



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: Short o Skill Set

This skill set provides examples for explicit teaching with educator modeling and guided practice. 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 daily activities. 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, word list, 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 short o skill is first identified in West Virginia's College- and Career-Readiness Standard ELA.K.II under the Phonics and Word Recognition Cluster.

WVCCRS ELA II: Short o

Suggested Activities: Set One

Section	Instructional Routine	Time
Phonemic Awareness	<p>Phoneme Bead String Counting: Model the process of isolating the phonemes in a word by moving one bead on a string, from one side of the string to the other, for each sound. Then guide students in isolating the phonemes within each word.</p> <p>Activity should use words from the list provided.</p>	2
Articulation	<p>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 educator as they orally produce the skill sound.</p>	3
Letter-Sound Correspondence	<p>Letter Formation Activity: Students will practice writing the letter o using proper letter formation and appropriate pencil grip. As students are writing letters, they should orally produce the letter sound for each letter.</p>	2
Decoding and Encoding	<p>Elkonin Box Activity: Use sound boxes to have students encode sounds into written words. Next, have students decode by reading words chorally or to a shoulder partner.</p> <p>Activity should use words from the list provided.</p>	3
Irregular and High Frequency Words	<p>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.</p> <p>Word List: you, have, like</p>	5
Text Application	<p>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.</p>	10
Writing Application	<p>Writing Spotlight: Students will revisit the decodable text to write words that are highlighted.</p>	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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Phonemic Awareness	<p>Phoneme Bead String Counting: Model the process of isolating the phonemes in a word by moving one bead on a string, from one side of the string to the other, for each sound. Then guide students in isolating the phonemes within each word.</p> <p>Activity should use words from the list provided.</p>	2
Articulation	<p>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 educator as they orally produce the skill sound.</p>	3
Letter-Sound Correspondence	<p>Letter Formation Activity: Students will practice writing the letters a using proper letter formation and appropriate pencil grip. As students are writing letters, they should orally produce the letter sound for each letter.</p>	2
Decoding and Encoding	<p>Elkonin Box Activity: Use sound boxes to have students encode sounds into written words. Next, have students decode by reading words chorally or to a shoulder partner.</p> <p>Activity should use words from the list provided.</p>	3
Irregular and High Frequency Words	<p>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.</p> <p>Word List: you, have, like</p>	5
Text Application	<p>Independent Whisper Reading: Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.</p>	10
Writing Application	<p>Writing Spotlight: Students will revisit the decodable text to write words that are highlighted.</p>	10

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Letter-Sound Correspondence	<p>Letter Formation Activity: Students will practice writing the letters a, e, i, o, and u using proper letter formation and appropriate pencil grip. As students are writing letters, they should orally produce the letter sound for each letter.</p>	2
Decoding and Encoding	<p>Elkonin Box Activity: Use sound boxes to have students encode sounds into written words. Next, have students decode by reading words chorally or to a shoulder partner.</p> <p>Activity should use words from the list provided.</p>	3
Irregular and High Frequency Words	<p>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.</p> <p>Word List: you, have, like</p>	5
Text Application	<p>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.</p>	10
Writing Application	<p>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.</p>	10

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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 educator as they orally produce the skill sound.	3
Letter-Sound Correspondence	Letter Formation Activity: Students will practice writing the letters a, e, i, o, and u using proper letter formation and appropriate pencil grip. As students are writing letters, they should orally produce the letter sound for each letter.	2
Decoding and Encoding	Elkonin Box Activity: Use sound boxes to have students encode sounds into written words. Next, have students decode by reading words chorally or to a shoulder partner. Activity should use words from the list provided.	3
Irregular and High Frequency Words	Circle Up Words: Have students stand in a circle. One at a time, students can be asked to read a high-frequency word. Word List: you, have, like	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

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	<p>Circle Up Words: Have students stand in a circle. One at a time, students can be asked to read a high-frequency word.</p> <p>Word List: you, have, like</p>	5
Text Application	<p>Partner Reading: Observe as students partner read decodable text. If time allows, facilitate a discussion of students' understanding of the text.</p>	10
Writing Application	<p>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.</p> <p>Example: Pop has _____.</p>	10

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Pop Has a Mop

Pop has a mop. The mop has a rod. Pop likes to zig zag the mop.

Rob has a pot. Pots like to tip. The pot tips. The lid pops from the pot on to the mat.

Pop is hot. “Rob, did you tip the pot? I have to mop the mat!”

“I did not tip the pot! I like to zig zag the mop to sop the mat.”

“You are rad, Rob!”



