



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: CVC Review 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. The word lists, word cards, and picture cards for this skill set will come from the previous skill sets. 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 short vowels are first identified in West Virginia's College-and Career-Readiness Standard ELA.K.II under the Phonics and Word Recognition Cluster.

WVCCRS ELA II: CVC Review

Suggested Activities: Set One

Section	Instructional Routine	Time
Phonemic Awareness	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.	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 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	Mystery Word Activity: 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: the, of, was, to, are, from, you, have, like, see, by, said, play, with, my	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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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	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: the, of, was, to, are, from, you, have, like, see, by, said, play, with, my	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	<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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Irregular and High Frequency Words	<p>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.</p> <p>Word List: the, of, was, to, are, from, you, have, like, see, by, said, play, with, my</p>	5
Text Application	<p>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.</p>	10
Writing Application	<p>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.</p>	10

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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 and Nan _____.</p>	10

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Pop and Nan

Pop and Nan had a big van. Nan and Pop got in the van to get figs and nuts.

Nan said, "The van has to have gas!"

"Yes," said Pop, "I will get the can of gas by the pen. Nan, can you get a rag to dab the gas?"

"Yes!" said Nan.

Pop got the can and Nan got the rag. Pop put the gas in the van.

Pop and Nan got in the van.



Skill: CVC Review

Instructional Week: Two | Day: Four

Section	Instructional Routine	Time
Phonemic Awareness	Hopscotch: Create three squares on the floor (you can use tape). Say a word from the focus skill word list and have students repeat it. After they repeat it, they will jump to each box as they segment the sounds orally.	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.	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: the, of, was, to, are, from, you, have, like, see, by, said, play, with, my	5
Text Application	Independent Whisper Reading: Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.	10
Writing Application	Writing Spotlight: Students will revisit the decodable text to write words that are highlighted.	10

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Phonemic Awareness	Hopscotch: Create three squares on the floor (you can use tape). Say a word from the focus skill word list and have students repeat it. After they repeat it, they will jump to each box as they segment the sounds orally.	2
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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. Note: You may use consonant and phonogram cards as a replacement for tiles.	3
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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. Note: You may use consonant and phonogram cards as a replacement for tiles.	3
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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. Note: You may use consonant and phonogram cards as a replacement for tiles.	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: the, of, was, to, are, from, you, have, like, see, by, said, play, with, my	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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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
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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: the, of, was, to, are, from, you, have, like, see, by, said, play, with, my	5
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: Teacher will use verbal prompts to guide students to write a sentence connected to the text. The sentence should include high-frequency words and/or skill words. If needed, a sentence frame can be used. Example: Nan said _____.	10

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Nan's Map

Pop said, "Nan, I bet you can see the figs and nuts on the map."

"Yes, I can! The figs are at the red hut. The nuts are at the log hut," Nan said.

"It is a big job to get from the red hut to the log hut," said Pop.

"I will help you with the van," said Nan.



WVCCRS ELA II: CVC Review

Suggested Activities: Set Three

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	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: the, of, was, to, are, from, you, have, like, see, by, said, play, with, my	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	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: the, of, was, to, are, from, you, have, like, see, by, said, play, with, my	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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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	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: the, of, was, to, are, from, you, have, like, see, by, said, play, with, my	5
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: Pop said _____.	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.

Top Job

Pop and Nan sit in the van to get figs and nuts.

Pop said, "Can you hum?"

"Yes! Can you?" said Nan.

Pop sobs, "I can hum a bit, but not like you!"

"I bet you can! Let us play a jam," said Nan. Nan and Pop hum.

"I see the red hut," said Pop.

Pop puts the figs in a bin.

"I see the log hut," said Nan.

Nan puts the nuts in a bin. Pop and Nan did a top job!