



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: Digraph ck 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 digraph ck skill is first identified in West Virginia's College- and Career-Readiness Standard ELA.1.II under the Phonics and Word Recognition Cluster.

WVCCRS ELA II: Digraph ck

Suggested Activities: Set One

Section	Instructional Routine	Time
Phonemic Awareness	Phoneme Isolation: Orally provide students with a focus skill word and say, “What is the first sound you hear in the word _____?” Students should orally respond with the first sound they hear in the word.	2
Articulation	Mouth Formation Practice Activity: 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	Word Sort: 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.	2
Decoding and Encoding	Word Sort: 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
Irregular and High Frequency Words	Read, Spell, Write, Find: Show and read to the students an irregular or high frequency word from this week’s list. Students will look at the word and “read” (repeat) the word. Then, everyone can spell the word. Next, everyone 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. Finally, you can provide students with this week’s decodable. Students will go through the decodable highlighting the new irregular, high frequency word as it appears. Word List: make, want, come	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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Letter-Sound Correspondence	Erase the Sound: 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
Decoding and Encoding	Word Sort: 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
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: make, want, come	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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Text Application	Echo Reading: 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
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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Decoding and Encoding	Word Sort: 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
Irregular and High Frequency Words	Memory Game: 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: make, want, come	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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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	Erase the Sound: 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
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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: Jack was _____.	10

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The Wet Dock

Jack was on the dock.

“The dock is wet,” said Jack, “Do not come!”

Cam ran. She shot off the dock.

“I cannot get back up on the dock,” Cam said.

“Kick,” said Jack. “I will get a stick and you can tug on it.”

Cam did kick. Jack did tug. She got back up on the dock.

“I got wet,” said Cam, “But I am not mad. It is fun to get wet!”

“I want to have fun,” said Jack.

Jack will make it in.

Skill: Digraph ck

Suggested Activities: Set Two

Section	Instructional Routine	Time
Phonemic Awareness	Phoneme Blending: Ask students to listen to a sequence of separately spoken phonemes and combine them to form a word. For example, you can say, “What is the word /ch/ /o/ /p/?” Students should respond with, “The word /ch/ /o/ /p/ is chop.” You can include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.	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	Blind Word Sort: Provide students with word cards, including focus skill words and non-focus skill words. Students can work with a partner to complete a blind sort. Student one can read word cards, while student two can write the words into the appropriate category. If time allows, students may switch roles.	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: make, want, come	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

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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: were, little, good	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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Irregular and High-Frequency Words	<p>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.</p> <p>Word List: were, little, good</p>	5
Text Application	<p>Partner Reading: Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.</p>	10
Writing Application	<p>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.</p> <p>Example: Chip and Jed _____.</p>	10

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The Little Duck

The little duck was sad.

“I cannot get up on the rock,” said little duck.

The duck was wet.

“You can do it!” said big duck, “Like this.”

Little duck did want to get up on the rock.

“Come on,” big duck said.

Little duck put his leg up on the rock.

“You can make it!” the big duck said.

“Yes, I can. I will make it up the rock!” said little duck.

The little duck did it! He was on top of the rock.

WVCCRS ELA II: Digraph ck

Suggested Activities: Set Three

Section	Instructional Routine	Time
Phonemic Awareness	Phoneme Segmenting: Ask students to break a focus skill word into separate sounds and say each sound as it is tapped out. For example, you can say, “What are the sounds are in the word dog?” Students should respond with, “/d/ /o/ /g/ are the sounds in the word dog.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.	2
Articulation	Simon Says: 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
Letter-Sound Correspondence	Dry Erase Board Letters: Orally provide students with a letter sound. Students will write letters associated with the sound provided.	2
Decoding and Encoding	Magnet Letter Switch Up: Use letter magnets to create skill words. For example, if working on /ch/, you can start with the word “chop” and take away the o and the p, having students add new letters to create /ch/ words. Students can read and write the new words they create.	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: make, want, come	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
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Articulation	<p>Simon Says: 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.</p>	3
Letter-Sound Correspondence	<p>Dry Erase Board Letters: Orally provide students with a letter sound. Students will write letters associated with the sound provided.</p>	2
Decoding and Encoding	<p>Magnet Letter Switch Up: Use letter magnets to create skill words. For example, if working on /ch/, you can start with the word “chop” and take away the o and the p, having students add new letters to create /ch/ words. Students can read and write the new words they create.</p>	3
Irregular and High Frequency Words	<p>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.”</p> <p>Word List: were, little, good</p>	5
Text Application	<p>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.</p>	10
Writing Application	<p>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.</p>	10

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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: Mack has _____.	10

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The Back Sack

Mack can pack. Mack can pack a big back sack.
Zack packs a little sack.

“Can you come here?” said Zack.

“Yes!” said Mack.

“I have to tug the sack to make it shut,” said Zack.

They got the sack shut. Zack tugs Mack’s sack.

“What is in this back sack?” said Zack.

“I have a red cap, a ball, a bat, and some gum,” said Mack.

“That is not much, I want a big sack” said Zack,
“Can I have this sack?”

“Yes,” said Mack “I can do that.”

back

hack

jack

lack

pack

rack



sack

tack

deck

neck

peck

lick



pick

sick

tick

wick

dock

jock



lock

mock

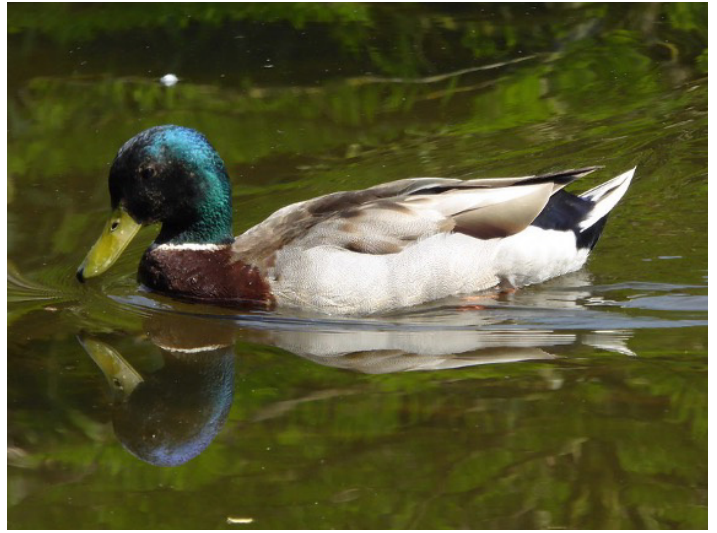
tuck

luck

muck

puck







Digraph -ck Picture Card List

tick	rock
duck	buck
wick	dock
lock	sock