



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: Digraph th 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 th 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 th

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	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: there, some, who	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	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: Beth and fish had _____.	10

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In the Bath

Beth sat in the bath. "My fish can get in the tub," she said. The fish did a jig with a big thud. "My little fish!" Beth said. The fish was on the rug.

Beth had a path to get to the fish. Fish did not like it on the thin rug. She had the fish in the bath in a dash "There, there," she said, "have some lunch."

"Yum," the red fish said. They sat and had the dish in the tub.



WVCCRS ELA II: Digraph th

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: there, some, who	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: there, some, who	5
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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: there, some, who	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: Seth was _____.	10

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The Lad

The lad was not up. His mum had to tug him from his bed.

“Get up, Seth,” his mum said.

“I do not wish to get up,” Seth said.

“There is a fish dish here for you,” said his mum.

Then he got up and put his hat on. He was in a rush to have the fish dish.

“Yum, this is some good fish,” he said.

“I got it at the shop,” she said.

Seth had the fish, then shot to the shop.

On the path there, Seth had to sit. He had lost his cash.



WVCCRS ELA II: Digraph th

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: there, some, who	5
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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: there, some, who	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
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Thad and his Math

Thad did not like to do math. He had a lot of math to do at lunch.

“Who can get the sum?” Thad said.

His bud, Cash, sat by him.

“I can,” Cash said, “I can do it with you.”

“You can do that?” Thad said.

“Yes,” said Cash.

They did some math at lunch.

“Can you get the sum?” said Cash.

“I am a dud!” said Thad.

“I can get ten,” said Cash, “there, this math is fun.”

“You are good at math,” said Thad, “I do not have fun with it.”

Than

Them

Then

Thin

This

Thud



Thug

Thus

Thus

Bath

Math

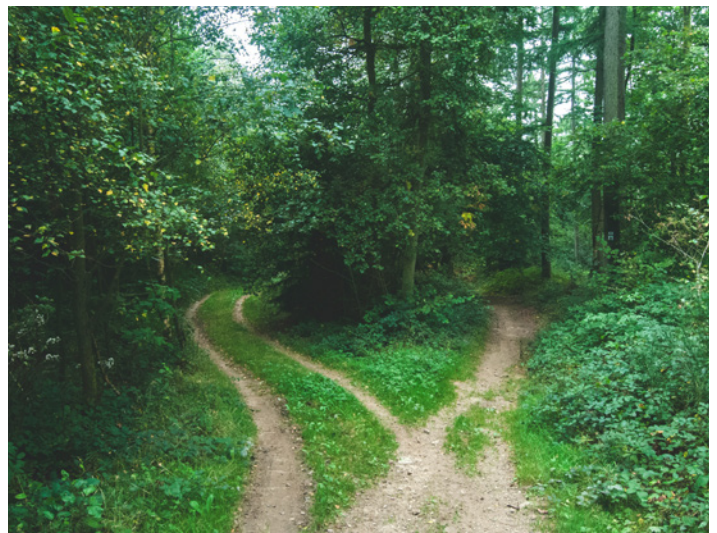
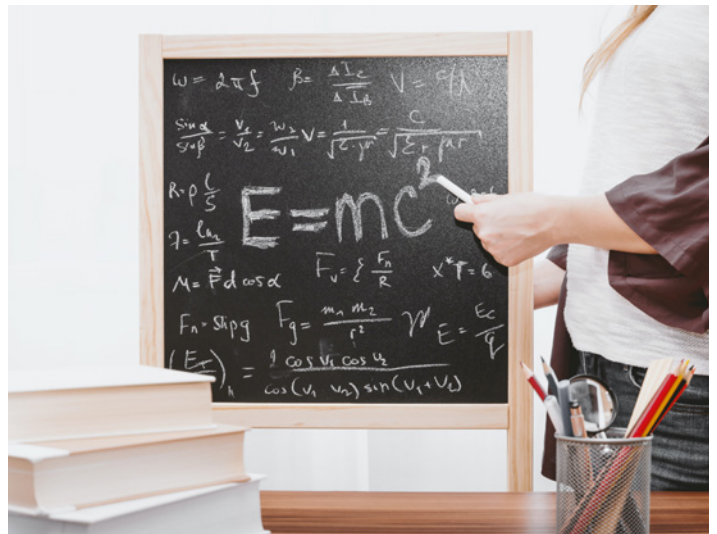
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