



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## **WVCCRS ELA II: Special Situations qu 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 special situations qu 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: Special Situations qu

## Suggested Activities: Set One

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Addition:</b> 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
<b>Articulation</b>	<b>Mouth Formation Practice Activity:</b> 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
<b>Letter-Sound Correspondence</b>	<b>Missing Letter:</b> Display a word with one letter missing. The missing letter can be at any place in the word. Students will guess what they think the missing letter is by saying it aloud or writing it on their own whiteboards. Example: ne_t (answer could be next, nest, neat, etc.) Students will share their letter guess and the word it makes. Then the teacher will say the correct word aloud.	2
<b>Decoding and Encoding</b>	<b>Word Sort:</b> 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
<b>Irregular and High Frequency Words</b>	<b>Read, Spell, Write, Find:</b> 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: old, most, through	5
<b>Text Application</b>	<b>Highlighting Fun Activity:</b> 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
<b>Writing Application</b>	<b>Writing Spotlight:</b> 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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<b>Irregular and High Frequency Words</b>	<b>Sensory Words:</b> 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: old, most, through	5
<b>Text Application</b>	<b>Independent Whisper Reading:</b> Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.	10
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<b>Writing Application</b>	<b>Guided Writing:</b> 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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<b>Decoding and Encoding</b>	<b>Word Sort:</b> 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
<b>Irregular and High Frequency Words</b>	<b>Choice of Voice:</b> Students can practice reading high-frequency words in a silly voice. You can display a high-frequency word card and direct the students to read the word in a robot voice, mouse voice, opera voice, etc.  Word List: old, most, through	5
<b>Text Application</b>	<b>Choral Reading:</b> 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
<b>Writing Application</b>	<b>Guided Writing:</b> 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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<b>Text Application</b>	<b>Partner Reading:</b> Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Independent Writing:</b> 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: Dot made me _____.	10

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# My Quilt

Dot made me a red quilt with a squid on it.

Squids can be nice. One time, I saw one in the water. It was soft and snug. I took my quilt to bed with me every eve.

When I woke up, I did not see my quilt. I was quick to get down from my bed to go on a quest. I looked up and down. Still, no luck. Most of the time I could find it in a sec.

This was not just some old quilt. I went to wake up my mom to help me look. She looked through my space but had no luck. I was quite sad we did not find it.

My dogs were in a tiff in the hall. They were not being nice to each other. I went to see what was up and they had my quilt.

“Stop!” I said as I grabbed my quilt. It was safe with me.

## WVCCRS ELA II: Special Situations qu

### Suggested Activities: Set Two

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Deletion:</b> Orally provide students with a qu word and ask students to delete a sound at the beginning or end of the word. For example, “break without the /qu/ is...?” Students should respond with, “ack.”	2
<b>Articulation</b>	<b>Stand Up/Sit Down:</b> Using a list of focus skill words, direct students to stand up if they hear a word containing the skill word or stay seated if the word does not contain the skill sound. For additional practice, you may also have students repeat the word. For example, if working on the skill /qu/, you might say the word, “quin,” and students would stand up. You could then say the word “button,” and students would stay seated.	3
<b>Letter-Sound Correspondence</b>	<b>How Many Can We Make:</b> Provide students with a random letter. Students will say a word that starts with that letter one at a time in sequence until a student can’t produce a word or until time runs out. Challenge students to come up with as many words as possible.	2
<b>Decoding and Encoding</b>	<b>Odd Word Out Activity:</b> 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
<b>Irregular and High-Frequency Words</b>	<b>Read, Spell, Write, Find:</b> 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: old, most, through	5
<b>Text Application</b>	<b>Highlighting Fun Activity:</b> 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
<b>Writing Application</b>	<b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.	10

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<b>Irregular and High-Frequency Words</b>	<b>Showdown:</b> You and your students can each have an individual set of high-frequency word cards. You can secretly select a word card and read it aloud. Students can find the matching word card from their set and hold it to their chest until it is time to showdown! (reveal)  Word List: old, most, through	5
<b>Text Application</b>	<b>Choral Reading:</b> 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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# A Quilt for Quin

Quin wants a new quilt for her bed because her old quilt was getting thin. Most of it was made from a thin cloth. Her pal had a soft quilt made by the quail so she went to ask the quail if he could make a quilt for her.

The quail was quite rude to Quin. He was quick to tell her that he would not quit his job just to make her a quilt. Quail did not have time to make a quilt. He did not have time to lose his wages.

Quin said she would find him a new job when he was through. A new job that would give Quail two more cents each check. Quail did not want to sulk and he wanted more cash so he said he was fine with it.

It took Quail quite a bit of time to make the quilt. He took his time to make it nice.

