



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: Inflected -ed

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 inflected -ed 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: Inflected -ed

Suggested Activities: Set One

Section	Instructional Routine	Time
Phonemic Awareness	Phoneme Tapping: 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
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	Pound the Sound: 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
Decoding and Encoding	Ask and Share: 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
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: don't, new, could	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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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: don’t, new, could	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	Showdown: 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: don’t, new, could	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: Steph was _____.	10

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Steph and Gran

The truck huffed and puffed as it went up the big hill. Steph sat and looked at the tall grass as it went past her.

Steph was on her way home. She had just spent the past month at her Gran's ranch.

Steph had helped her Gran with all the jobs that it takes to run a ranch. The jobs were all new to her, but she liked it. Steph wished that she could help her Gran and not go home.

Steph sobbed as the truck took her home.

"Why are you sad, Steph?" asked Gran.

"I do not want to go home yet!" Steph said.

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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 /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	Fortune Tellers: 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
Letter-Sound Correspondence	Letter Hop: 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
Decoding and Encoding	Silly Letters: 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
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: don’t, new, could	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	Word Scramble: Display a high-frequency word that is scrambled. Students can unscramble the word and write it on their white board. Word List: don’t, new, could	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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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: Gran liked _____.	10

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Ranch Jobs

As the truck huffed and puffed up the hills, Steph and Gran chatted.

“Which job did you like best at the ranch?” Gran asked.

“The best job was when I chopped logs for the new pig pen. Which ranch job do you like best?” asked Steph.

“I liked when we tilled up the grass for the yams,” gabbed Gran.

“Yes, that was fun! I liked the way the mud felt on my hands when we planted them,” said Steph.

“Which job did you not like?” asked Gran.

“I did not like when the rams hopped and jabbed as I mucked their stalls!” Steph said.

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Suggested Activities: Set Three

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Phonemic Awareness	Phoneme Blending: 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	Hear It, Think It, Say It: 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
Letter-Sound Correspondence	Alphabet I Spy: Provide students with a letter card and ask students to spy something in the room that begins with the appropriate sound.	2
Decoding and Encoding	Rainbow Words: 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
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: don’t, new, could	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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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
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Ranch Fun

As the truck huffed and puffed up the hills, Steph and Gran chatted.

“We did a lot of fun new things on the ranch.

What

was the best thing that we did?” Gran asked.

“I had fun when we camped by the pond. I liked when we hummed as we walked to the camp spot, too.” said Steph.

“Yes, that trip was a lot of fun.” gabbled Gran.

“Could we camp when I come back?” asked Steph.

“You bet! We could take a new way to the spot,” said Gran.

Steph was not sad to go home. She was glad she got to go to her Gran’s ranch!

Batted

Bagged

Napped

Nabbed

Padded

Gagged



Nodded

Jogged

Hopped

Mopped

Dimmed

Hugged



Hummed

Cupped

Begged

Chatted

Pinched

Chipped



Fished

Honked

Winked

Hissed

Called

Tossed







Inflected Ending -ed Picture Card List

batted

pinched

napped

fished

jogged

called

mopped

tossed

