



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: Vowel Teams

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 vowel teams 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: Vowel Teams

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	Superhero Says: 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
Letter-Sound Correspondence	Erase the Sound: 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
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: climbed, says, school	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: climbed, says, school	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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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: climbed, says, school	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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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: I ate _____ for breakfast.	10

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Snow Day

It was a few days before winter break and Aiden was getting ready for school. He was disappointed because it had not snowed yet. He quickly climbed out of bed and headed downstairs to his breakfast of oatmeal and grapefruit. Aiden had the same breakfast every morning. But this morning something was different.

When he arrived at the kitchen table, instead of his regular breakfast, his mother had set out some powdered doughnuts. They only had powdered doughnuts on special days. At this time of year, this could only mean one thing.

Aiden raced to the window and peered out. Huge, white snowflakes were falling from the sky. The snowfall was already so thick that Aiden could not see the driveway.

“Mom! Mom!” Aiden shouted. “Is school closed today?”

“That is what the news said,” his mother replied.

“Can I go over to Matthew’s to play in the snow?” asked Aiden. “If Matthew’s grandmother says yes, then you may. But first you need to eat your breakfast and then you can call Matthew,” said his mother.

Without a second thought, Aiden rushed off to the kitchen and scarfed down his breakfast. Then he ran to the phone to call Matthew. Aiden got permission from Matthew’s grandmother to go over to play at Matthew’s. Then he climbed the stairs to get ready.

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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	Simon Says: 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
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	Word Division: 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
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: climbed, says, school	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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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	Word Division: 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
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Decoding and Encoding	Word Division: 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
Irregular and High-Frequency Words	Memory Game: Using two sets of word cards, students can take turns choosing a card to find its match. As students turn over cards, they should read the word they have chosen. Word List: climbed, says, school	5
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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: I found _____ underneath the bed.	10

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Snow Gear

It was a few days before winter break and school was canceled due to snow. Aiden was upstairs getting ready to go to his friend Matthew's house to play outside.

Aiden was in his bedroom digging through his closet to find his snow gear. So far he had only found one glove and one boot.

He thought to himself, "This is like trying to find a needle in a haystack. I am never going to be able to go to Matthew's today!"

He inhaled and exhaled, trying to calm down. "Okay, remember what mom always says, 'Where is the last place you saw them?' Well, they were on sitting in the middle of the bedroom floor the other day. Maybe they got kicked underneath the bed?"

Aiden quickly cleaned up the mess from his closet and went to search under his bed. Success! Aiden finished getting ready and rushed outside to grab his snowboard from the shed.

When Aiden's feet hit the driveway, his feet went out from under him, and he landed on the ground with a thud! Aiden climbed to his feet and inspected the ground to see why he had slipped. Beneath the snow was a sheet of ice. Aiden decided that it would be a good idea to grab his snowshoes before heading to Matthew's.

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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	Clap it Out: Orally provide students with a focus skill word. Students can be asked to repeat the word, clapping as they say each syllable.	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	Colorful Words: 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
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: climbed, says, school	5
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Snow Much Fun!

Winter was right around the corner and it was the first snow day of the season. School had been canceled for the day. So, Aiden was over at his friend, Matthew's house. They played outdoors most of the day and had only been inside to warm up.

When Aiden first arrived at Matthew's, the boys set to work building forts for the epic snowball fight that followed.

Next, the boys decided to build a snowman. However, Matthew's grandmother did not have the items to build a snowman like the ones that you see on television. Aiden thought about what his mom says when he does not have the items that he needs, "Think outside of the box."

So, the boys got creative. Their snowman's eyes were made from two seashells. The nose was made from a potato. And the mouth was formed from tiny pebbles that the boys gathered from underneath the snow.

The boys finished off the day by sledding down the steep hill across from Matthew's house. They rode until the last sunrays disappeared behind hill and the streetlights came on.

That night as Aiden climbed beneath his bedspread, he began to daydream about what tomorrow would hold. Aiden thought to himself as he drifted off to sleep, "Today was snow much fun!"

Daisy

Bedroom

Notebook

Snowball

Today

Doughnut



Peanut

Classroom

Footprint

Birthday

Grapefruit

Oatmeal



Snowflake

Instead

Rainbow

Raindrops

Teacher

Football



Outside

Yourself

Snowman

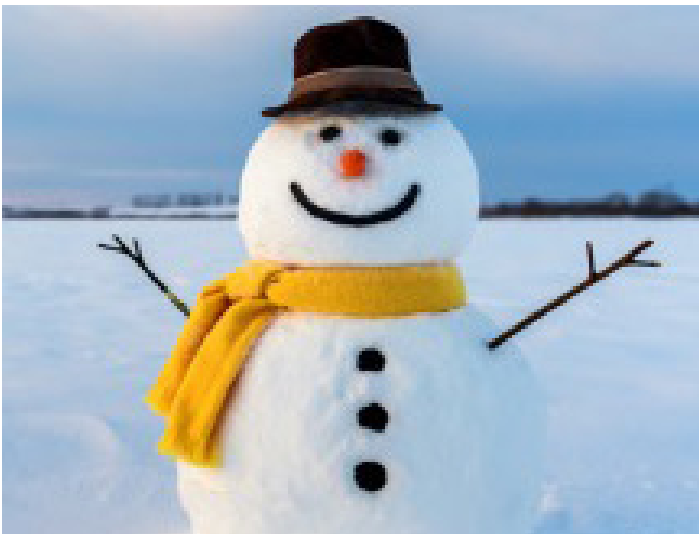
Seashore

Without

Teacup







Multisyllabic Vowel Teams Picture Card List

daisy

oatmeal

notebook

snowflake

doughnut

rainbow

peanut

snowman

grapefruit

teacup