



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: CVCe 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, 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 long vowels are first identified in West Virginia's College- and Career-Readiness Standard ELA.1.II under the Phonics and Word Recognition Cluster.

WVCCRS ELA II: CVCe Review Skill Set

Suggested Activities: Set One

Section	Instructional Routine	Time
Phonemic Awareness	Mystery Code: Provide students with the beginning and ending sounds of a word and show picture cards of the word, ask students to use a secret code to identify the missing phoneme. For example, you can say “/c/ --- /n/” (cane), “/r/ --- /k/” (rake). What is the mystery code (what middle phoneme is missing)?	2
Articulation	Mouth Formation Practice Activity: 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	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	Wand Words: Write a focus skill word and ask students to point to the letters or letter groups in the word one at a time using their magic wand (this could be a pencil, crayon, finger, etc.). As students point to each letter or letter group, they should say the sounds they are pointing to aloud. Students can then blend sounds to say the whole 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: two, been, each	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.

Section	Instructional Routine	Time
Phonemic Awareness	Mystery Code: Provide students with the beginning and ending sounds of a word and show picture cards of the word, ask students to use a secret code to identify the missing phoneme. For example, you can say “/c/ --- /n/” (cane), “/r/ --- /k/” (rake). What is the mystery code (what middle phoneme is missing)?	2
Articulation	Mouth Formation Practice Activity: 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	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	Wand Words: Write a focus skill word and ask students to point to the letters or letter groups in the word one at a time using their magic wand (this could be a pencil, crayon, finger, etc.). As students point to each letter or letter group, they should say the sounds they are pointing to aloud. Students can then blend sounds to say the whole word.	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: two, been, each	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

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.

Section	Instructional Routine	Time
Phonemic Awareness	Mystery Code: Provide students with the beginning and ending sounds of a word and show picture cards of the word, ask students to use a secret code to identify the missing phoneme. For example, you can say “/c/ --- /n/” (cane), “/r/ --- /k/” (rake). What is the mystery code (what middle phoneme is missing)?	2
Articulation	Mouth Formation Practice Activity: 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	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	Wand Words: Write a focus skill word and ask students to point to the letters or letter groups in the word one at a time using their magic wand (this could be a pencil, crayon, finger, etc.). As students point to each letter or letter group, they should say the sounds they are pointing to aloud. Students can then blend sounds to say the whole word.	3
Irregular and High Frequency Words	Pancake Flip: Students can scatter previously created word cards onto the table or floor face down. You can orally provide students with a new or previously learned high-frequency word. Students can be asked to identify the word by flipping it over with a spatula or similar tool. Once they have identified the given word, they sit it to the side. The activity can continue until no word cards remain. Word List: two, been, each	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 sentence that includes this week’s skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.	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.

Section	Instructional Routine	Time
Phonemic Awareness	Mystery Code: Provide students with the beginning and ending sounds of a word and show picture cards of the word, ask students to use a secret code to identify the missing phoneme. For example, you can say “/c/ --- /n/” (cane), “/r/ --- /k/” (rake). What is the mystery code (what middle phoneme is missing)?	2
Articulation	Mouth Formation Practice Activity: 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	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	Wand Words: Write a focus skill word and ask students to point to the letters or letter groups in the word one at a time using their magic wand (this could be a pencil, crayon, finger, etc.). As students point to each letter or letter group, they should say the sounds they are pointing to aloud. Students can then blend sounds to say the whole word.	3
Irregular and High Frequency Words	Pancake Flip: Students can scatter previously created word cards onto the table or floor face down. You can orally provide students with a new or previously learned high-frequency word. Students can be asked to identify the word by flipping it over with a spatula or similar tool. Once they have identified the given word, they sit it to the side. The activity can continue until no word cards remain. Word List: two, been, each	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	Guided 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: Mike and Shane _____.	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.

The Lake in June

It had been Mike's plan for a while to go to the lake. So, in June, Mike and Shane packed their raft, bikes, and lunch in Shane's truck and drove out to the lake.

First, they took the raft on the lake. The raft was small. So, the two of them jumped on the raft. The raft tipped to one side and they each fell into the lake.

So, they waded in the lake for a while. Then Mike splashed Shane. Shane dove into the lake and grabbed Mike's leg. Mike broke from Shane's grasp and swam for land.

After the wade in the lake, they sat in the shade to rest. Then they took a vote to have lunch.



WVCCRS ELA II: CVCe Review Skill Set

Suggested Activities: Set Two

Section	Instructional Routine	Time
Phonemic Awareness	Elkonin Boxes with manipulatives (toy cars, bingo chips): Say a focus skill word. Students will repeat each sound as they push the manipulative into each sound box, then slide their pointer finger across the bottom of the boxes to blend and say the word.	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	Invisible Words: Teacher can orally provide students with a focus skill word. The students can then write each letter of the word in the air with their finger, saying the corresponding letters 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: two, been, each	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.



