



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: Digraph -nk 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 -nk 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 -nk

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 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
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 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: so, for, or, your	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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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	Dynamite Words: 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, reading the word, and keeping the stick. If the student pulls a dynamite stick, they have to put back all sticks that they previously collected. Word List: so, for, or, your	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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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 tank was _____.	10

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Hank and Ralph

Hank and his chum Ralph like to get rid of junk. Hank can see a hunk of junk by the bank. The hunk of junk is a tank. Hank yanks on the tank, but it sinks into the mud.

“Ralph, can you help me with this tank?” said Hank.

“You bet!” said Ralph.

So, Hank and Ralph yank, but the tank has sunk into the mud.

“Hank, this is no good. The junk has sunk too much!” said Ralph.

“Yes! Let us think,” said Hank.

Ralph and Hank sit on the bank to think.

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Suggested Activities: Set Two

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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 /t/ /a/ /nk/?” Students should respond with, “The word /t/ /a/ /nk/ is tank.” 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: so, for, or, your	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	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: so, for, or, your	5
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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: Josh helps _____.	10

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The Jack

Hank and Ralph sit on the bank to think. Josh runs by.

“What are you up to?” said Josh.

“Can you help us get this tank that is sunk in the mud?” said Hank.

“Yes! There is a jack in the back of my van,” said Josh.

“Thank you for your help!” said Ralph.

Josh gets the jack and jogs back.

“So, what do we do?” said Hank.

“We have to yank up a chunk of the tank to put on the jack. Then we pop up the jack with the rod,” gabs Josh.



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Suggested Activities: Set Three

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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 chunk?” Students should respond with, “/ch/ /u/ /nk/ are the sounds in the word chunk.” 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: so, for, or, your	5
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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: The gang _____.	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 Tank

“Do you have a rod for the jack?” said Hank.

Josh says, “No!”

“What can we do?” said Ralph.

“Let us think on the bank,” said Hank.

“It has sunk too much to yank,” said Ralph.

“So, if we can not yank it, can we look at the junk by the tank for a rod?” said Josh.

“There is so much gunk on this junk!” said Ralph.

“What if we dunk your jug in the bog?” said Josh.

“Yes!” said Ralph.

“Look, there is a rod. Let us jack up the tank,” said Josh.

“Good job, gang! Let us put the tank in the van,” said Hank.

Bank

Hank

Lank

Sank

Tank

Thank



Dink

Ink

Kink

Link

Mink

Pink



Rink

Sink

Think

Wink

Conk

Honk



Zonk

Bunk

Chunk

Dunk

Funk

Gunk







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