## WVCCRS ELA II: Special Situations qu

### Suggested Activities: Set Three

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<b>Phonemic Awareness</b>	<b>Phoneme Substitution:</b> 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
<b>Articulation</b>	<b>Tic Tac Toe Activity:</b> 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
<b>Letter-Sound Correspondence</b>	<b>Shake and Spell:</b> Teacher writes uppercase letters on one side of a tile or counter and the lower case on the flip side. Students will then shake all the counters and “spill” them, saying the sounds as fast as they can.	2
<b>Decoding and Encoding</b>	<b>Hear, Say, Write, Share:</b> Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, can write the word. You can then show the students their written word, asking the students to correct any mistakes or errors in their written word.	3
<b>Irregular and High Frequency Words</b>	<b>Read, Spell, Write, Find:</b> 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: old, most, through	5
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<b>Articulation</b>	<b>Tic Tac Toe Activity:</b> 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
<b>Letter-Sound Correspondence</b>	<b>Shake and Spell:</b> Teacher writes uppercase letters on one side of a tile or counter and the lower case on the flip side. Students will then shake all the counters and “spill” them, saying the sounds as fast as they can.	2
<b>Decoding and Encoding</b>	<b>Hear, Say, Write, Share:</b> Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, can write the word. You can then show the students their written word, asking the students to correct any mistakes or errors in their written word.	3
<b>Irregular and High Frequency Words</b>	<b>Sensory Words:</b> 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: old, most, through	5
<b>Text Application</b>	<b>Echo Reading:</b> 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
<b>Writing Application</b>	<b>Guided Writing:</b> 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.*



<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Phoneme Substitution:</b> 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
<b>Articulation</b>	<b>Tic Tac Toe Activity:</b> 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
<b>Letter-Sound Correspondence</b>	<b>Shake and Spell:</b> Teacher writes uppercase letters on one side of a tile or counter and the lower case on the flip side. Students will then shake all the counters and “spill” them, saying the sounds as fast as they can.	2
<b>Decoding and Encoding</b>	<b>Hear, Say, Write, Share:</b> Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, can write the word. You can then show the students their written word, asking the students to correct any mistakes or errors in their written word.	3
<b>Irregular and High Frequency Words</b>	<b>Word Scramble:</b> Display a high-frequency word that is scrambled. Students can unscramble the word and write it on their white board.  Word List: old, most, through	5
<b>Text Application</b>	<b>Choral Reading:</b> 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
<b>Writing Application</b>	<b>Guided Writing:</b> 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.*

<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Phoneme Substitution:</b> 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
<b>Articulation</b>	<b>Tic Tac Toe Activity:</b> 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
<b>Letter-Sound Correspondence</b>	<b>Shake and Spell:</b> Teacher writes uppercase letters on one side of a tile or counter and the lower case on the flip side. Students will then shake all the counters and “spill” them, saying the sounds as fast as they can.	2
<b>Decoding and Encoding</b>	<b>Hear, Say, Write, Share:</b> Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, can write the word. You can then show the students their written word, asking the students to correct any mistakes or errors in their written word.	3
<b>Irregular and High Frequency Words</b>	<b>Word Scramble:</b> Display a high-frequency word that is scrambled. Students can unscramble the word and write it on their white board.  Word List: old, most, through	5
<b>Text Application</b>	<b>Partner Reading</b> Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Independent Writing:</b> 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: My legs _____.	10

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# A Quick Jog

I wanted to go for a jog when I got home. I was quick to put on my vest and go. The sun was out, and it felt good.

I saw most of the pals from my squad and waved them down. They jogged over to where I was standing.

“Do you want to run up the hill with us? If we go at a good pace, I think it will be a cinch, but do not quote me on that,” my pal said.

I looked up the tall hill. “No thanks, I am quite old and out of shape,” I said. “We will do it with you,” he said. “Fine,” I said.

One step at a time. I picked up my stride. My legs started to quake. I wanted to quit, but my pals helped me. I made it to the top! I was quite glad to make it to the top. That was not a quick jog after all.

quilt

quick

quack

quad

quest

quiz



quit

quake

qualm

quill

quite

quote



quaff

quell

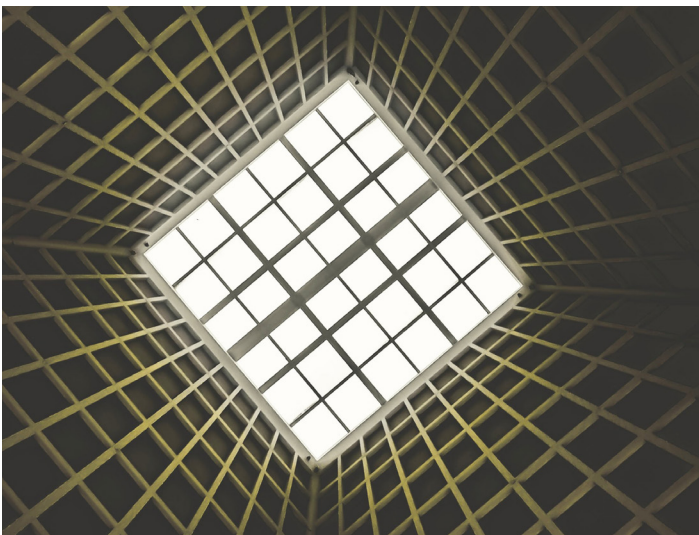
squad

square

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squirm





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## Special Situations qu Picture Card List

quilt  
square  
quill  
quote

