



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## WVCCRS ELA II: Soft c 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 soft c skill is first identified in West Virginia's College- and Career-Readiness Standard ELA.2.II under the Phonics and Word Recognition Cluster.*

## WVCCRS ELA II: Soft c

### Suggested Activities: Set One

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Addition:</b> Orally provide students with a focus skill word and ask students to add a sound at the beginning or end of the word. For example, you can say, “Add /t/ to the end of the word quil and the new word is?” Students should respond with “quilt.”	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>Missing Letter:</b> Display a word with one letter missing. The missing letter can be at any place in the word. Students will guess what they think the missing letter is by saying it aloud or writing it on their own whiteboards. Example: ne_t (answer could be next, nest, neat, etc.) Students will share their letter guess and the word it makes. Then the teacher will say the correct word aloud.	2
<b>Decoding and Encoding</b>	<b>Word Sort:</b> Provide students with word cards, including focus skill words and non-focus skill words. Students can sort word cards with a partner, reading each word aloud as they sort.	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: over, water, word	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: over, water, word	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>Decoding and Encoding</b>	<b>Word Sort:</b> Provide students with word cards, including focus skill words and non-focus skill words. Students can sort word cards with a partner, reading each word aloud as they sort.	3
<b>Irregular and High Frequency Words</b>	<b>Choice of Voice:</b> Students can practice reading high-frequency words in a silly voice. You can display a high-frequency word card and direct the students to read the word in a robot voice, mouse voice, opera voice, etc.  Word List: over, water, word	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: Grace was so ____.	10

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# The Ice

Grace was so brave. She liked to be on the ice. She could skate, dance, and spin. I do not think she took a time out for water.

Grace was nice and did want to help me skate. We went at a nice pace as I held her hand.

“I cannot do this,” I said, “I want it to be over.”

“Yes, you can,” Grace said, “just think the word, yes!”

Grace let go and took her place next to me.

“One step at a time, you can do it,” she said.

I had my chance. One skate then the next. I did it. Yes! I could skate!

## WVCCRS ELA II: Soft c

### Suggested Activities: Set Two

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Deletion:</b> Orally provide students with a soft c word and ask students to delete a sound at the beginning or end of the word. For example, “cents without the /s/ is...? Students should respond with, “cent.”	2
<b>Articulation</b>	<b>Stand Up/Sit Down:</b> Using a list of focus skill words, direct students to stand up if they hear a word containing the skill word or stay seated if the word does not contain the skill sound. For additional practice, you may also have students repeat the word. For example, if working on the skill /qu/, you might say the word, “quin,” and students would stand up. You could then say the word “button,” and students would stay seated.	3
<b>Letter-Sound Correspondence</b>	<b>How Many Can We Make:</b> Provide students with a random letter. Students will say a word that starts with that letter one at a time in sequence until a student can’t produce a word or until time runs out. Challenge students to come up with as many words as possible.	2
<b>Decoding and Encoding</b>	<b>Odd Word Out Activity:</b> 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
<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: over, water, word	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>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Phoneme Deletion:</b> Orally provide students with a soft c word and ask students to delete a sound at the beginning or end of the word. For example, “cents without the /s/ is...? Students should respond with, “cent.”	2
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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: over, water, word	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>Articulation</b>	<b>Stand Up/Sit Down:</b> Using a list of focus skill words, direct students to stand up if they hear a word containing the skill word or stay seated if the word does not contain the skill sound. For additional practice, you may also have students repeat the word. For example, if working on the skill /qu/, you might say the word, “quin,” and students would stand up. You could then say the word “button,” and students would stay seated.	3
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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
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<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: over, water, word	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>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: The mice ____.	10

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# A Quilt for Quin

Ace, Sam, and Duke were little mice. They crept out and did not leave a trace.

Their space was small, but they made it work. The mice would go out in the home to find snacks. They liked to take risks.

First, they would race to the dog's water jug. Gulp, gulp, gulp.

Next, they would hop over the blocks to get past the cat. The cat would rest in the same place. They had to take their time.

When they were past the cat, they would pick up the pace. Run, run, run. "Stop!"

They made note of this word on the lid to the rice, but they still took a bite or two, twice. The little mice were now full and went back to their place.

They tucked each other in and dozed off.

## WVCCRS ELA II: Soft c

### Suggested Activities: Set Three

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<b>Phonemic Awareness</b>	<b>Phoneme Substitution:</b> Orally provide students with a focus skill word and ask students to switch a sound at the beginning or end of the word. For example, you can say, “In quit, switch /t/ to /p/ and the new word is?” Students should respond with “quip.”	2
<b>Articulation</b>	<b>Tic Tac Toe Activity:</b> 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
<b>Letter-Sound Correspondence</b>	<b>Shake and Spell:</b> Teacher writes uppercase letters on one side of a tile or counter and the lower case on the flip side. Students will then shake all the counters and “spill” them, saying the sounds as fast as they can.	2
<b>Decoding and Encoding</b>	<b>Hear, Say, Write, Share:</b> Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, 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.	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: over, water, word	5
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<b>Letter-Sound Correspondence</b>	<b>Shake and Spell:</b> Teacher writes uppercase letters on one side of a tile or counter and the lower case on the flip side. Students will then shake all the counters and “spill” them, saying the sounds as fast as they can.	2
<b>Decoding and Encoding</b>	<b>Hear, Say, Write, Share:</b> Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, 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.	3
<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: over, water, word	5
<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>Phoneme Substitution:</b> Orally provide students with a focus skill word and ask students to switch a sound at the beginning or end of the word. For example, you can say, “In quit, switch /t/ to /p/ and the new word is?” Students should respond with “quip.”	2
<b>Articulation</b>	<b>Tic Tac Toe Activity:</b> 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
<b>Letter-Sound Correspondence</b>	<b>Shake and Spell:</b> Teacher writes uppercase letters on one side of a tile or counter and the lower case on the flip side. Students will then shake all the counters and “spill” them, saying the sounds as fast as they can.	2
<b>Decoding and Encoding</b>	<b>Hear, Say, Write, Share:</b> Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, 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.	3
<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: over, water, word	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>Phoneme Substitution:</b> Orally provide students with a focus skill word and ask students to switch a sound at the beginning or end of the word. For example, you can say, “In quit, switch /t/ to /p/ and the new word is?” Students should respond with “quip.”	2
<b>Articulation</b>	<b>Tic Tac Toe Activity:</b> 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
<b>Letter-Sound Correspondence</b>	<b>Shake and Spell:</b> Teacher writes uppercase letters on one side of a tile or counter and the lower case on the flip side. Students will then shake all the counters and “spill” them, saying the sounds as fast as they can.	2
<b>Decoding and Encoding</b>	<b>Hear, Say, Write, Share:</b> Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, 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.	3
<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: over, water, word	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: The dance was ____.	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.*

