



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## WVCCRS ELA II: Long o 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 o 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 o

### 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/” (cone), “/r/ --- /b/” (robe). 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: out, any, every	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: out, any, every	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>Word Building:</b> 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: out, any, every	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>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: Rose and her pals _____.	10

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# Rose's Phone

Rose and her pals wanted to go out to get a cone at the shop. They rode the bus from Rose's home to the cone shop. Rose played on her phone the whole trip.

As the bus made the last stop, Rose and her pals got off at the shop. Rose wanted to test every cone the shop had.

"Just pick any of them," her pals said.

They all ate their cones and wanted to go back home. So, Rose got a grape cone.

"Yum," Rose said as she ate the cone.

It was so good.

They were back on the bus when Rose's cone broke on her phone. Her phone was a grape mess.

## WVCCRS ELA II: Long o

### Suggested Activities: Set Two

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>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: out, any, every	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
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<b>Irregular and High-Frequency Words</b>	<b>Dynamite Words:</b> 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: out, any, every	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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# My Dog's Bone

My dog, Nole, could not find his bone. I looked by the big stone in the grass. I looked in the tote with his dog rope. It was not in any spot I looked.

Nole was sad that we could not find his bone.

“Let’s go out and get a new bone,” I said to Nole. Nole had dozed off, but this woke him up.

We went to the shop to get a new bone. I also got him a dog scone to go. We drove back home as Nole yapped.

As soon as we got home, I spotted the bone in the grass by the hose.

“Just our luck,” I said to Nole.

## WVCCRS ELA II: Long o

### Suggested Activities: Set Three

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Unifix Cube Oral Segmenting:</b> Give each student a group of 3 connected unifix cubes. Using the focus skill word list, say a word and have students repeat it. Students will then take a cube off as they orally segment 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>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: out, any, every	5
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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

*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>Unifix Cube Oral Segmenting:</b> Give each student a group of 3 connected unifix cubes. Using the focus skill word list, say a word and have students repeat it. Students will then take a cube off as they orally segment 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>Word Building:</b> 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: out, any, every	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>Unifix Cube Oral Segmenting:</b> Give each student a group of 3 connected unifix cubes. Using the focus skill word list, say a word and have students repeat it. Students will then take a cube off as they orally segment 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>Word Building:</b> 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: out, any, every	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: Cole broke _____.	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.*

# My New Drone

I got a new drone at the mall. I did not have any cash. Cole got it for me because he broke my last drone.

I went out to grab a pop when he got it from the tote in my shed. He poked a hole in the lock and broke in, no joke.

Cole drove it too fast, and he ran it into a pole. It hissed and smoked. It was bent and chipped.

When I made it home, Cole was not there. He left my mashed drone for me to find.

I moped and stomped. Every inch of me was sad.

Cole came back to tell me what he did. I could tell by his tone that he felt bad.

robe

broke

cone

phone

mope

vote



hole

smoke

tone

throne

rope

tote



mole

globe

home

bone

stone

hope



pole

joke

drone

nope

note

froze









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## CVCe Long o Picture Card List

cone

rope

phone

globe

vote

stone

hole

drone

smoke

