



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: -dge 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 -dge 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: -dge

Suggested Activities: Set One

Section	Instructional Routine	Time
Phonemic Awareness	Phoneme Addition: 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
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	Letter Dice: Create a letter dice with one letter on each side. For each turn, students should roll the dice and name the letter and sound that the dice lands on. Activity continues as time allows.	2
Decoding and Encoding	Word Sort: 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
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: more, along, own	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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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: more, along, own	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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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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Irregular and High Frequency Words	Choice of Voice: 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: more, along, own	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: Dodge gives Midge _____.	10

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Midge and Dodge

Dodge and Midge are on their way to the cave. Dodge hopes that they will see bats. Midge hopes that they will not.

Dodge jumps from the truck and grabs the gas lamp from the bed. Midge does not want to budge from the truck, but she gets out of the truck and grabs her own gas lamp.

When they are all set, Dodge and Midge make their way to the cut in the rock by the hedge. Along the way, Dodge's lamp goes out and Midge gives him a nudge. The two of them go back to the truck to get more gas for the lamp.

Midge and Dodge make their way to the cave. As they go into the cave, a sound makes Midge jump and she smudges her pants on the cave's wall.

WVCCRS ELA II: -dge

Suggested Activities: Set Two

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Phonemic Awareness	Phoneme Deletion: Orally provide students with a -dge word and ask students to delete a sound at the beginning or end of the word. For example, “Wedge without the /w/ is?” Students should respond with “edge.”	2
Articulation	Stand Up/Sit Down: 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
Letter-Sound Correspondence	Pound the Sound: Students will have several letter cards in front of them. Orally provide students with a letter sound. Students will be asked to identify the letter that makes the sound provided by pounding it.	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: more, along, own	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	Showdown: 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: more, along, own	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: There was _____ on the edge.	10

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In the Cave

Dodge and Midge were in a cave. A sound in the cave made Midge nudge Dodge.

“Dodge, what made that sound?” asked Midge

“I do not know. It could be a bat,” said Dodge

“A bat? I do not like bats!” said Midge

“It could also just be a draft,” said Dodge.

“How does the draft get under all of this rock?” asked Midge.

“Caves have many cracks and holes that let drafts move through,” said Dodge.

“I did not know how gripping caves were. What other things do you know, Dodge?”

“A smidge of water can shape a cave, but it takes a long time.”

“How does water get down here?”

“As water edges along rocks up top, it finds cracks in the rocks and wedges through the rock.”

“Caves rock!” said Midge.

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Suggested Activities: Set Three

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Phonemic Awareness	Phoneme Substitution: Orally provide students with a -dge word and ask students to switch a sound at the beginning or end of the word. For example, “In nudge, switch /n/ to /f/ and the new word is?” Students should respond with “fudge.”	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	Shake and Spill: Write uppercase letters on one side of a tile or counter and the lower case on the flip side. Students will then shake all of the counters and “spill” them, saying the sounds as fast as they can.	2
Decoding and Encoding	Hear, Say, Write, Share: 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
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Irregular and High Frequency Words	Word Scramble: Display a high-frequency word that is scrambled. Students can unscramble the word and write it on their white board. Word List: more, along, own	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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The Gem

Dodge and Midge were in a cave. A crisp draft made Midge shake.

“It is like a fridge down here!” said Midge

“Fun fact! People used to put hunks of ham in caves,” said Dodge as they trudged along.

“Do you think that they kept fudge in caves too?” asked Midge

“I do not know. But I do know that I want some fudge,” said Dodge.

“I have some in my pack. Would you like to split it with me?” asked Midge.

“Yes!” said Dodge.

As they sat on a rock bridge Midge asked, “Do you think there are any gems under here?”.

“Yes and I think we should pledge to find gems in this cave!” said Dodge.

“Yes! We can make a badge with this jade rock!” said Midge.

“Midge, what a find! That is your very own gem!”



edge

badge

fudge

lodge

ridge

wedge



bridge

fridge

Dodge

Midge

dodge

budge



hedge

judge

ledge

nudge

dredge

sludge



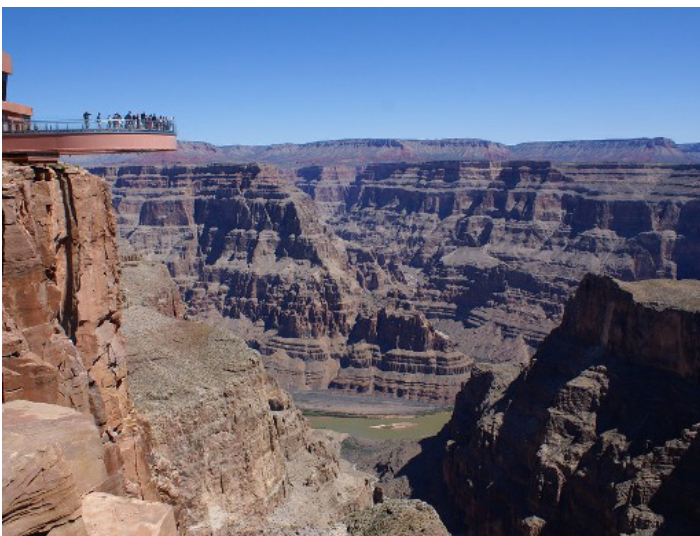
smide

grudge

pledge

sledge







-dge Picture Card List

edge	ridge
badge	wedge
fudge	bridge
lodge	fridge