# A Quick Jog

Lance did not want to go to the dance. He did not want to prance down the stage in a tux.

“Do I have to go?” Lance said to his mom.

“Yes,” she said, “just this one time.”

Lance still did not want to go.

Since he said to June that he would take her, Lance had to get over it. Lance took a swig of water. He wanted to be nice and stick to his word.

He put a smile on his face and put on his tux. He drove over to pick up June. She had on a black dress with lace. He could not help but to think of the price because it was a very nice dress.

Lance had a fun time and was glad he went to the dance.

cent

cell

brace

face

lace

pace



place

trace

dance

prance

trance

mice



nice

price

splice

twice

trice

thrice



truce

spruce

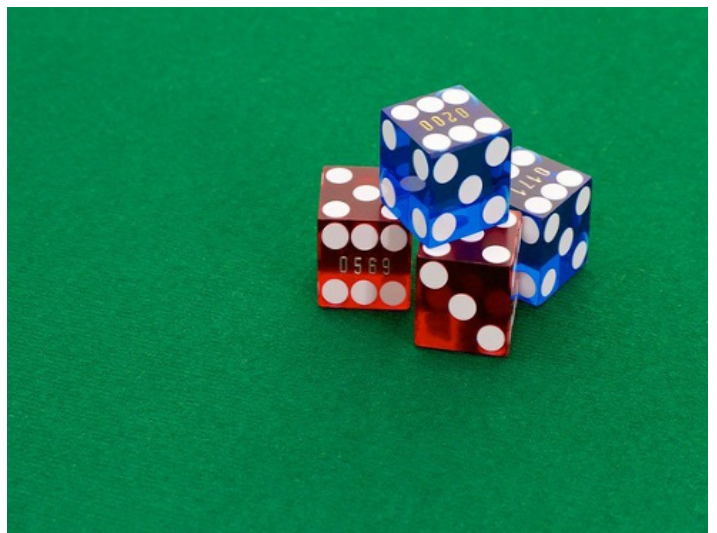
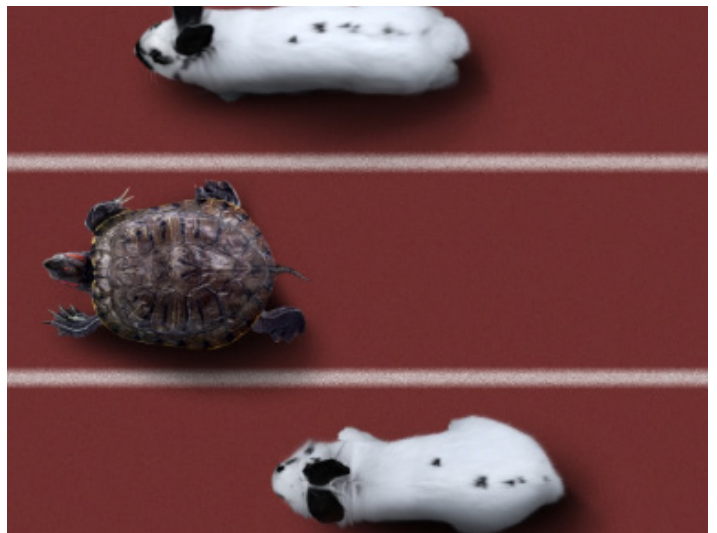
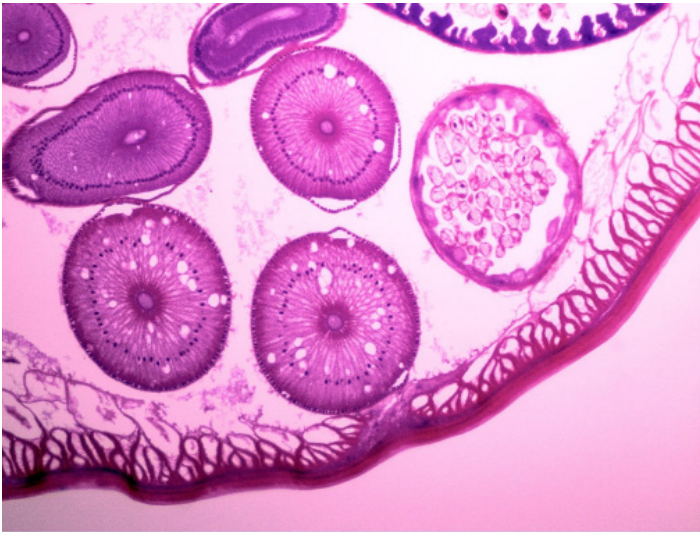
since

vice

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rice









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## Special Situations Soft c Picture Card List

cells	ice
face	dice
lace	slice
race	rice