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Suggested Activities: Set Three

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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 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
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: down, into, take	5
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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: down, into, take	5
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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: down, into, take	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: Skid got _____.	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 Sick Skunk

West, the small skunk, did not want to go to the vet.

He was not at his best and had to get well.

He went into the vet and had to put on a mask.

He sat down in a spot by his sick pal, Skip.

Skip had stepped on a stick and had to get a cast. West did not gasp at this.

Just last fall, he had a stem stuck in his shin and it did not stop him.

The vet had come to take West to his desk. West sat and filled the vet in on his sniffs and snot.

The vet did not fret and stuck West with a shot.

Scab

Skid

Skit

Smack

Smash

Smell



Smelt

Snap

Snob

Snick

Spam

Speck



Spell

Swig

Stub

Stag

Stuck

Stich



Sting

Husk

Task

Bask

Disk

Musk







S Blends Picture Card List

smog

stick

spot

husk

spud

mask

swan

swim

