



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## WVCCRS ELA II: Soft g 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 soft g 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: Soft g

### 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: both, few, people	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: both, few, people	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>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: both, few, people	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: Grace was so ____.	10

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# Two Pals

Gene and Sage were big pals. They both liked to play at the gym, at the mall, and on Sage's huge deck. They have been pals for a while.

Sage and Gene were the same age, but they would get in a tiff every now and then. A few times, they would stop playing for a bit but then they would miss each other.

One time, Gene was in such a rage that he pushed Sage into her dog, Gem's, big cage. Sage took a plunge into the side of it, but she did not get any cuts. Sage was sad Gene did this to her.

She did tell her mom what Gene did. Gene had to spend some time in his home after his mom got the gist of what took place.

## WVCCRS ELA II: Soft g

### Suggested Activities: Set Two

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<b>Phonemic Awareness</b>	<b>Phoneme Deletion:</b> Orally provide students with a soft c word and ask students to delete a sound at the beginning or end of the word. For example, “cents without the /s/ is...? Students should respond with, “cent.”	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: both, few, people	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: both, few, people	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
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<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>Silly Sentences:</b> Provide students with a previously learned words 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.”  Word List: mind, lives, across	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: The mice _____.	10

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# Kate at the Gym

Kate wanted to go to the gym. She could do flips, kicks, and tucks. Few people were as brave as she was. She had the gym gene.

Kate set up on the mat. First, she did a back tuck. Next, she did a twist with a big kick.

She spun from side to side and then did a split. She did a roll that put her back up on the mat.

For her last trick, she did a pike jump then did a flic-flac and stuck her landing. The lands made me cringe.

I wanted to yell but held it in. She was at that age where she did not want me to yell for her in places like the gym.



## WVCCRS ELA II: Soft g

### 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 Spill:</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: mind, lives, across	5
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<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> 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: both, few, people	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 Spill:</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>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: both, few, people	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 Spill:</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>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: both, few, people	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: The dance was ____.	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.*

# The Huge Sale

I was thrilled to go to the big sale. I did not have much cash, but I wanted to get the gist of what the people had for sale.

I found a red gem that did not have a scratch. It just had to be mine. I was a big fan of gems and had a lot of them.

Next, I found a cage for my mice that was in fine shape. Both of my mice, Hinge and Binge, would like this cage.

Then, I found a tub of gel that I could give to Gene the next time I go to the gym. He did tell me he ran out of gel.

I got all of this for just a few bucks. I am glad I did not pass up this sale.



Gel

Age

Wage

Huge

Cringe

Hinge



Plunge

Cage

Gist

Gym

Gyp

Rage



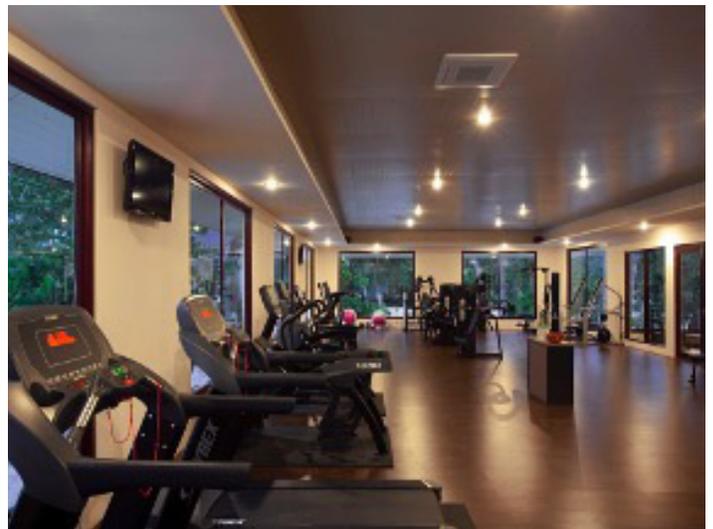
Germ

Page

Cinch

Rice







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## Special Situations Soft g Picture Card List

gel	plunge
huge	cage
cringe	gym
hinge	germ