



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: Nasal 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 Nasal a skill is first identified in West Virginia's College- and Career-Readiness Standard ELA.K.II under the Phonics and Word Recognition Cluster.

WVCCRS ELA II: Nasal a

Suggested Activities: Set One

Section	Instructional Routine	Time
Phonemic Awareness	<p>Phoneme Bead String Counting: Model the process of isolating the phonemes in a word while moving one bead on a string from one side of the string to the other, for each sound.</p> <p>Activity should use the word list provided.</p>	2
Articulation	<p>Mouth Formation Mirror Practice: Teacher will model the letter sound for nasal a and describe proper mouth formation. Students will then practice demonstrating proper mouth formation in their mirrors.</p>	3
Letter-Sound Correspondence	<p>Letter Formation Activity: Students will practice writing the letter a using proper letter formation in combination with -n and -m with appropriate pencil grip. As students are writing the letter combinations, they should orally produce the sounds the combination makes.</p>	2
Decoding and Encoding	<p>Elkonin Box Activity: Teacher will orally provide students with three letter sounds. Students will use sound boxes to write a letter for each sound heard. Next, students will read words chorally or to a shoulder partner.</p> <p>Activity should use the word list provided.</p>	3
Irregular and High Frequency Words	<p>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.</p> <p>Word List: here, do, say</p>	5
Text Application	<p>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.</p>	10
Writing Application	<p>Writing Spotlight: Students will revisit the decodable text to write words that are highlighted.</p>	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.

Section	Instructional Routine	Time
Phonemic Awareness	<p>Phoneme Bead String Counting: Model the process of isolating the phonemes in a word by moving one bead on a string, from one side of the string to the other, for each sound. Then guide students in isolating the phonemes within each word.</p> <p>Activity should use words from the list provided.</p>	2
Articulation	<p>Mouth Formation Mirror Practice: Teacher will model the letter sound for nasal a and describe proper mouth formation. Students will then practice demonstrating proper mouth formation in their mirrors.</p>	3
Letter-Sound Correspondence	<p>Letter Formation Activity: Students will practice writing the letter a using proper letter formation in combination with -n and -m with appropriate pencil grip. As students are writing the letter combinations, they should orally produce the sounds the combination makes.</p>	2
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Irregular and High Frequency Words	<p>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.</p> <p>Word List: here, do, say</p>	5
Text Application	<p>Independent Whisper Reading: Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.</p>	10
Writing Application	<p>Writing Spotlight: Students will revisit the decodable text to write words that are highlighted.</p>	10

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Irregular and High Frequency Words	<p>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.</p> <p>Word List: here, do, say</p>	5
Text Application	<p>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.</p>	10
Writing Application	<p>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.</p>	10

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Section	Instructional Routine	Time
Phonemic Awareness	Phoneme Isolation: Model the process of isolating the phonemes in a word while moving one bead on a string from one side of the string to the other, for each sound. Activity should use the word list provided.	2
Articulation	Mouth Formation Mirror Practice: Teacher will model the letter sound for nasal a and describe proper mouth formation. Students will then practice demonstrating proper mouth formation in their mirrors.	3
Letter-Sound Correspondence	Letter Formation Activity: Students will practice writing the letter a using proper letter formation in combination with -n and -m with appropriate pencil grip. As students are writing the letter combinations, they should orally produce the sounds the combination makes.	2
Decoding and Encoding	Elkonin Box Activity: Teacher will orally provide students with three letter sounds. Students will use sound boxes to write a letter for each sound heard. Next, students will read words chorally or to a shoulder partner. Activity should use the word list provided.	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: here, do, say	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	<p>Mouth Formation Mirror Practice: Teacher will model the letter sound for nasal a and describe proper mouth formation. Students will then practice demonstrating proper mouth formation in their mirrors.</p>	3
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Text Application	<p>Partner Reading: Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.</p>	10
Writing Application	<p>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.</p> <p>Example: Cam was _____.</p>	10

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Cam's Ram

Cam had a ram. The ram sat in his pen. It had a nap. It did not play with Cam.

Cam was sad. "Run here and play, ram!"

It did not play. "Hop, ram!" It did not hop.

Cam was mad. "You do not do as I say!"

The ram ran to the tub and got wet. "Are you hot, Ram?"

The ram was hot, but it had a dip. The ram can play!



