



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## **WVCCRS ELA II: Open syllable 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 open syllable skill is first identified in West Virginia's College- and Career-Readiness Standard ELA.3.II under the Phonics and Word Recognition Cluster.*

# WVCCRS ELA II: Open syllable

## Suggested Activities: Set One

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Addition:</b> 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
<b>Articulation</b>	<b>Superhero Says:</b> Orally provide students with focus skill words. Students can be asked to repeat the skill word five times, while jumping up and down like a superhero.	3
<b>Letter-Sound Correspondence</b>	<b>Erase the Sound:</b> Draw a picture on a dry erase board. One at a time, ask students to erase something that begins with certain letters. For example, draw a picture of a snowman. Display the letter “H” and ask students to erase something that begins with the same letter sound (hat) or the letter “B” (buttons.) Continue until the entire picture is erased.	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: mind, lives, across	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: mind, lives, across	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 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>Irregular and High Frequency Words</b>	<b>Circle Up Words:</b> Have students stand in a circle. One at a time, students can be asked to read a high-frequency word.  Word List: mind, lives, across	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: My favorite flavor is _____.	10

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# The Park Shop

Nicole and Hazel did not have plans for the day and they both wanted a snack.

"I don't want a frozen treat again," Nicole said, as she looked down at the floor in silence.

"Where can we get a good, sweet treat?" Hazel said.

"There is a new pastry shop across from the Raven Hotel," Nicole said, "they even have free wifi."

"I know where it is now, it is close to where Megan lives," Hazel said.

The girls looked at each other for a moment before they hit their feet. As Hazel began to drive them down her remote road, she had a small request.

"I have zero coins on me, would you mind paying for me and I will pay you back later?" Hazel said.

"Relax, you have paid for me plenty of times," Nicole said as she turned up the music. The girls made their way past the giant hotel and pulled into the new pastry shop. The slogan on the front of the shop read, "We Bake It Right". A man held the door open as they stepped into the shop.

As they read through each flavor, Nicole was going to get a bacon flavored pastry and Hazel was going to get a pastry that smelled like a lilac. They could not wait to bite into their treats.

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### Suggested Activities: Set Two

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<b>Phonemic Awareness</b>	<b>Phoneme Deletion:</b> 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
<b>Articulation</b>	<b>Simon Says:</b> Provide students with a focus skill word and movement. For example, you can say, “Simon says, touch your head and say the word _____.” Students can perform the movement while saying the skill word.	3
<b>Letter-Sound Correspondence</b>	<b>Letter Dice:</b> Create a letter dice with one letter on each side. For each turn, students should roll the dice and name the letter and sound that the dice lands on. Activity continues as time allows.	2
<b>Decoding and Encoding</b>	<b>Word Division:</b> Orally provide students with a focus skill word. Students can write the word and be asked to draw a line between each syllable. Students should then repeat the word by reading it aloud.	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: mind, lives, across	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>Silly Sentences:</b> Provide students with a previously learned words and ask students to orally produce a sentence using that word. For example, you can say, “The word is small.” The student would then produce a sentence using the word “small.”  Word List: mind, lives, across	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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# Pilot Piper

Aubrey did not feel the best, but she kept silent as she got on the plane.

“Hello, Pilot Aubrey, how are you this fine day?” co-pilot Riley said.

Aubrey could not get a word out before she had to have a seat. Her mind was racing.

“Aubrey? You look a little pasty, how are you feeling?” Riley said.

“I knew the moment I woke up at the hotel that I did not feel right. The man who lives across the hall from the unit I stayed in played loud music all night. I was not able to rest or relax at all,” Aubrey said while she removed her hat.

“You need to hydrate and find a quiet place to lay down. Just focus on feeling better and I will put in a request to be the pilot for our trip,” Riley said, “Our job is to protect the people on board, and I do not think you are able to fly.”

“You are right, there is no need for me to pretend I am in any shape to fly. Thank you for being so polite and for taking over for me,” Aubrey said as she made her way to the back of the plane to lay down.

Aubrey laid down and fell asleep in no time. She slept through the whole flight and when she woke up, she did feel a little better.

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<b>Phonemic Awareness</b>	<b>Phoneme Substitution:</b> 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
<b>Articulation</b>	<b>Clap it Out:</b> Orally provide students with a focus skill word. Students can be asked to repeat the word, clapping as they say each syllable.	3
<b>Letter-Sound Correspondence</b>	<b>Limbs and letters:</b> Provide students with a letter sound. Students will attempt to make their body into the shape of the letter that matches the sound they heard. Follow up by asking, “What letter makes the ___ sound?”	2
<b>Decoding and Encoding</b>	<b>Colorful Words:</b> Provide students with a list of focus skill words. Students can be asked to read and write each word, using a different color for each syllable within the word.	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: mind, lives, across	5
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<b>Phonemic Awareness</b>	<b>Phoneme Substitution:</b> 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
<b>Articulation</b>	<b>Clap it Out:</b> Orally provide students with a focus skill word. Students can be asked to repeat the word, clapping as they say each syllable.	3
<b>Letter-Sound Correspondence</b>	<b>Limbs and letters:</b> Provide students with a letter sound. Students will attempt to make their body into the shape of the letter that matches the sound they heard. Follow up by asking, “What letter makes the ___ sound?”	2
<b>Decoding and Encoding</b>	<b>Colorful Words:</b> Provide students with a list of focus skill words. Students can be asked to read and write each word, using a different color for each syllable within the word.	3
<b>Irregular and High Frequency Words</b>	<b>Word Detective:</b> Place sight words around the classroom or on the board with post-it notes or word cards. Then provide students with a word, asking students one at a time to search and find the word provided.  Word List: mind, lives, across	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>Decoding and Encoding</b>	<b>Colorful Words:</b> Provide students with a list of focus skill words. Students can be asked to read and write each word, using a different color for each syllable within the word.	3
<b>Irregular and High Frequency Words</b>	<b>Word Detective:</b> Place sight words around the classroom or on the board with post-it notes or word cards. Then provide students with a word, asking students one at a time to search and find the word provided.  Word List: mind, lives, across	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: My talent is _____.	10

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# The Talent Show

“You need to sing in the talent show next week at the hotel across the street!” Chloe said to her friend, Sadie.

“I do not see myself as a girl who sings in a talent show,” Sadie said.

The two girls had become close friends through their love for music. Sadie wiped her hands on her apron after she ate the last fried donut she picked up from her empty table.

“Come on, it’s not like you are shy, you are the girl who lives for chances like this” Chloe said as she ate a slice of bacon, “you belong on the stage.”

“Maybe there will be a talent scout there and they will see how valuable your voice is!” Chloe said with a big smile on her face.

“I am not a musician,” Sadie said as she began to clear another table. “Have you lost your mind? Your voice is beautiful. Just think about it for me?” Chloe said.

“If I do sing at the show, will you play the piano for me?” Sadie said.

“Yes! I will not let you go out there alone,” Chloe said.

“Well, I will have to find a decent dress to wear then,” Sadie said with a grin.