



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: Digraph ng 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, words 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 digraph ng skill is first identified in West Virginia's College- and Career-Readiness Standard ELA.1.II under the Phonics and Word Recognition Cluster.

WVCCRS ELA II: Digraph ng

Suggested Activities: Set One

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	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	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	Word Sort: Provide students with word cards, including focus skill words and non-focus skill words. Students can sort word cards with a partner, reading each word aloud as they sort.	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: look, we, know, why	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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Decoding and Encoding	Word Sort: Provide students with word cards, including focus skill words and non-focus skill words. Students can sort word cards with a partner, reading each word aloud as they sort.	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: look, we, know, why	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

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Decoding and Encoding	Word Sort: Provide students with word cards, including focus skill words and non-focus skill words. Students can sort word cards with a partner, reading each word aloud as they sort.	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: look, we, know, why	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: King likes _____.	10

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King Sings

King is a lab pup who likes to sing when there is a ring, ping, or wish. Beth is a gal who likes to play with the hot rod.

When King sings, Beth hops. Beth hits a cog.
Ring! King sings. Beth hops.

Beth taps the lug nut. Ping! King sings. Beth hops. Ring!

“King, why do you sing when I hit or tap things? Look, when you sing, I hop and bang my leg on things.” Beth said.

King is sad and sags to the rug. Beth whacks the fan in the hot rod. Wish! King naps.



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Suggested Activities: Set Two

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Phonemic Awareness	Phoneme Blending: Ask students to listen to a sequence of separately spoken phonemes and combine them to form a /ng/ word. For example, you can say, “What is the word /l/ /o/ /ng/?” Students should respond with, “The word /l/ /o/ /ng/ is long.” You can include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity. Activity should use words from the list provided.	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	Blind Word Sort: Provide students with word cards, including focus skill words and non-focus skill words. Students can work with a partner to complete a blind sort. Student one can read word cards, while student two can write the words into the appropriate category. If time allows, students may switch roles.	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: look, we, know, why	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
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Irregular and High-Frequency Words	<p>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.</p> <p>Word List: look, we, know, why</p>	5
Text Application	<p>Independent Whisper Reading: Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.</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: look, we, know, why</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
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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: Beth can _____.</p>	10

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Beth's Job

King is a sad lab pup. If King sings, his pal Beth hops and gets a bad leg.

King sags and naps. Beth is sad that King sags and naps. She can help King sing a song.

Beth gets a rod and a pan. She bangs the rod on the pan. Ring! Ring! King sits and wags.

Beth gets a tin can and taps it on the back of the pan. Ping! Ping! King yaps.

Beth said, "Look King, we can be a gang. I can play and you can sing."

WVCCRS ELA II: Digraph ng

Suggested Activities: Set Three

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Phonemic Awareness	<p>Phoneme Segmenting: Ask students to break a focus skill word into separate sounds and say each sound as it is tapped out. For example, you can say, “What are the sounds are in the word long?” Students should respond with, “/l/ /o/ /ng/ are the sounds in the word long.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.</p> <p>Activity should use words from the list provided.</p>	2
Articulation	<p>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.</p>	3
Letter-Sound Correspondence	<p>Dry Erase Board Letters: Orally provide students with a letter sound. Students will write letters associated with the sound provided.</p>	2
Decoding and Encoding	<p>Magnet Letter Switch Up: Use letter magnets to create skill words. For example, if working on /ng/, you can start with the word “long” and take away the l and the o, having students add new letters to create /ng/ words. Students can read and write the new words they create.</p>	3
Irregular and High Frequency Words	<p>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.</p> <p>Word List: look, we, know, why</p>	5
Text Application	<p>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.</p>	10
Writing Application	<p>Writing Spotlight: Students will revisit the decodable text to write words that are highlighted.</p>	10

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Irregular and High Frequency Words	<p>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.”</p> <p>Word List: look, we, know, why</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

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	<p>Phoneme Segmenting: Ask students to break a focus skill word into separate sounds and say each sound as it is tapped out. For example, you can say, “What are the sounds are in the word long?” Students should respond with, “/l/ /o/ /ng/ are the sounds in the word long.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.</p> <p>Activity should use words from the list provided.</p>	2
Articulation	<p>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.</p>	3
Letter-Sound Correspondence	<p>Dry Erase Board Letters: Orally provide students with a letter sound. Students will write letters associated with the sound provided.</p>	2
Decoding and Encoding	<p>Magnet Letter Switch Up: Use letter magnets to create skill words. For example, if working on /ng/, you can start with the word “long” and take away the l and the o, having students add new letters to create /ng/ words. Students can read and write the new words they create.</p>	3
Irregular and High Frequency Words	<p>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.”</p> <p>Word List: look, we, know, why</p>	5
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: Beth plays _____.</p>	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.

King's Song

Beth and King are a gang. Beth likes to play and King likes to sing.

Beth plays a long bong on the gong which has King sing a long song.

Beth hops and bops to King's songs. King yaps to Beth's gong bongs.

King wants to hit the gong but can not.

"Look King, you can put this bat in your lips to bang the gong or I can bang the gong for you. What will it be?" said Beth. King nabs the bat.

Bong! Bong! King sings and bangs the gong. Beth hops and bops to the song.

Bang

Fang

Gang

Hang

Pang

Rang



Sang

Tang

Ding

King

Ling

Ping



Ring

Sing

Ting

Wing

Zing

Gong



Song

Tong

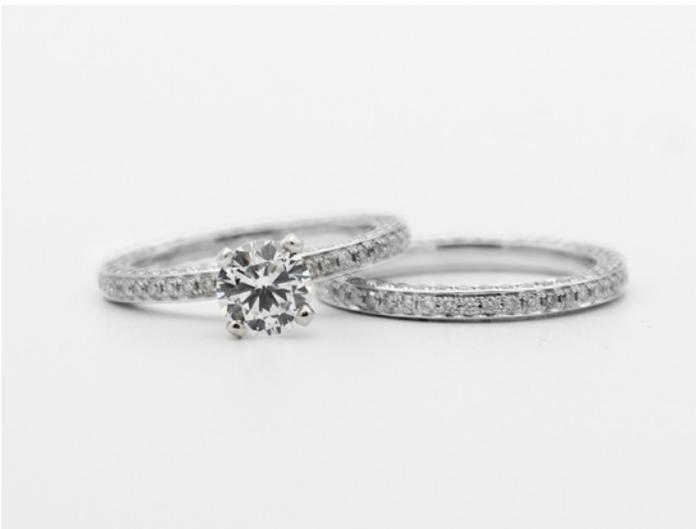
Hung

Lung

Rung

Sung







Digraph -ng Picture Card List

bang

ring

fang

wing

sing

gong

king

hung

