



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## **WVCCRS ELA II: Digraph -sh 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 sh 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 -sh

### Suggested Activities: Set One

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Isolation:</b> 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
<b>Articulation</b>	<b>Mouth Formation Mirror Practice:</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>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>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: he, she, they	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: he, she, they	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>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

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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: he, she, they	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: Shep had to _____.	10

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# The Wish

Ash had a wish to have a dog. She did a dash to the pet shop to get a dog. Ash had cash.

Shep was at the pet shop. Shep was a big lab.

Ash said, "Shep can be my pal at the ranch, but he has to get a shot."

Shep did not like it and he yapped. "Hush, Shep, hush."

At the ranch, Shep sheds. Ash had to put Shep in the tub. Shep did not like it and he yapped.

"Hush, Shep, hush."

## WVCCRS ELA II: Digraph -sh

### Suggested Activities: Set Two

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Blending:</b> 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
<b>Articulation</b>	<b>Mystery Bag:</b> 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
<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>Blind Word Sort:</b> 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
<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: he, she, they	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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# Tish and Cash

Tish and Cash are posh cats. They like to nap on the lush rug.

Tish likes to bash Cash on the shin. Cash likes to dash from Tish to the bench.

Cash did not see the dish on the bench. Bam! The dish cut a big gash in the lush rug.

Tish was mad and Cash was sad. They did not have a lush rug. Cash ran to the shed.

Cash ran to Tish with a red sash. Tish was not mad and Cash was not sad. They are posh cats who like to nap on the red sash.

## WVCCRS ELA II: Digraph -nk

### Suggested Activities: Set Three

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Segmenting:</b> 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
<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>Dry Erase Board Letters:</b> Orally provide students with a letter sound. Students will write letters associated with the sound provided.	2
<b>Decoding and Encoding</b>	<b>Magnet Letter Switch Up:</b> 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
<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: he, she, they	5
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<b>Decoding and Encoding</b>	<b>Magnet Letter Switch Up:</b> 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
<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: he, she, they	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 Segmenting:</b> 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
<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>Dry Erase Board Letters:</b> Orally provide students with a letter sound. Students will write letters associated with the sound provided.	2
<b>Decoding and Encoding</b>	<b>Magnet Letter Switch Up:</b> 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
<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: he, she, they	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 Segmenting:</b> 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
<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>Dry Erase Board Letters:</b> Orally provide students with a letter sound. Students will write letters associated with the sound provided.	2
<b>Decoding and Encoding</b>	<b>Magnet Letter Switch Up:</b> 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
<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: he, she, they	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: Josh got _____.	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 Fish

Josh got his cash. He ran to the shop. Here he got a mesh net to help him get a fish for his mom.

Josh got on a ship. A fish shot in his net. Josh put the fish in a bin and shut the lid.

The fish said, "I do not like it in the bin with the lid shut."

Josh said, "Gosh! I can put you in the net."

As he put the fish in the net, it shot from the ship.

Josh was sad. He did not have a fish for his mom.



Shed

Shim

Shin

Ship

Shop

Shot



Shush

Shut

Ash

Bash

Dash

Dish



Fish

Gash

Gosh

Lash

Lush

Mash



Mesh

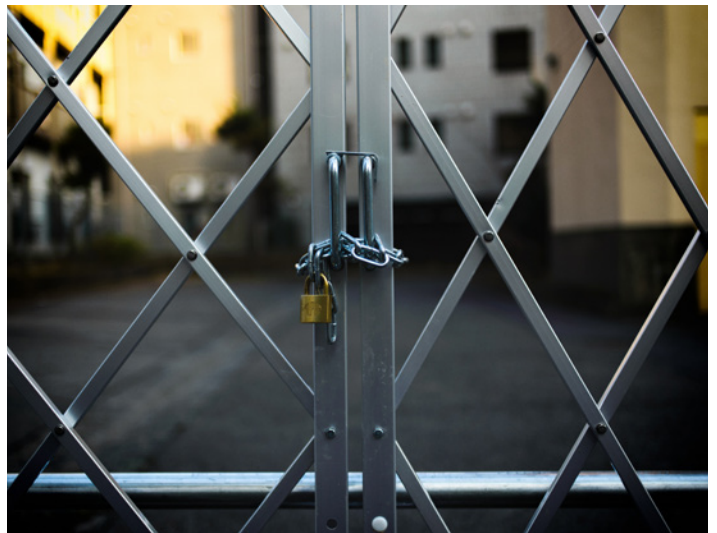
Mush

Posh

Rush

Wish









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## Digraph -sh Picture Card List

shed

dish

ship

fish

shot

lush

shut

mush

