



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: ur 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 ur 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: ur

Suggested Activities: Set One

Section	Instructional Routine	Time
Phonemic Awareness	Phoneme Addition: 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
Articulation	Mouth Formation Mirror Practice: 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
Letter-Sound Correspondence	Say the Sound: Ask students to write any letter of their choosing on a small piece of paper or dry erase board. Students will then switch paper/boards with another student. Each student will orally produce the sound of the letter that they were given for the other student. The activity can continue for as long as time allows	2
Decoding and Encoding	Picture This: 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
Irregular and High Frequency Words	Read, Spell, Write, Find: 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: done, almost, between	5
Text Application	Highlighting Fun Activity: 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
Writing Application	Writing Spotlight: 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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Irregular and High Frequency Words	Sensory Words: 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: done, almost, between	5
Text Application	Independent Whisper Reading: Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.	10
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Writing Application	Guided Writing: 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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Irregular and High Frequency Words	Silly Sentences: Provide students with a previously learned word 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: done, almost, between	5
Text Application	Choral Reading: 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
Writing Application	Guided Writing: 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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Writing Application	Independent Writing: 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 curve was shaped like a _____.	10

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Fleur's Trip

Fleur and her clan are going on a trip. Her mom is a nurse and has time off work. The spot they are going to is hush- hush. Dad almost blabbed it out but stopped when mom gave him a curt look.

Pete, the cat, would get a visit from the girl down the street. Fleur sits on the curb and pets him while she waits. He purrs and purrs. Fleur is shocked at how thick and soft Pete's fur is. It is as soft as down.

When she's done Pete curls up on the porch. Fleur takes a long drink from her cup. She did not stop till it hurt. She let out a huge burp! Her mom gave that curt look again.

It was time to go. Fleur needed to put Pete up. She went to the porch but Pete was not there! Fleur burst in to tell her mom. She had her purse and was about to turn out the light.

Her dad honked the horn. Fleur ran down the street and almost fell off the curb. She went around the curve and there was Pete between the hedge!

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Suggested Activities: Set Two

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Phonemic Awareness	Phoneme Deletion: 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, “turn without the /t/ is...?” Students should respond with, “urn.”	2
Articulation	Mystery Bag: 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
Letter-Sound Correspondence	Letter Dice: 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
Decoding and Encoding	Rainbow Words: 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
Irregular and High-Frequency Words	Read, Spell, Write, Find: 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: done, almost, between	5
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Writing Application	Writing Spotlight: Students will revisit the decodable text to write words that are highlighted.	10

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Irregular and High-Frequency Words	Word Swat: Spread out previously created word cards facing up. Then can orally provide students with a word, asking them to identify the word by swatting it with their hand. This activity could be done as a group, or with individual students. Tip: If doing the activity with a group, make a game out of it! The first student to identify the word and swat the card keeps that card. The student with the most cards at the end of the game wins. Word List: done, almost, between	5
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Turns and Curves

The ride was long with a bunch of curves. With every turn Fleur felt sick. She thought she would hurl. Between the turns and the curves Fleur was done. The car had to pull over to the curb.

Fleur's mom let her sit in her spot. The perk of that spot is that she could see the map. But Fleur felt so sick all she could do was curl up and go to sleep.

Fleur and her clan made it to their place. Fleur was asked to not peek and take off her shoes. The fuss made her want to burst!

Right off, she felt the wind on her face and the smell of salt. She almost threw her hands in the air but took another step. She felt the sand under her feet and a burr stuck to her toe.

Her hands fell from her face. Her sight was a blur, but she knew where she was. The waves made a huge splash. She could not wait to surf!

The thrill raced through her. Her dad, Kurt, had to ship her surf stuff. He said it would come in a rush.

WVCCRS ELA II: ur

Suggested Activities: Set Three

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Phonemic Awareness	Phoneme Substitution: 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
Articulation	Thumbs Up, Thumbs Down: 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
Letter-Sound Correspondence	Limbs and letters: 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
Decoding and Encoding	Odd Word Out Activity: 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
Irregular and High Frequency Words	Read, Spell, Write, Find: 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: done, almost, between	5
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Irregular and High Frequency Words	Word Detective: 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: done, almost, between	5
Text Application	Partner Reading: Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.	10
Writing Application	Independent Writing: 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 _____ made me burp.	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.

Time to Surf

Fleur woke up when the sun burst through the blind. The noise of the waves and chirps from birds made her smile. She could not wait to surf!

Her mom was at the stove. At the sight of Fleur, she made a turn to smile. She set a plate in front of Fleur with an egg between burnt toast. Fleur did not make a fuss of the burnt toast, but her dad made a moan. She was almost done when she had to hold in a burp so she did not get a curt look from her mom.

Before she goes out to surf, Fleur must think of the sun before she goes to the water. She does not want a deep burn. The sun balm was thick and white and hard to put on.

She got her surf bag, but it was a load to haul all that way. She would have to purge. She threw out her purse but kept the coins for a snack.

When she was done, she found the boys at the church lot. They all set out for the water!

Purr

Spur

Curb

Nurse

Turn

Purse



Slur

Curl

Churn

Curse

Lurch

Hurl



Lurk

Burst

Burnt

Blurb

Curve

Blurt



Slurp

Burr

Hurt

Turk

Murk

Burp





R-Controlled Vowels ur Picture Card List

burn

church

fur

surf

turf

blur

