



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## **WVCCRS ELA II: oe 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 oe 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: oe

### 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>Pound the Sound:</b> Students will have several letter cards in front of them. Orally provide students with a letter sound. Students will be asked to identify the letter that makes the sound provided by pounding it.	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: part, before, large	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: part, before, large	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>Irregular and High Frequency Words</b>	<b>Go Fish:</b> Students can use word cards to play a game of Go Fish. Word cards should include all new and previously learned high-frequency words. To play the game, you will need two complete sets of word cards. The cards should be shuffled, and each student participating should be given five cards. The game can begin with one student asking another if they have a certain word in their hand. If the player has that word, they give it to the student who asked. That student now has a match and can set the two matching cards aside. If the student does not have the word, they tell the student to go fish. That student then takes the top card from the deck and adds it to their hand. At the end of the game, when no cards remain, the student with the most matches wins the game.  Word List: part, before, large	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>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: They will _____.	10

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# In a Funk

My best friend, Joel chatted with me one day at lunch.

“Joel, I am in a funk and could use some fun.” I said.

“Have you ever been to the lodge by the lake before?” asked Joel.

“No, I have never been to any lodge before,” I said.

“Well, we must take a trip next week. The lodge is the best place to end your funk. There are so many things to do to get rid of your woes.”

“What all can you do at the lodge?” I asked.

“You can hike, bike, golf and dip your toes in the lake. The best part is seeing all of the doe, bucks, fawns, quails, and ducks. At night you can even lay in the grass and gaze at the sky,” said Joel.

“That sounds like just what I need to end this funk. I think that a trip next week would be swell!”

## WVCCRS ELA II: oe

### 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>Lip Sync Activity:</b> 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
<b>Letter-Sound Correspondence</b>	<b>Pop It:</b> 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
<b>Decoding and Encoding</b>	<b>Ask and Share:</b> Provide students with word cards of focus skill words. Students can find a partner and while holding up their word card ask, “What is this word?” The partner can then share the word written on the card. Students can switch roles and repeat the process with the partner’s word card. Both students can then find a new partner. The activity should continue for as long as time allows.	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: part, before, large	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>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: part, before, large	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: A man was _____.	10

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# A Dip in the Lake

My best friend, Joel and I went to the lodge to help me out of my funk. When we pulled up to the front of the lodge there was a man with a hoe planting mums. Another man greeted us and handed us a map to help us find our way around the lodge.

Joel wanted to go to the lake first. So, we looked at the map and set off. The lake was a short walk from the lodge. On the way, we spotted a large doe with her fawn. Before we got too close, the noise from our feet made the doe and fawn flee.

Joel wanted to take a quick swim. I did not want to be a part of that. So, I sat on the dock to watch. I on the dock to watch. I dipped my toes into the lake. When my big toe hit the water it sent a chill down my back.

## WVCCRS ELA II: oe

### 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>Bubble Gum Words:</b> 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. <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”.	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>Rainbow Words:</b> Provide students with a list of focus skill words. Students can be asked to read each word and then write them on a separate sheet of paper, using a different color for each word written.	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: part, before, large	5
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<b>Decoding and Encoding</b>	<b>Rainbow Words:</b> Provide students with a list of focus skill words. Students can be asked to read each word and then write them on a separate sheet of paper, using a different color for each word written.	3
<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: part, before, large	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>Bubble Gum Words:</b> 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. <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”.	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>Rainbow Words:</b> Provide students with a list of focus skill words. Students can be asked to read each word and then write them on a separate sheet of paper, using a different color for each word written.	3
<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: part, before, large	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>Bubble Gum Words:</b> 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. <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”.	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>Rainbow Words:</b> Provide students with a list of focus skill words. Students can be asked to read each word and then write them on a separate sheet of paper, using a different color for each word written.	3
<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: part, before, large	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: Joel _____.	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.*

# My Woes Lift

My best friend, Joel and I were at the lodge to help me get out of my funk. We went to the lake, so Joel could have a quick swim. I sat on the dock with my toes in the water.

Before long, I saw a large buck and doe come out of a grove of spruce trees by the lake. They were poised to flee if any foe, such as a wolf or bob cat, came out of the trees. As I watched them, I felt my woes lift.

The buck led the way down to the lake. Joel was on the other side of the lake and did not see the buck or doe.

As Joel swam back, the buck and doe ran off. I was sad to see them go, but I was also glad that I got to watch them. Watching them was the best part of the trip!

Toe

Foe

Woe

Goes

Hoes

Toed



Toes

Foes

Doe

Roe

Woes





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## Predictable Vowel Teams oe Picture Card List

Toe or toes

doe

