



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: Long *i* 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 *i* 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 i

Suggested Activities: Set One

Section	Instructional Routine	Time
Phonemic Awareness	Mystery Code: 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
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	Limbs and Letters: 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
Decoding and Encoding	Wand Words: 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
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: should, first, after	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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Letter-Sound Correspondence	Limbs and Letters: 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
Decoding and Encoding	Wand Words: 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
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: should, first, after	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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Text Application	Echo Reading: 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
Writing Application	Guided Writing: 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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Letter-Sound Correspondence	Limbs and Letters: 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
Decoding and Encoding	Wand Words: 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
Irregular and High Frequency Words	Word Building: Students can work to build this week’s high-frequency words using educator-selected materials. For example, students could build words with playdough, magnet letters, toothpicks, blocks, Legos, popsicle sticks, etc. Word List: should, first, after	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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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	Limbs and Letters: 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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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: Pete and Eve _____.	10

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Mike and Nash

Mike got a new bike. He wanted to ride his bike with his pal, but his pal did not have a bike.

Mike wanted to save his cash so he could get his pal a bike.

“How could we make some cash?” Mike said.

“I know, we should have a sale,” Nash said.

First, Mike looked in his play shed. He pulled out a little slide, a kite, and some slime. Nash looked for stuff after he got home. Nash piled up five limes, a white tile, and a stack of twine.

After the sale, they had the cash to get Nash a bike. Nash smiled as he rode his new bike with his pal.



WVCCRS ELA II: Long i

Suggested Activities: Set Two

Section	Instructional Routine	Time
Phonemic Awareness	Elkonin Boxes with manipulatives (toy cars, bingo chips): 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
Articulation	Lip Sync Activity: 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
Letter-Sound Correspondence	Pop It: 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
Decoding and Encoding	Invisible Words: 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
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: should, first, after	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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Section	Instructional Routine	Time
Phonemic Awareness	Elkonin Boxes with manipulatives (toy cars, bingo chips): 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
Articulation	Lip Sync Activity: 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
Letter-Sound Correspondence	Pop It: 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
Decoding and Encoding	Invisible Words: 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
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: should, first, after	5
Text Application	Independent Whisper Reading: Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.	10
Writing Application	Writing Spotlight: Students will revisit the decodable text to write words that are highlighted.	10

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Decoding and Encoding	Invisible Words: 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
Irregular and High-Frequency Words	Dynamite Words: Write all previously learned high-frequency words on popsicle sticks and write the word “dynamite” on two or three sticks. One at a time, students can select a stick, read the word, and keep the stick. If the student pulls a dynamite stick, they must put back all sticks that they previously collected. Word List: should, first, after	5
Text Application	Echo Reading: 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
Writing Application	Guided Writing: 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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Section	Instructional Routine	Time
Phonemic Awareness	Playdough Smash: 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
Articulation	Lip Sync Activity: 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
Letter-Sound Correspondence	Pop It: 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
Decoding and Encoding	Invisible Words: 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
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Articulation	Lip Sync Activity: 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
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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: Drake gave _____.	10

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The Lime

Ike wanted a lime for lunch, but he did not have a lime. His pal, Sam, did have a lime in her bag.

“Can I just have a bite?” Ike said.

“Nope, it is all mine,” Sam said.

“Here, I will give you five dimes,” Ike said.

“Take a hike, Ike,” Sam said with a smile.

Ike had to have the lime.

“First, I will give you five dimes, then I will let you ride my bike. After that, I will make you some white slime,” Ike said.

Sam said, “That will be fine. I should have said yes the first time because I do not like limes.”

WVCCRS ELA II: Long i

Suggested Activities: Set Three

Section	Instructional Routine	Time
Phonemic Awareness	Hopscotch: Create three squares on the floor (you can use tape). Say a word from the focus skill word list and have students repeat it. After they repeat it, they will jump to each box as they segment the sounds orally.	2
Articulation	Bubble Gum Words: 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
Letter-Sound Correspondence	Guess Who: 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
Decoding and Encoding	Roll-A-Word: Choose six long -i CVCe vowel patterns 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
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: should, first, after	5
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Phonemic Awareness	Hopscotch: Create three squares on the floor (you can use tape). Say a word from the focus skill word list and have students repeat it. After they repeat it, they will jump to each box as they segment the sounds orally.	2
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Letter-Sound Correspondence	Guess Who: 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
Decoding and Encoding	Roll-A-Word: Choose six long -i CVCe vowel patterns 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
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Irregular and High Frequency Words	Word Detective: 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: should, first, after	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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Irregular and High Frequency Words	Showdown: 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: should, first, after	5
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: The bride is _____.	10

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The Hike

I want to take my pal on a hike. She likes to be in the sun. I will not gripe while we are on our hike.

“Should I pack a bag?” I ask.

“Yes,” she said, “first, pack a snack.”

I packed a little bag of limes.

“What comes after the snack?” I said.

“You will want a hat for shade,” she said.

I put my white hat in my bag.

“I got it,” I said, “will we take our bikes to ride?”

“I do not want to slide down the hill on my bike like last time,” she said.

We went into the pines as the sun was in a haze. I was brave and did not whine because of the bugs and grime. I think I like to hike.

vibe

site

wide

tide

trike

chime



fine

spine

whine

tribe

drive

bide



crime

shine

while

glide

chide

strife



slime

vine

stripe

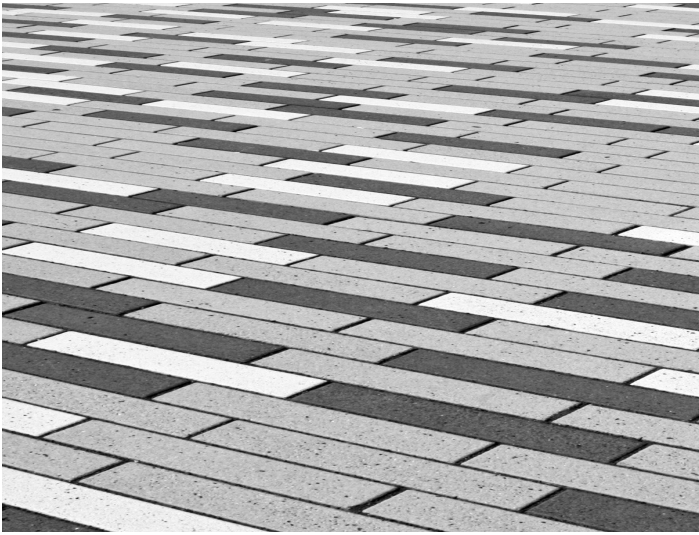
mile

white

hide







CVCe Long i Picture Card List

bike	slide
lime	time
smile	tile
hive	pipe

