



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## WVCCRS ELA II: Long a 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 long a 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: Long a

### Suggested Activities: Set One

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Mystery Code:</b> Provide students with the beginning and ending sounds of a word and show picture cards of the word, ask students to use a secret code to identify the missing phoneme. For example, you can say “/c/ --- /n/” (cane), “/r/ --- /k/” (rake). What is the mystery code (what middle phoneme is missing)?	2
<b>Articulation</b>	<b>Mouth Formation Practice Activity:</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>Limbs and Letters:</b> Provide students with a letter sound. Students will attempt to make their body into the shape of the letter that matches the sound they heard. Follow up by asking, “What letter makes the ___ sound?”	2
<b>Decoding and Encoding</b>	<b>Wand Words:</b> Write a focus skill word and ask students to point to the letters or letter groups in the word one at a time using their magic wand (this could be a pencil, crayon, finger, etc.). As students point to each letter or letter group, they should say the sounds they are pointing to aloud. Students can then blend sounds to say the whole word.	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: small, also, our	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: small, also, our	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>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

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<b>Decoding and Encoding</b>	<b>Wand Words:</b> Write a focus skill word and ask students to point to the letters or letter groups in the word one at a time using their magic wand (this could be a pencil, crayon, finger, etc.). As students point to each letter or letter group, they should say the sounds they are pointing to aloud. Students can then blend sounds to say the whole word.	3
<b>Irregular and High Frequency Words</b>	<b>Word Building:</b> Display a high-frequency word that is scrambled. Students can unscramble the word and write it on their white board.  Word List: small, also, our	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>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>Limbs and Letters:</b> Provide students with a letter sound. Students will attempt to make their body into the shape of the letter that matches the sound they heard. Follow up by asking, “What letter makes the ___ sound?”	2
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<b>Irregular and High Frequency Words</b>	<b>Word Scramble:</b> Display a high-frequency word that is scrambled. Students can unscramble the word and write it on their white board.  Word List: small, also, our	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: Jake wanted to _____.	10

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# Jake's Cake

Jake wanted to bake a cake for Wade, but he had to ask his mom for help.

Jake's mom helped him set a date to go to the small shop to get a cake mix.

Jake's mom also helped him make the cake. Jake put the eggs and milk in a dish.

"Can I use our whisk to mix?" Jake said.

Jake had to scrape all the mix on to the cake pan. He ate some of the mix on the whisk and it was so good.

Jake went to see Wade and their pals. They all ate the cake that Jake made.

## WVCCRS ELA II: Long a

### Suggested Activities: Set Two

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Elkonin Boxes with manipulatives (toy cars, bingo chips):</b> Say a focus skill word. Students will repeat each sound as they push the manipulative into each sound box, then slide their pointer finger across the bottom of the boxes to blend and say the word.	2
<b>Articulation</b>	<b>Lip Sync Activity:</b> Orally provide students with a focus skill word. Students can repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students can “lip sync” the word as you are saying it and then repeat it aloud, mimicking appropriate mouth formation that you demonstrated.	3
<b>Letter-Sound Correspondence</b>	<b>Pop It:</b> Provide each student with a different letter card and then provide letter sounds one at a time. When you provide students with the letter sound, the student who has the corresponding letter will “pop it” into the air.	2
<b>Decoding and Encoding</b>	<b>Invisible Words:</b> Orally provide students with a focus skill word. The students can then write each letter of the word in the air with their finger, saying the corresponding letters aloud.	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: small, also, our	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>Decoding and Encoding</b>	<b>Invisible Words:</b> Orally provide students with a focus skill word. The students can then write each letter of the word in the air with their finger, saying the corresponding letters aloud.	3
<b>Irregular and High-Frequency Words</b>	<b>Dynamite Words:</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: small, also, our	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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<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: small, also, our	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: Drake gave _____.	10

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# Jane's New Vase

Jane got a new vase from the shop. She had to put it in a safe spot. "I will put it up by our frame," she said.

Drake, Jane's pal, came to pick Jane up so they could get a shake.

Jane's snake crept out of his pen and up the wall. He made it to Jane's vase. The small vase fell.

When Jane came back home, her vase was smashed. Also, it was the last vase at the shop.

"Do not be sad," Drake said, "I have one you can have."

Drake went home to get the vase for Jane. "It looks brand new!" Jane said, "thank you so much!"

