



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## **WVCCRS ELA II: Final L & T blends**

*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 Final L & T Blends 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: Final L & T blends

### Suggested Activities: Set One

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Tapping:</b> Orally provide students with a focus skill word and ask them to tap the phonemes that they hear. For variety, students could also stomp, snap, jump, etc.	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>Pound the Sound:</b> Students will have several letter cards in front of them. Orally provide students with a letter sound. Students will be asked to identify the letter that makes the sound provided by pounding it.	2
<b>Decoding and Encoding</b>	<b>Ask and Share:</b> Provide students with word cards of focus skill words. Students can find a partner and while holding up their word card ask, "What is this word?" The partner can then share the word written on the card. Students can switch roles and repeat the process with the partner's word card. Both students can then find a new partner. The activity should continue for as long as time allows.	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: give, home, where	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: give, home, where	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>Pancake Flip:</b> Students can scatter previously created word cards onto the table or floor face down. You can orally provide students with a new or previously learned high-frequency word. Students can be asked to identify the word by flipping it over with a spatula or similar tool. Once they have identified the given word, they sit it to the side. The activity can continue until no word cards remain.  Word List: give, home, where	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>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: Blanch wants _____.	10

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# The Gift

Blanch wants to give a gift to her cat, Frost. Frost likes to nap on soft, plush things.

Blanch walks to the thrift shop to find a gift. On the top shelf, Blanch is swift to spot a soft cloth.

Blanch is too little to get the cloth. She asks the thrift shop lass for some help. The lass lifts the cloth from the shelf.

The cloth is made of silk. Blanch is sad because the silk is soft, but it is not plush.

Blanch shifts and sees a rug on a small stack. The rug looks soft and plush. The rug is half off!



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### Suggested Activities: Set Two

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<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 /f/ /a/ /s/ /t/?” Students should respond with, “The word /f/ /a/ /s/ /t/ is fast.” You can include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.	2
<b>Articulation</b>	<b>Fortune Tellers:</b> Students can work with a partner to use foldable fortune tellers to practice articulation. A different focus skill word should be written on each section of the fortune teller. Student 1 can provide Student 2 with a number. Student 2 can then move their fortune teller the appropriate number of times, opening the section in which they stop and articulating the written skill word. The roles can then be reversed. Students should continue activity for as long as time allows.	3
<b>Letter-Sound Correspondence</b>	<b>Letter Hop:</b> Place letter cards on the floor around the classroom. Students will hop from letter to letter, producing the letter sound for each letter that they come to.	2
<b>Decoding and Encoding</b>	<b>Silly Letters:</b> Orally provide students with a focus skill word. Students can then write each word in silly letters. For example, students could write in block letters, bubble letters, squiggly letters, etc.	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: give, home, where	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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<b>Irregular and High-Frequency Words</b>	<b>Colorful Words:</b> Provide students with a list of focus skill words. Students can be asked to read and write each word, using a different color for each syllable within the word.  Word List: give, home, where	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
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# Frost

The rug is the best thing that Blanch has felt. She takes the rug up to the thrift shop lass to bag.

Blanch sees a pink dish to put milk in for her cat, Frost. She grabs the dish, too.

Blanch gets the gifts and walks home. As she walks home, a draft makes Blanch walk fast.

This makes Blanch think of when she got Frost. It was last fall when a small yip made Blanch shift her path. The yip was from a little black cat.

Blanch and the little cat went home. Now they are best buds!

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### Suggested Activities: Set Three

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<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 best?” Students should respond with, “/b/ /e/ /s/ /t/ are the sounds in the word best.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.	2
<b>Articulation</b>	<b>Hear It, Think It, Say It:</b> Orally provide students with a focus skill word. Students can think about a word that starts with the same sound and say the word aloud. This can be done as a whole group, or with you selecting individual students to share the word.	3
<b>Letter-Sound Correspondence</b>	<b>Alphabet I Spy:</b> Provide students with a letter card and ask students to spy something in the room that begins with the appropriate sound.	2
<b>Decoding and Encoding</b>	<b>Rainbow Words:</b> 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
<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: give, home, where	5
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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 best?” Students should respond with, “/b/ /e/ /s/ /t/ are the sounds in the word best.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.	2
<b>Articulation</b>	<b>Hear It, Think It, Say It:</b> Orally provide students with a focus skill word. Students can think about a word that starts with the same sound and say the word aloud. This can be done as a whole group, or with you selecting individual students to share the word.	3
<b>Letter-Sound Correspondence</b>	<b>Alphabet I Spy:</b> Provide students with a letter card and ask students to spy something in the room that begins with the appropriate sound.	2
<b>Decoding and Encoding</b>	<b>Rainbow Words:</b> 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
<b>Irregular and High Frequency Words</b>	<b>Word Detective:</b> 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: give, home, where	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 best?” Students should respond with, “/b/ /e/ /s/ /t/ are the sounds in the word best.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.	2
<b>Articulation</b>	<b>Hear It, Think It, Say It:</b> Orally provide students with a focus skill word. Students can think about a word that starts with the same sound and say the word aloud. This can be done as a whole group, or with you selecting individual students to share the word.	3
<b>Letter-Sound Correspondence</b>	<b>Alphabet I Spy:</b> Provide students with a letter card and ask students to spy something in the room that begins with the appropriate sound.	2
<b>Decoding and Encoding</b>	<b>Rainbow Words:</b> 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
<b>Irregular and High Frequency Words</b>	<b>Word Detective:</b> 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: give, home, where	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: Frost likes _____.	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.*

# Frost's Gifts

At home, Blanch looks for Frost. Frost is in her spot, which is the craft bin.

“Frost, I want to give you a gift, so that you have the best nap spot,” said Blanch.

Blanch puts the soft, plush rug by the craft bin. Frost is swift to hop and rub on the soft rug. Frost acts glad that she has the rug.

“Frost, I got you a dish, too,” said Blanch.

Blanch lifts Frost to get milk from the dish.

Frost licks up the milk, and then takes a nap on the soft rug. Blanch is glad that Frost likes the gifts!



Best

Cast

Cost

Fast

Fist

Gust



Mist

Pest

West

Nest

Chest

Wolf



Held

Film

Belt

Melt

Salt

Milk



Walk

Talk

Chalk

Elf

Calf

Wolf











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## Final I and T Blends Picture Card List

mist	chalk
nest	calf
salt	wolf
walk	golf