



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## **WVCCRS ELA II: r-controlled**

*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 r-controlled 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: r-controlled

### 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 /v/ to the end of the wordapor and the new word is?” Students should respond with “vapor.”	2
<b>Articulation</b>	<b>Superhero Says: :</b> Orally provide students with focus skill words. Students can be asked to repeat the skill word five times, while jumping up and down like a superhero.	3
<b>Letter-Sound Correspondence</b>	<b>Erase the Sound:</b> 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
<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: children, picture, squirrel	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.*

<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<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 /v/ to the end of the word apor and the new word is?” Students should respond with “vapor.”	2
<b>Articulation</b>	<b>Superhero Says: :</b> Orally provide students with focus skill words. Students can be asked to repeat the skill word five times, while jumping up and down like a superhero.	3
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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: children, picture, squirrel	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>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 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>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: children, picture, squirrel	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: I saw _____ at the circus.	10

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# Connor and Cora

Connor and Cora were two very clever children. They loved to create new things. One day, Connor was watching Cora play with her pet squirrel, Scarlett, and had an amazing idea.

“Cora, we should create a circus in our backyard. Scarlett could be our star,” beamed Connor.

“That is a great idea! I can picture it now. We can use cardboard to create a stage,” said Cora.

“Yes! We can also use mother’s old birdcage that is in the attic for a trapeze act,” replied Connor.

The children raced to the attic to grab the birdcage. In the attic, they found many other items for their circus which they gathered in a box and took with them.

With all of their supplies in hand, the children raced to the garage to begin their project.

“I think we need to start by making a list of our acts, and then we can work on props,” stated Cora.

“I was thinking the same thing. So, Scarlett is our main star. What act will she do?” asked Connor.

“Hmm...well she is good with heights and loves to walk on mother’s curtain rods. She could be our acrobat,” replied Cora.

“Perfect! I bet we can get the rest of our pets to fill in as the other acts,” said Connor.

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### Suggested Activities: Set Two

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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>Simon Says:</b> 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.	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>Word Division:</b> Orally provide students with a focus skill word. Students can write the word and be asked to draw a line between each syllable. Students should then repeat the word by reading it aloud.	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: children, picture, squirrel	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>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: children, picture, squirrel	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: We like to play _____ in the backyard.	10

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# Circus Acts

Connor and Cora were two very clever children that decided that they were going to create a pet circus in their backyard. They were working on creating a list of acts for their big show. Cora's pet squirrel, Scarlett was going to be the main act.

"Let's dress our boxers, Baxter and Carter up as clowns. They are always jumping, running, and acting crazy," said Connor.

"That will be perfect! We will call their act 'The Amazing Corndogs' since they are so corny," giggled Cora.

"Good one! Since we don't have a rabbit to pull out of a hat, could we use Piper, your hamster, for that job?" asked Connor.

"Yes, that is a great idea! She will do fantastic at that! I think we have the proper number of acts. Let's get started on the props," said Cora.

"Great! We should draw a picture of each act that way we know what props we will need. Let's start with 'The Amazing Corndogs' act since it is the only one with a name," said Connor.

Connor drew each poster and Cora colored them. Pretty soon they were finished with the drawings and began putting together the props.

## WVCCRS ELA II: r-controlled

### Suggested Activities: Set Three

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Unifix Cube Oral Segmenting:</b> Give each student a group of 3 connected unifix cubes. Using the focus skill word list, say a word and have students repeat it. Students will then take a cube off as they orally segment the word.	2
<b>Articulation</b>	<b>Clap it Out:</b> Orally provide students with a focus skill word. Students can be asked to repeat the word, clapping as they say each syllable.	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>Colorful Words:</b> Provide students with a list of focus skill words. Students can be asked to read and write each word, using a different color for each syllable within the 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: children, picture, squirrel	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
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<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Unifix Cube Oral Segmenting:</b> Give each student a group of 3 connected unifix cubes. Using the focus skill word list, say a word and have students repeat it. Students will then take a cube off as they orally segment the word.	2
<b>Articulation</b>	<b>Clap it Out:</b> Orally provide students with a focus skill word. Students can be asked to repeat the word, clapping as they say each syllable.	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>Colorful Words:</b> Provide students with a list of focus skill words. Students can be asked to read and write each word, using a different color for each syllable within the word.	3
<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: children, picture, squirrel	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: My parents are _____.	10

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# Show Time

Connor and Cora were not regular children. They were very smart and clever. One day, they decided to put on a pet circus in their backyard for their parents.

After dinner, they ushered their mother and father to their seats in the yard. Their parents were amazed at the artistry that the children had done to turn their backyard into a circus.

The children had draped cloths over the fence to mimic a circus tent. In the center of the yard, were three rings made from cardboard, painted with triangles and circles. Hanging up behind the rings, was a curtain decorated with pictures of the acts that the children had made.

Connor and Cora rushed behind the curtain. In a few minutes, Connor emerged wearing his father's old bathrobe and top hat. Cora stepped out behind him in a fancy, purple dress.

"Welcome! You are about to see three truly terrific acts!"

Connor said as he drew their attention to each poster.

"Our first act is called 'The Amazing Corndogs.' The second act is 'The Vanishing Vermin.' And the final act is 'The Flying Squirrel'," Cora giggled.

Each act was fantastic, original, and most importantly well planned. The circus was a success, and everyone had a great time thanks to the two very clever children!

Carport

Jogger

Copper

Matter

Journey

Forgive



Workshop

Father

Laughter

Summer

Artist

Carpet



Paper

Dinner

Catcher

Fluster

Rather

Actor



Motor

Vapor

Cellar

Format

Startle

Center









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## Multisyllabic R-Controlled Picture Card List

airport	birdcage
lumber	welder
orchid	turtle
cardboard	airplane