WVCCRS ELA II: Short o

Suggested Activities: Set Two

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	Lip Sync Activity: Teacher will orally provide students with a word. Students will repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students will “lip sync” the word as it is said and repeat it aloud mimicking mouth positions.	3
Letter-Sound Correspondence	Sound Hunt: Prior to this activity, you should post letters throughout the classroom. Students will be given approximately two minutes to visit previously posted letters. During the time allowed, students should visit as many letters as possible, orally producing the letter name and sound at each letter.	2
Decoding and Encoding	Word Construction Activity: Teacher will put consonant tiles face down in one pile and then put two- or three-letter phonogram tiles face down in another pile (i.e. at, ap, etc.) Students will draw one tile from each pile, reading their word to decide if it’s a real-word or nonsense 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: here, do, say	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	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	Lip Sync Activity: Teacher will orally provide students with a word. Students will repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students will “lip sync” the word as it is said and repeat it aloud mimicking mouth positions.	3
Letter-Sound Correspondence	Sound Hunt: Prior to this activity, teacher should post letters throughout the classroom. Students will be given approximately two minutes to visit previously posted letters. During the time allowed, students should visit as many letters as possible, orally producing the letter name and sound at each letter.	2
Decoding and Encoding	Word Construction Activity: Teacher will put consonant tiles face down in one pile and then put two- or three-letter phonogram tiles face down in another pile (i.e. at, ap, etc.) Students will draw one tile from each pile, reading their word to decide if it’s a real-word or nonsense 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: here, do, say	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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Section	Instructional Routine	Time
Phonemic Awareness	Phoneme Isolation: 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	Lip Sync Activity: Teacher will orally provide students with a word. Students will repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students will “lip sync” the word as it is said and repeat it aloud mimicking mouth positions.	3
Letter-Sound Correspondence	Sound Hunt: Prior to this activity, teacher should post letters throughout the classroom. Students will be given approximately two minutes to visit previously posted letters. During the time allowed, students should visit as many letters as possible, orally producing the letter name and sound at each letter.	2
Decoding and Encoding	Word Construction Activity: Teacher will put consonant tiles face down in one pile and then put two- or three-letter phonogram tiles face down in another pile (i.e. at, ap, etc.) Students will draw one tile from each pile, reading their word to decide if it’s a real-word or nonsense 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: here, do, say	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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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	Lip Sync Activity: Teacher will orally provide students with a word. Students will repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students will “lip sync” the word as it is said and repeat it aloud mimicking mouth positions.	3
Letter-Sound Correspondence	Sound Hunt: Prior to this activity, teacher should post letters throughout the classroom. Students will be given approximately two minutes to visit previously posted letters. During the time allowed, students should visit as many letters as possible, orally producing the letter name and sound at each letter.	2
Decoding and Encoding	Word Construction Activity: Teacher will put consonant tiles face down in one pile and then put two- or three-letter phonogram tiles face down in another pile (i.e. at, ap, etc.) Students will draw one tile from each pile, reading their word to decide if it’s a real-word or nonsense word.	3
Irregular and High-Frequency Words	Word Swat: Spread out previously created word cards facing up. Then can orally provide students with a word, asking them to identify the word by swatting it with their hand. This activity could be done as a group, or with individual students. Tip: If doing the activity with a group, make a game out of it! The first student to identify the word and swat the card keeps that card. The student with the most cards at the end of the game wins. Word List: here, do, say	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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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	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	Sound Hunt: Prior to this activity, you should post letters throughout the classroom. Students will be given approximately two minutes to visit previously posted letters. During the time allowed, students should visit as many letters as possible, orally producing the letter name and sound at each letter.	2
Decoding and Encoding	Word Construction Activity: Teacher will put consonant tiles face down in one pile and then put two- or three-letter phonogram tiles face down in another pile (i.e. at, ap, etc.) Students will draw one tile from each pile, reading their word to decide if it’s a real-word or nonsense word.	3
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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: Dan had _____.	10

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A Can of Ham

Dan had a can of ham but did not have a pan.
Dan got in the tan van to get a pan.

The van ran with a lag. Dan did not run the fan.
The lag got bad. The van did not have gas. "I
can not sit here," said Dan.

A man was by the van. "Did you say you do not
have gas?"

The man got gas in the van. Dan got his pan.



WVCCRS ELA II: Nasal a

Suggested Activities: Set Three

Section	Instructional Routine	Time
Phonemic Awareness	Unifix Cube Oral Segmenting: 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
Articulation	Tic Tac Toe Activity: Teacher will create a tic tac toe board with a different nasal a picture on each square. Teacher will provide the name of a nasal a picture. In order for the student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the nasal a word that describes the picture. The first student to get three in a row on the board wins.	3
Letter-Sound Correspondence	Mystery Letter Bag Activity: Teacher will place letter tiles in a bag. Students will take turns selecting a letter tile from the bag and as a group, students will produce letter name and sound.	2
Decoding and Encoding	Odd Word Out Activity: Teacher will create a series of three words—two words that use the focus skill (nasal a) and the third word that is different (other short vowel word.) Students will write and say the words to try and determine which word is the “odd word out” and explain the reason why it doesn’t belong.	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: here, do, say	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
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Irregular and High Frequency Words	Memory Game: Using two sets of word cards, students can take turns choosing a card to find its match. As students turn over cards, they should read the word they have chosen. Word List: here, do, say	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: Sam fed Pam _____.	10

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Sam's in a Jam

Sam was in a jam. Sam did not have a bib for his tot, Pam.

Sam had ham and yams in the bag but not a bib. Pam was mad and had to get fed.

Sam said, "Can you say jam? You do not have a bib!"

Sam lit up, "Here is a rag!" Sam got the rag and fed his tot the ham and yams.

Pam had a nap. Sam was not in a jam!



Bam

Dam

Ham

Jam

Ram

Yam



An

And

Ban

Can

Fan

Man



Pan

Ran

Tan

Van