WVCCRS ELA II: Short o

Suggested Activities: Set Two

Section	Instructional Routine	Time
Phonemic Awareness	Phoneme Isolation: Orally provide students with a focus skill word and say, “What is the first sound you hear in the word _____?” Students should orally respond with the first sound they hear in the word.	2
Articulation	Lip Sync Activity: Orally provide students with a focus skill word. Students can repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students can “lip sync” the word as you are saying it and then repeat it aloud, mimicking appropriate mouth formation that you demonstrated	3
Letter-Sound Correspondence	Sound Hunt: Prior to this activity, you should post letters throughout the classroom. Students will be given approximately two minutes to visit previously posted letters. During the time allowed, students should visit as many letters as possible, orally producing the letter name and sound at each letter.	2
Decoding and Encoding	Word Construction Activity: You can put consonant tiles face down in one pile and then put two- or three-letter phonogram tiles face down in another pile (i.e. at, ap, etc.) Students can draw one tile from each pile and put them together. They can then read their word to decide if it is a real word or a nonsense word. Note: You may use consonant and phonogram cards as a replacement for tiles.	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: you, have, like	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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Section	Instructional Routine	Time
Phonemic Awareness	Phoneme Isolation: Orally provide students with a focus skill word and say, “What is the first sound you hear in the word _____?” Students should orally respond with the first sound they hear in the word.	2
Articulation	Lip Sync Activity: Orally provide students with a focus skill word. Students can repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students can “lip sync” the word as you are saying it and then repeat it aloud, mimicking appropriate mouth formation that you demonstrated.	3
Letter-Sound Correspondence	Sound Hunt: Prior to this activity, you should post letters throughout the classroom. Students will be given approximately two minutes to visit previously posted letters. During the time allowed, students should visit as many letters as possible, orally producing the letter name and sound at each letter.	2
Decoding and Encoding	Word Construction Activity: You can put consonant tiles face down in one pile and then put two- or three-letter phonogram tiles face down in another pile (i.e. at, ap, etc.) Students can draw one tile from each pile and put them together. They can then read their word to decide if it is a real word or a nonsense word. Note: You may use consonant and phonogram cards as a replacement for tiles.	3
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: you, have, like	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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Letter-Sound Correspondence	Sound Hunt: Prior to this activity, you should post letters throughout the classroom. Students will be given approximately two minutes to visit previously posted letters. During the time allowed, students should visit as many letters as possible, orally producing the letter name and sound at each letter.	2
Decoding and Encoding	Word Construction Activity: You can put consonant tiles face down in one pile and then put two- or three-letter phonogram tiles face down in another pile (i.e. at, ap, etc.) Students can draw one tile from each pile and put them together. They can then read their word to decide if it is a real word or a nonsense word. Note: You may use consonant and phonogram cards as a replacement for tiles.	3
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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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Phonemic Awareness	Phoneme Isolation: Orally provide students with a focus skill word and say, “What is the first sound you hear in the word _____?” Students should orally respond with the first sound they hear in the word.	2
Articulation	Lip Sync Activity: Orally provide students with a focus skill word. Students can repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students can “lip sync” the word as you are saying it and then repeat it aloud, mimicking appropriate mouth formation that you demonstrated.	3
Letter-Sound Correspondence	Sound Hunt: Prior to this activity, you should post letters throughout the classroom. Students will be given approximately two minutes to visit previously posted letters. During the time allowed, students should visit as many letters as possible, orally producing the letter name and sound at each letter.	2
Decoding and Encoding	Word Construction Activity: You can put consonant tiles face down in one pile and then put two- or three-letter phonogram tiles face down in another pile (i.e. at, ap, etc.) Students can draw one tile from each pile and put them together. They can then read their word to decide if it is a real word or a nonsense word. Note: You may use consonant and phonogram cards as a replacement for tiles.	3
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Articulation	Lip Sync Activity: Orally provide students with a focus skill word. Students can repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students can “lip sync” the word as you are saying it and then repeat it aloud, mimicking appropriate mouth formation that you demonstrated.	3
Letter-Sound Correspondence	Sound Hunt: Prior to this activity, you should post letters throughout the classroom. Students will be given approximately two minutes to visit previously posted letters. During the time allowed, students should visit as many letters as possible, orally producing the letter name and sound at each letter.	2
Decoding and Encoding	Word Construction Activity: You can put consonant tiles face down in one pile and then put two- or three-letter phonogram tiles face down in another pile (i.e. at, ap, etc.) Students can draw one tile from each pile and put them together. They can then read their word to decide if it is a real word or a nonsense word. Note: You may use consonant and phonogram cards as a replacement for tiles.	3
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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: Mom likes to _____.	10

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Mom Jogs

Mom likes to jog. “Do you have to jog?” nags Tod.

Mom nods. “I have to jog. It is rad! You hop if you like.”

Tod hops a lot. Tod is hot. Tod sits on a cot to pat his dog.

Tod has a sip. Mom jogs a lot. Tod has a nap.

Mom sits on the mat. The dog hogs the cot.
Mom is hot. Tod taps mom. “Have a sip!”

WVCCRS ELA II: Short o

Suggested Activities: Set Three

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	Tic Tac Toe Activity: Create a tic tac toe board with a different focus skill word picture on each square. Then provide the name of the picture. For a student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the skill word that describes the picture. The first student to get three in a row on the board wins. For example, if working on the skill short a, you could use the following pictures on the game board: cat, hat, cab, bag, jar, cat, man, rat, car.	3
Letter-Sound Correspondence	Mystery Letter Bag Activity: Place letter tiles in a bag. Students will take turns selecting a letter tile from the bag and as a group, students will produce letter name and sound.	2
Decoding and Encoding	Odd Word Out Activity: Create a series of three words—two words that use the focus skill and the third word that is different. Students can write and say the words to determine which word is the “odd word out” and explain the reason why it doesn’t belong.	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: you, have, like	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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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	Tic Tac Toe Activity: Create a tic tac toe board with a different focus skill word picture on each square. Then provide the name of the picture. For a student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the skill word that describes the picture. The first student to get three in a row on the board wins. For example, if working on the skill short a, you could use the following pictures on the game board: cat, hat, cab, bag, jar, cat, man, rat, car.	3
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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: you, have, like	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 Likes His Job

Bob is a dog. Bob's job to is rid the bin of rats.

Bob likes to jog to the bin. Bob tips it from the top. The rats have to hop from the top.

A rat yaps. "I like to zig zag to rob the bin!"

The rat likes the cobs in the bin. The rat robs a cob.

Bob nabs the cob. The rat jogs from the bin.
Bob did his job.



Cob

Job

Cod

Nod

Pod

Sod



Off

Dog

Fog

Hog

Log

On



Cop

Hop

Mop

Pop

Top

Cot



Dot

Got

Hot

Jot

Not

Pot





