



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## **WVCCRS ELA II: ar 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 ar skill is first identified in West Virginia's College- and Career-Readiness Standard ELA.2.II under the Phonics and Word Recognition Cluster.*

## WVCCRS ELA II: ar

### 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 Mirror Practice:</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>Guess Who:</b> 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
<b>Decoding and Encoding</b>	<b>Picture This:</b> Show students a focus skill word and ask them to write the word while also drawing a picture to represent the word. Once students complete their writing and illustration, they can be asked to read the word aloud and share their illustration.	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: great, these, number	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: great, these, number	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
<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>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.*

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<b>Decoding and Encoding</b>	<b>Picture This:</b> Show students a focus skill word and ask them to write the word while also drawing a picture to represent the word. Once students complete their writing and illustration, they can be asked to read the word aloud and share their illustration.	3
<b>Irregular and High Frequency Words</b>	<b>Memory Game:</b> 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: great, these, number	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: The shark was _____.	10

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# The Shark

Barb took a dive into the dark water. She loved to dive and be with the fish. These days, the water was where you could find Barb and I.

It was a warm day, and we had my dad's boat. I could sit and fish all day. But Barb, she wanted to find something to do. Barb was a very smart gal, but she liked to take a number of risks. Once, she went out on her dad's boat and did not even tell him. She said she swam most of the time, but I begged her not to go alone again.

As I sat back in the sun, Barb let out a yell. I could not tell what was going on at first because she was talking too fast.

"It's a shark it's a shark!" Barb said as she got back on the boat. "What? Where?" I said.

We looked out into the water and there it was. The way it moved was like art. As it swam by the boat, I could see a big scar on its side.

"I had not seen something so great," Barb said as we both watched the shark swim off.

## WVCCRS ELA II: ar

### Suggested Activities: Set Two

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Deletion:</b> 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
<b>Articulation</b>	<b>Mystery Bag:</b> 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
<b>Letter-Sound Correspondence</b>	<b>Letter Dice:</b> 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
<b>Decoding and Encoding</b>	<b>Silly Letters:</b> Orally provide students with a focus skill word. Students can then write each word in silly letters. For example, students could write in block letters, bubble letters, squiggly letters, etc.	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: great, these, number	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>Word Detective:</b> Place sight words around the classroom or on the board with post-it notes or word cards. Then provide students with a word, asking students one at a time to search and find the word provided.  Word List: great, these, number	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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<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: Bart went to the _____.	10

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# The Barn

It was a dark night on the farm when my dog, Bart, started to bark. Every now and then he would bark at the wind or Carl, my pals' dog, that lived down the street.

I flipped the light on to see what it was. I could see something far away. It was close to the barn. Bart barked once again and ran to the barn.

It was warm so I left my coat and scarf as I made my way to the barn. As I went through the yard, I saw a number of sparks from the barn, so I started to run.

The arch to the barn had lights on it, and these lights were not mine. I swung the gate open and there was my mom. She drove to see me and did not want me to know. We had always spent this night together. She gave me a card as I cut the cake. I was glad she made the trip after all. It was a great night.

## WVCCRS ELA II: ar

### Suggested Activities: Set Three

Section	Instructional Routine	Time
<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>Thumbs Up, Thumbs Down:</b> Orally provide students with a word, asking students to repeat the word. If they hear the skill sound in the word, students should give a thumbs up. If they do not hear the skill sound, they should give a thumbs down. For example, when working on the skill /ar/, you can say the word “star.” Students can repeat, “star,” and give a thumbs up for the word containing /ar/.	3
<b>Letter-Sound Correspondence</b>	<b>Limbs and letters:</b> 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
<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: great, these, number	5
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<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>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>Thumbs Up, Thumbs Down:</b> Orally provide students with a word, asking students to repeat the word. If they hear the skill sound in the word, students should give a thumbs up. If they do not hear the skill sound, they should give a thumbs down. For example, when working on the skill /ar/, you can say the word “star.” Students can repeat, “star,” and give a thumbs up for the word containing /ar/.	3
<b>Letter-Sound Correspondence</b>	<b>Limbs and letters:</b> 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
<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>Dynamite Words:</b> Write all previously learned high-frequency words on popsicle sticks and write the word “dynamite” on two or three sticks. One at a time, students can select a stick, read the word, and keep the stick. If the student pulls a dynamite stick, they must put back all sticks that they previously collected.  Word List: great, these, number	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>Thumbs Up, Thumbs Down:</b> Orally provide students with a word, asking students to repeat the word. If they hear the skill sound in the word, students should give a thumbs up. If they do not hear the skill sound, they should give a thumbs down. For example, when working on the skill /ar/, you can say the word “star.” Students can repeat, “star,” and give a thumbs up for the word containing /ar/.	3
<b>Letter-Sound Correspondence</b>	<b>Limbs and letters:</b> 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
<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>Dynamite Words:</b> Write all previously learned high-frequency words on popsicle sticks and write the word “dynamite” on two or three sticks. One at a time, students can select a stick, read the word, and keep the stick. If the student pulls a dynamite stick, they must put back all sticks that they previously collected.  Word List: great, these, number	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: I like to _____ at the park.	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.*

# A Day at the Park

Mark wanted to go to the park. It was a warm day, and it would be great to get out of the house.

“Mom, can I go to the park?” Mark said.

“You can go with your friend Barb, but be home before dark,” Mark’s mom said.

Barb and Mark took off. These days at the park would end in a few weeks. They could not wait to play on the little cars and swings.

Right when Mark sat down in the play car, a small dog came up to him. The dog did not even bark or dart to the walk when Mark got out of the car. Mark thought the dog looked sad.

“I will not harm you,” Mark said as he got down to pet the little dog. Mark did not see any people with the dog. Barb bent down and the dog gave her a number of licks on the arm.

They sat on the park bench with the dog before it got dark.

“Well, I have to go home soon, and I will not let him stay here,” Mark said. Mark, Barb, and the little dog made their way home.

Bar

Arm

Dark

Park

Smart

Scar



Scarf

Car

Ark

Card

Farm

Lark



Marsh

Tarp

Chart

Jar

Barn

Carp



Harp

Yard

Bark

Shark

Start

Warm







## R-Controlled Vowels ar Picture Card List

bar	marsh
scarf	barn
car	carp
farm	harp
lark	shark