



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: au/aw 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 au/aw skill is first identified in West Virginia's College- and Career-Readiness Standard ELA.2.11 under the Phonics and Word Recognition Cluster.

WVCCRS ELA II: au/aw

Suggested Activities: Set One

Section	Instructional Routine	Time
Phonemic Awareness	Phoneme Addition: Orally provide students with a focus skill word and ask students to add a sound at the beginning or end of the word. For example, you can say, “Add /t/ to the end of the word quilt and the new word is?” Students should respond with “quilt.”	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	Word Sort: Provide students with word cards, including focus skill words and non-focus skill words. Students can sort word cards with a partner, reading each word aloud as they sort.	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: idea, write, know	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: idea, write, know	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: idea, write, know	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: Little Paul was _____.	10

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Little Paul

I yawned as I saw the sun come up that day. I had been up late with my pal Shaun, but it was not my idea. He had to haul some stuff off for his Paw.

I was sprawled out on my bed when I had to pause. I sat very still and felt a little push on my bed. I did not know what to do. Then I felt a claw on my leg. I looked next to my bed and saw little Paul.

“Paul! You should not be out of your crib!” I said. Paul gawked at me and gnawed on a pen. I did not want this to be a brawl.

I did not know if Paul would write on the wall or what, but he sat back and was crawling to my dog, Jaws.

“Paul, you can crawl!” I said, as I was quick to stand up. This is no fraud. You can crawl! You can crawl! I have to write this down.”

He did not taunt me with his crawling because he just wanted to crawl on Jaws.

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Suggested Activities: Set Two

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Phonemic Awareness	Phoneme Deletion: Orally provide students with a focus skill word and ask students to delete a sound at the beginning or end of the word. For example, “break without the /b/ is...?” Students should respond with, “rake.”	2
Articulation	Lip Sync Activity: Orally provide students with a word. Students will repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students will “lip sync” the word as it is said and repeat it aloud mimicking mouth positions.	3
Letter-Sound Correspondence	Pop It: Provide each student with a different letter card and then provide letter sounds one at a time. When you provide students with the letter sound, the student who has the corresponding letter will “pop it” into the air.	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: idea, write, know	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	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: idea, write, know	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: The hot dog sauce _____.	10

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Hot Dog Sauce

It was a hot day at Maw and Paw's. I had been up since dawn with Maw. She had the idea to get up and make hot dog sauce. She always made it for me but would not write down how she did it.

I could not wait to have some of that sauce. It was so good on top of a hot dog. I saw their dog, Maud, jump up on to Paw. Maud was a big dog and she made Paw trip and fall into the tub of sauce.

I saw the tub fall and I could not look. We all paused as the sauce sprawled all over Paw and the rug. I did not know what to say.

Maw ran to the tub to pick it up. It was not Paw's fault. I know Paw felt bad for the spill.

"There is some left. I can still make you a hot dog or two," Maw said.

I grinned from side to side and did a quick jog through the lawn.

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Suggested Activities: Set Three

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Phonemic Awareness	Phoneme Substitution: Orally provide students with a focus skill word and ask students to switch a sound at the beginning or end of the word. For example, you can say, “In quit, switch /t/ to /p/ and the new word is?” Students should respond with “quip.”	2
Articulation	Bubble Gum Words: Provide students with a focus skill word. Students can repeat the word slowly putting their hands to their mouths and pretending to stretch bubble gum out in front of them as they say each word.	3
Letter-Sound Correspondence	Guess Who: Say three words and have students provide the name of the letter that the words begin with. For example, you may say, “lake, lemon, lamp.” Students will reply with “L”.	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: idea, write, know	5
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The Hawk

I had just got home when I saw the hawk clawing at my plants. “I know you are not digging up my plants!” I said, as I ran on to my lawn.

The hawk paused to taunt me. She made her chest big and came at me. I could not get over the fact that I was in a brawl with a hawk on the lawn. I cowed at her, and she gawked at me.

“You are a fraud,” the hawk said.
My jaw dropped. This hawk just spoke.

“What did you say to me?” I said.
“I said, you are a fraud hawk,” the hawk said,
“write it down.

I took a quick pause to pinch my leg. Yep, I am up,” I said. “You are mad,” squawked the hawk. Then, I had an idea. I took off my shawl and put it over her. I took a step back to wait for her to chill out. And just like that, the hawk was not under my shawl.

Sauce

Haul

Haunt

Launch

Fault

Pause



Fawn

Claw

Hawk

Thaw

Crawl

Law



Dawn

Lawn

Drawn

Squawk

Bawl

Shawl



Draw

Slaw

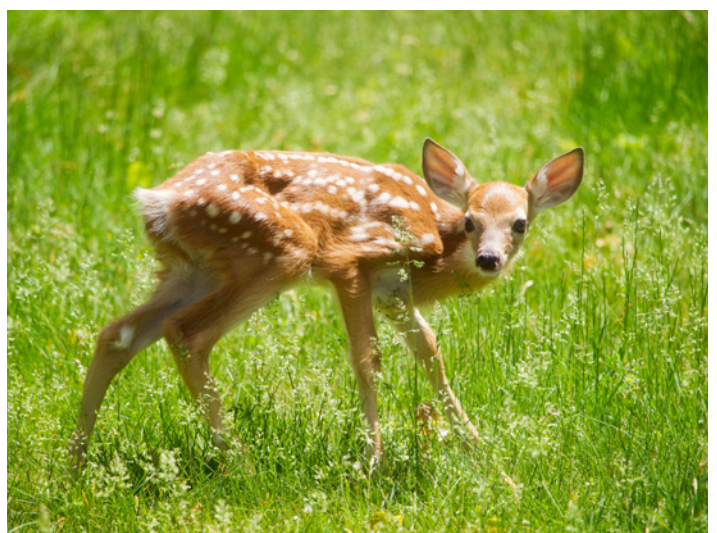
Straw

Flaw

Yawn

Saw







Predictable Vowel Teams au/aw Picture Card List

sauce

draw

launch

hawk

claw

yawn

fawn

straw