## WVCCRS ELA II: Long a

### Suggested Activities: Set Three

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Playdough Smash:</b> Give each student a playdough smash mat. The student will place a playdough ball in each circle. Using the focus skill word list provided, say three sounds like /c/ /a/ t/. The students will repeat each sound as they smash the playdough ball with one finger. Students will slide their finger across the bottom following the arrow to blend and say the word.	2
<b>Articulation</b>	<b>Bubble Gum Words:</b> Provide students with a focus skill word. Students can repeat the word slowly putting their hands to their mouths and pretending to stretch bubble gum out in front of them as they say each word.	3
<b>Letter-Sound Correspondence</b>	<b>Guess Who:</b> Say three words and have students provide the name of the letter that the words begin with. For example, you may say, “lake, lemon, lamp.” Students will reply with “L”.	2
<b>Decoding and Encoding</b>	<b>Roll-A-Word:</b> Choose six long a vowel patterns. Then choose six beginning sound cards to go with each vowel. Use some single letters and some blends. Print them onto card stock and tape them on large cubes. Students roll one of each, read the new word and write the new word.	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: small, also, our	5
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<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Playdough Smash:</b> Give each student a playdough smash mat. The student will place a playdough ball in each circle. Using the focus skill word list provided, say three sounds like /c/ /a/ t/. The students will repeat each sound as they smash the playdough ball with one finger. Students will slide their finger across the bottom following the arrow to blend and say the word.	2
<b>Articulation</b>	<b>Bubble Gum Words:</b> Provide students with a focus skill word. Students can repeat the word slowly putting their hands to their mouths and pretending to stretch bubble gum out in front of them as they say each word.	3
<b>Letter-Sound Correspondence</b>	<b>Guess Who:</b> Say three words and have students provide the name of the letter that the words begin with. For example, you may say, “lake, lemon, lamp.” Students will reply with “L”.	2
<b>Decoding and Encoding</b>	<b>Roll-A-Word:</b> Choose six long-o CVCe vowel pattern rimes. Then choose six beginning-sound cards to go with each vowel. Use some single letters and some blends. Print them onto card stock and tape them on large cubes. Students roll one of each, read the new word and write the new word.	3
<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: small, also, our	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>Playdough Smash:</b> Give each student a playdough smash mat. The student will place a playdough ball in each circle. Using the focus skill word list provided, say three sounds like /c/ /a/ t/. The students will repeat each sound as they smash the playdough ball with one finger. Students will slide their finger across the bottom following the arrow to blend and say the word.	2
<b>Articulation</b>	<b>Bubble Gum Words:</b> Provide students with a focus skill word. Students can repeat the word slowly putting their hands to their mouths and pretending to stretch bubble gum out in front of them as they say each word.	3
<b>Letter-Sound Correspondence</b>	<b>Guess Who:</b> Say three words and have students provide the name of the letter that the words begin with. For example, you may say, “lake, lemon, lamp.” Students will reply with “L”.	2
<b>Decoding and Encoding</b>	<b>Roll-A-Word:</b> Choose six long a vowel patterns. Then choose six beginning sound cards to go with each vowel. Use some single letters and some blends. Print them onto card stock and tape them on large cubes. Students roll one of each, read the new word and write the new word.	3
<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: small, also, our	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: Jake was _____.	10

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# The Game

Jake was late for his game. He jumped in the truck with his mom.

He had to grab his bat and hat. Also, he left his mitt on his bed.

Jake ran to the gate. "Oh no, we are up to bat!" said Jake.

Jake's pal, Abe, gave up his spot to bat so Jake could go. Jake went up to the plate. He missed the ball.

Jake stepped back up to the plate. He swung and missed it.

"You can do it, Jake," said Abe, "do it for our pals!"

Jake felt small up at the plate. He swung and hit the pitch. He ran to the base and he was safe.

babe

shade

safe

fake

name

shame



kale

pane

shape

game

blame

pale



cape

drape

fame

sale

grape

base



flame

cane

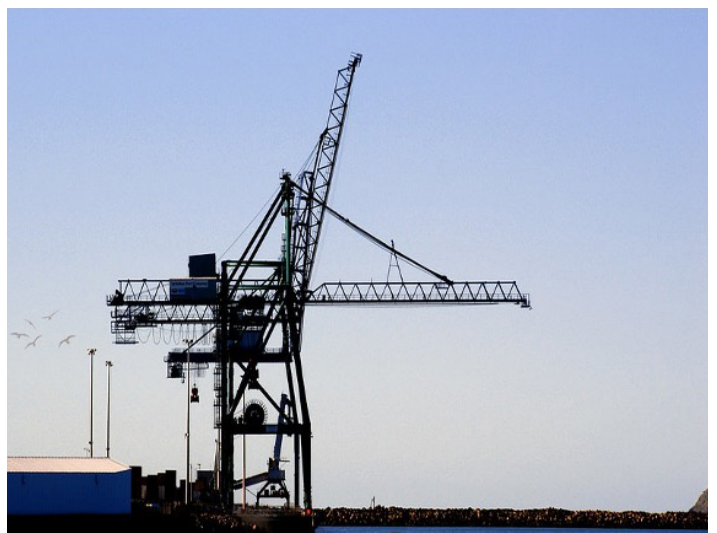
vase

chase

mate

grate









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## CVCe Long a Picture Card List

lake

snake

tape

crane

bale

whale

plane

wave

