



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: Closed Syllables

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 closed syllables is first identified in West Virginia's College- and Career-Readiness Standard ELA.3.II under the Phonics and Word Recognition Cluster.

WVCCRS ELA II: Closed Syllables

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 quilt and the new word is?” Students should respond with “quilt.”	2
Articulation	Superhero Says: Orally provide students with focus skill words. Students can be asked to repeat the skill word five times, while jumping up and down like a superhero.	3
Letter-Sound Correspondence	Erase the Sound: Draw a picture on a dry erase board. One at a time, ask students to erase something that begins with certain letters. For example, draw a picture of a snowman. Display the letter “H” and ask students to erase something that begins with the same letter sound (hat) or the letter “B” (buttons.) Continue until the entire picture is erased.	2
Decoding and Encoding	Ask and Share: Provide students with word cards of focus skill words. Students can find a partner and while holding up their word card ask, “What is this word?” The partner can then share the word written on the card. Students can switch roles and repeat the process with the partner’s word card. Both students can then find a new partner. The activity should continue for as long as time allows.	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: wash, laugh, carry	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: wash, laugh, carry	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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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: The postman brought me a ____.	10

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Comet

We only had a little time until we would be on our way to the cabin. The boys helped me wash the van and carry their bags to the car. The last thing I had to do was get Comet out of his kennel and load him up.

All of a sudden, Comet's leash shot out of my hand. I looked up and saw a small chipmunk vanish into the woods. "When will he learn his lesson?" I thought to myself.

Comet sniffed around the trees but knew the chipmunk was gone. As he started to walk back to me, he heard the postman's truck start. I moved very slow as Comet locked on to the loud object. Before I could get his name out, he took off like a rocket.

The postman had just started up the hill when he spotted Comet himself. He put the truck in park and started to get out when Comet jumped on top of him.

"Are you hurt?" I said as I ran to the truck.

Comet licked the man's face.

"This was all a big mishap," I said as I drug Comet off him. He let out a laugh as he stood up.

"I am just fine," he said as he wiped his face, "This happens all the time."

WVCCRS ELA II: Closed Syllables

Suggested Activities: Set Two

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Phonemic Awareness	Phoneme Deletion: Orally provide students with a closed syllable word containing two syllables and ask students to delete a sound at the beginning or end of the word. For example, “Napkin without the /n/ is...?” Students should respond with, “apkin”	2
Articulation	Simon Says: Provide students with a focus skill word and movement. For example, you can say, “Simon says, touch your head and say the word _____.” Students can perform the movement while saying the skill word.	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 Division: Orally provide students with a focus skill word. Students can write the word and be asked to draw a line between each syllable. Students should then repeat the word by reading it aloud.	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: wash, laugh, carry	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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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
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Robin's Day Off

Robin did not want to get out of bed. It was her day off from work, but she had so many things to do.

She needed to carry the trash out, wash her car, and call the dentist.

As she made her way into the sunlit kitchen, she saw that her last pumpkin muffin was gone. She heard a noise from the porch. As she peeked out the door, she saw her son, William, finish off the muffin.

It had been almost seven weeks since they had seen each other. William was a deckhand and did not get to visit as much as he used to.

"My boy! You are home at last! And look at that suntan." Robin said as she swung the door open.

William took off his backpack and stood up to hug her.

"Bet you didn't expect to see me," William said.

"You are right, I admit it," Robin said as they both sat down on the porch swing, "I did not know how much longer it would be until we would see each other."

"I had a mishap with my cell phone while we were in Boston," William said.

"Well, all I care about is that you are home now," Robin said as she put her arm around him.

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Suggested Activities: Set Three

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Phonemic Awareness	Phoneme Substitution: 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
Articulation	Clap it Out: Orally provide students with a focus skill word. Students can be asked to repeat the word, clapping as they say each syllable.	3
Letter-Sound Correspondence	Limbs and letters: 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
Decoding and Encoding	Colorful Words: Provide students with a list of focus skill words. Students can be asked to read and write each word, using a different color for each syllable within the 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: wash, laugh, carry	5
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Dylan and Boston

Dylan had been hard at work on her laptop until her dog jumped up in her lap. Her dog, Boston, was not a lapdog.

“Boston, come on bud, I have to finish this lesson then wash up for bed,” Dylan said. Boston jumped down and went to lay in his kennel.

“When I get done, I will carry your toy to the porch and we will play fetch,” Dylan said as she gave Boston a treat.

“I admit, I could use a little snack myself,” Dylan said as she saw the red velvet cake her mom had made. She got a plastic bowl and cut a small piece. As she took the last bite, she grabbed a pencil and started to write a few things on her napkin.

Dylan got her laptop and worked for a long time. The moonlit kitchen grew cold as Dylan did not intend to work through the night. When she checked the time, she let out a laugh, it was nine p.m.

Dylan shut her laptop and put it in her backpack. She was a little upset she did not get to play fetch with Boston like she had told him.

She bent down by Boston’s kennel and gave his head a kiss.

“We will play as soon as the sun comes up,” she said into his ear.

Napkin

Sudden

Velvet

Tennis

Hiccup

Plastic



Absent

Happen

Pilgrim

Chopsticks

Handstand

Quicksand



Attract

Compost

Expect

Invent

Object

Catnap



Bonnet

Ticket

Chicken

Puppet

Jacket

Mascot







Multisyllabic Close Syllable Picture Card List

rabbit

ostrich

cactus

cobweb

kitten

mittens

cabin

eggshell

muffin

chipmunk

