



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: or 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 or skill is first identified in West Virginia's College- and Career-Readiness Standard ELA.2.II under the Phonics and Word Recognition Cluster.

WVCCRS ELA II: or 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	Say the Sound: Ask students to write any letter of their choosing on a small piece of paper or dry erase board. Students will then switch paper/boards with another student. Each student will orally produce the sound of the letter that they were given for the other student. The activity can continue for as long as time allows	2
Decoding and Encoding	Picture This: Show students a focus skill word and ask them to write the word while also drawing a picture to represent the word. Once students complete their writing and illustration, they can be asked to read the word aloud and share their illustration.	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: better, hold, our	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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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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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	Silly Sentences: Provide students with a previously learned word 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: better, hold, our	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: Ford _____.	10

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Thor and Ford at the Dorm

Thor went to a dorm with his friend, Ford. The door was not shut so they nudged their way in. The space was huge with large chairs. They sat in each one to see which one was better!

Thor and Ford made their way up the stairs. This dorm had four floors to run and hunt. They found more spaces than they could add up!

They went back down the stairs to have lunch. Ford had to hold Thor's lunch bag so he could lace his shoe before he fell. Along the way they sat and ate.

They had lunch on the lawn in the shade. Ford had no fork for his pork, so Thor went to fetch him one. Thor had stew with corn and beef. The beef made him chew and chew.

After a few, they rode their bikes back home. They flew in the door to share their fun with their moms. They went on and on. By then it was a little past four. It was such a bore for their poor moms.

WVCCRS ELA II: or 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	Mystery Bag: Prepare a bag of focus skill word items or picture cards prior to the start of the activity. Students can take turns selecting an item or picture card from the bag. Once the student has selected an item, they should say the name of the item or item on the picture card, emphasizing the skill sound. For example, if working on the skill /ch/, you could include pictures of the following items: chair, cheese, beach, couch, bench, cherry.	3
Letter-Sound Correspondence	Letter Dice: 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
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: better, hold, our	5
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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	Word Swat: Spread out previously created word cards facing up. Then can orally provide students with a word, asking them to identify the word by swatting it with their hand. This activity could be done as a group, or with individual students. Tip: If doing the activity with a group, make a game out of it! The first student to identify the word and swat the card keeps that card. The student with the most cards at the end of the game wins. Word List: better, hold, our	5
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A Stork in the Marsh

Ford slept over at Thor's for the first time. Thor's home was on the marsh. From the day he was born Ford hoped he would see a stork.

They made a fort in the yard so they could hunt storks. The plan was to camp all night in the dark, so they got sticks to light a flame. The flame would help make it warm and bright.

Thor's mom went to the store for snacks. A horn blew! Thor's mom was back with the snacks. They got to pick four snacks for their night bags.

They sat on the bay to wait for a stork. They could not spot one. They were about to give up. Thor's mom said to hold tight and one would come. Just then a stork came up on the bank! Ford said, "this night could not get any better!"

It was late at night by that time. The friends had a full day of fun and could not stay up anymore. They went to the fort to rest.

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Articulation	Thumbs Up, Thumbs Down: Orally provide students with a word, asking students to repeat the word. If they hear the skill sound in the word, students should give a thumbs up. If they do not hear the skill sound, they should give a thumbs down. For example, when working on the skill /ar/, you can say the word “star.” Students can repeat, “star,” and give a thumbs up for the word containing /ar/.	3
Letter-Sound Correspondence	Limbs and letters: 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
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: better, hold, our	5
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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: Thor and Ford _____.	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.

A Trip to the Port

When they woke, Thor and Ford went to the Port of Maine. It was a short hike from Thor's home. They hoped to see another stork.

In the end, they did not morn over the stork because they saw so many things! They saw a gull dive down to get a fish. The poor fish had no shot.

They saw a few men on the floor of the dock. The men used corn as fish bait. They would pull up fish left and right! They had a pail that would hold their fish.

Thor and Ford found a cork and some chord under the dock. They made a pole with the cork and chord. It was not the norm, but it could catch a fish.

They found old shrimp that would work better for bait. The shrimp worked for bait but the harsh smell made them shake to the core. They caught four fish!

They left the port and went down the street. When they got home their arms and feet were sore.



For

Pork

Worse

Work

World

Door



Horn

Orb

Sword

Stork

Fort

Porch



More

Shore

North

Cork

More

Fork



Torch

Moor

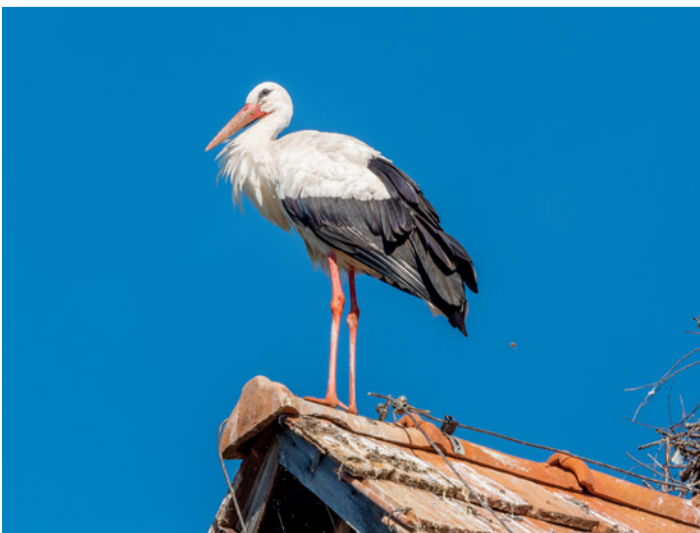
Corn

Or

Sport

Horse







R-Controlled Vowels or Picture Card List

world

fork

door

torch

horn

corn

sword

horse

stork