Section	Instructional Routine	Time
Phonemic Awareness	Elkonin Boxes with manipulatives (toy cars, bingo chips): Say a focus skill word. Students will repeat each sound as they push the manipulative into each sound box, then slide their pointer finger across the bottom of the boxes to blend and say the word.	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	Invisible Words: Teacher can orally provide students with a focus skill word. The students can then write each letter of the word in the air with their finger, saying the corresponding letters aloud.	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: two, been, each	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

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.

Section	Instructional Routine	Time
Phonemic Awareness	Playdough Smash: Say a focus skill word. Students will repeat each sound as they push the manipulative into each sound box, then slide their pointer finger across the bottom of the boxes to blend and say the word.	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	Invisible Words: Orally provide students with a focus skill word. The students can then write each letter of the word in the air with their finger, saying the corresponding letters aloud.	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: two, been, each	5
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

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.

Section	Instructional Routine	Time
Phonemic Awareness	Elkonin Boxes with manipulatives (toy cars, bingo chips): Say a focus skill word. Students will repeat each sound as they push the manipulative into each sound box, then slide their pointer finger across the bottom of the boxes to blend and say the word.	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	Invisible Words: Teacher can orally provide students with a focus skill word. The students can then write each letter of the word in the air with their finger, saying the corresponding letters aloud.	3
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: two, been, each	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

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.

Section	Instructional Routine	Time
Phonemic Awareness	Elkonin Boxes with manipulatives (toy cars, bingo chips): Say a focus skill word. Students will repeat each sound as they push the manipulative into each sound box, then slide their pointer finger across the bottom of the boxes to blend and say the word.	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	Invisible Words: Teacher can orally provide students with a focus skill word. The students can then write each letter of the word in the air with their finger, saying the corresponding letters aloud.	3
Irregular and High-Frequency Words	Dynamite Words: 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: two, been, each	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: Hope ate _____.	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.

Hope

Mike and Shane drove to the lake. They played in the lake and took a rest in the shade. They had just planned to have lunch when Hope stopped by.

“Would you two like to take a hike up to Pine Lane? I have not been up there for a while and that path is like a maze,” asked Hope.

“Yes! I think that would be fun,” said Shane.

“Hope, would you like to have lunch with us first? We could each split our lunch with you,” asked Mike.

“That is a good plan! What did you pack?” asked Hope.

“I packed ham subs and chips. Mike packed some pop and lime cake,” said Shane.

“Yum!” said Hope.

WVCCRS ELA II: CVCe Review Skill Set

Suggested Activities: Set Three

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	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	Roll-A-Word: Choose six long cvce vowel patterns rimes. Then choose six beginning-sound cards to go with each vowel. Use some single letters and some blends. Print them onto card stock and tape them on large cubes. Students roll one of each, read the new word and write the new 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: two, been, each	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.

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	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	Roll-A-Word: Choose six long cvce vowel patterns rimes. Then choose six beginning-sound cards to go with each vowel. Use some single letters and some blends. Print them onto card stock and tape them on large cubes. Students roll one of each, read the new word and write the new word.	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: two, been, each	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

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.

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	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	Roll-A-Word: Choose six long cvce vowel patterns rimes. Then choose six beginning-sound cards to go with each vowel. Use some single letters and some blends. Print them onto card stock and tape them on large cubes. Students roll one of each, read the new word and write the new word.	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: two, been, each	5
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

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.

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	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	Roll-A-Word: Choose six long cvce vowel patterns rimes. Then choose six beginning-sound cards to go with each vowel. Use some single letters and some blends. Print them onto card stock and tape them on large cubes. Students roll one of each, read the new word and write the new word.	3
Irregular and High Frequency Words	Word Building: Students can work to build this week’s high-frequency words using educator-selected materials. For example, students could build words with playdough, magnet letters, toothpicks, blocks, Legos, popsicle sticks, etc. Word List: two, been, each	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

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.

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	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	Roll-A-Word: Choose six long cvce vowel patterns rimes. Then choose six beginning-sound cards to go with each vowel. Use some single letters and some blends. Print them onto card stock and tape them on large cubes. Students roll one of each, read the new word and write the new word.	3
Irregular and High Frequency Words	Word Building: Students can work to build this week’s high-frequency words using educator-selected materials. For example, students could build words with playdough, magnet letters, toothpicks, blocks, Legos, popsicle sticks, etc. Word List: two, been, each	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: Mike, Shane, and Hope were _____.	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.

Pine Lane

Mike, Shane, and Hope just had lunch and were now on a hike.

“Will this hike take a while?” asked Shane.

“It is less than a mile. So, it will not take long, if we do not get lost. But like I said, Pine Lane can be a bit of a maze,” said Hope.

As they walked, the slope went up and the path twisted.

Soon the path split into two. They went left. Each time the path split, Hope took them left.

“Are we lost?” asked Mike.

“It has been a while,” added Shane.

Hope looked and spotted a blaze of red on a rock. “Nope! We just have to scale that rock and we will be out of the maze.”