



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: Short e 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 short e 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: Short e

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: 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 educator as they orally produce the skill sound.</p>	3
Letter-Sound Correspondence	<p>Letter Formation Activity: Students will practice writing the letter e using proper letter formation and appropriate pencil grip. As students are writing the letter e, they should orally produce the letter sound for letter e.</p>	2
Decoding and Encoding	<p>Elkonin Box Activity: Use sound boxes to have students encode sounds into written words. Next, have students decode by reading words chorally or to a shoulder partner.</p> <p>Activity should use words from the list provided.</p>	3
Irregular and High Frequency Words	<p>Read, Spell, Write, Find: Show and read to the students an irregular or high frequency word from this week’s list. Students will look at the word and “read” (repeat) the word. Then, everyone can spell the word. Next, everyone can write the word. You can then show the students their written word, asking the students to correct any mistakes or errors in their written word. Finally, you can provide students with this week’s decodable. Students will go through the decodable highlighting the new irregular, high frequency word as it appears.</p> <p>Word List: see, by, said</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: 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 educator as they orally produce the skill sound.</p>	3
Letter-Sound Correspondence	<p>Letter Formation Activity: Students will practice writing the short e using proper letter formation and appropriate pencil grip. As students are writing the letter e, they should orally produce the letter sound for short e.</p>	2
Decoding and Encoding	<p>Elkonin Box Activity: Use sound boxes to have students encode sounds into written words. Next, have students decode by reading words chorally or to a shoulder partner.</p> <p>Activity should use the word list provided.</p>	3
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: see, by, said</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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Articulation	<p>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 educator as they orally produce the skill sound.</p>	3
Letter-Sound Correspondence	<p>Letter Formation Activity: Students will practice writing the short e using proper letter formation and appropriate pencil grip. As students are writing the letter e, they should orally produce the letter sound for short e.</p>	2
Decoding and Encoding	<p>Elkonin Box Activity: Use sound boxes to have students encode sounds into written words. Next, have students decode by reading words chorally or to a shoulder partner.</p> <p>Activity should use the word list provided.</p>	3
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: see, by, said</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

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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Articulation	<p>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 educator as they orally produce the skill sound.</p>	3
Letter-Sound Correspondence	<p>Letter Formation Activity: Students will practice writing the short e using proper letter formation and appropriate pencil grip. As students are writing the letter e, they should orally produce the letter sound for short e.</p>	2
Decoding and Encoding	<p>Elkonin Box Activity: Use sound boxes to have students encode sounds into written words. Next, have students decode by reading words chorally or to a shoulder partner.</p> <p>Activity should use the word list provided.</p>	3
Irregular and High Frequency Words	<p>Word Building: 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.</p> <p>Word List: see, by, said</p>	5
Text Application	<p>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.</p>	10
Writing Application	<p>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.</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 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.</p> <p>Activity should use words from the list provided.</p>	2
Articulation	<p>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 educator as they orally produce the skill sound.</p>	3
Letter-Sound Correspondence	<p>Letter Formation Activity: Students will practice writing the short e using proper letter formation and appropriate pencil grip. As students are writing the letter e, they should orally produce the letter sound for short e.</p>	2
Decoding and Encoding	<p>Elkonin Box Activity: Use sound boxes to have students encode sounds into written words. Next, have students decode by reading words chorally or to a shoulder partner.</p> <p>Activity should use the word list provided.</p>	3
Irregular and High Frequency Words	<p>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.</p> <p>Word List: see, by, said</p>	5
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: Ben has a red _____.</p>	10

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Ben's Red Hen

Ben has a red hen. The red hen is by the pen.
Ben jogs to the pen. Ben pets the hen.

The red hen hops in the pen. The hen sits.

Ben is sad. Ben sits in the pen by the hen. The
hen hops. The hen pops.

The red hen has an egg. The hen hops from the
pen.

Ben is not sad. Ben has an egg.



WVCCRS ELA II: Short e

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: 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: You can 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 can draw one tile from each pile.	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: see, by, said	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.

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: 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: You can 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 can draw one tile from each pile.	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: see, by, said	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: You can 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 can draw one tile from each pile.	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: see, by, said	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	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: You can 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 can draw one tile from each pile.	3
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: see, by, said	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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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: You can 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 can draw one tile from each pile.	3
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: see, by, said	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 red hen is _____.	10

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Meg's Bad Leg

Ben has a red hen. The red hen is Meg. Meg is in the pen.

Meg did not see the pin by the pen. Meg hops. Meg hops by the pen.

Zap! Meg has a bad leg. Ben is sad and jogs to mom.

"Meg has a bad leg?" sobs Ben.

"Hop in the cab and get Meg to the vet," said mom.



WVCCRS ELA II: Short e

Suggested Activities: Set Three

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	Tic Tac Toe Activity: Create a tic tac toe board with a different focus skill word picture on each square. Then provide the name of the picture. For a student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the skill word that describes the picture. The first student to get three in a row on the board wins. For example, if working on the skill short a, you could use the following pictures on the game board: cat, hat, cab, bag, jar, cat, man, rat, car	3
Letter-Sound Correspondence	Mystery Letter Bag Activity: 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: Create a series of three words—two words that use the focus skill and the third word that is different. Students can write and say the words to 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: see, by, said	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	Tic Tac Toe Activity: Create a tic tac toe board with a different focus skill word picture on each square. Then provide the name of the picture. For a student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the skill word that describes the picture. The first student to get three in a row on the board wins. For example, if working on the skill short a, you could use the following pictures on the game board: cat, hat, cab, bag, jar, cat, man, rat, car	3
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Irregular and High Frequency Words	Circle Up Words: Have students stand in a circle. One at a time, students can be asked to read a high-frequency word. Word List: see, by, said	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: Deb is a _____.	10

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Deb the Vet

Deb is a vet. Deb helps pets.

Ben is at the vet to help his pet hen, Meg.

Ben said, "The hen has a bad leg."

Deb sees the hen's bad leg and nods. The vet gets a kit to help set the leg.

The vet sets the leg and lets the hen hop to Ben.



Led

Red

Beg

Leg

Den

Men



Ten

Zen

Yes

Bet

Get

Let



Met

Set

Vet

Yet

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