



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: Consonant -le

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 consonant -le 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: Consonant -le

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: shall, move, kind	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	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	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: shall, move, kind	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

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	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	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: shall, move, kind	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 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.

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	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: shall, move, kind	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

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	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	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	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: shall, move, kind	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: I nibbled ____.	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.

Bristle's Little Smile

It was a struggle for Bristle to get out of bed. Even though her mom was gentle when waking her up, Bristle let out a loud grumble.

Bristle had a tooth that was giving her some trouble, so she had gone to see her dentist the day before. Her tooth had been so sore that she was only able to nibble on a pickle.

Even though she was in some pain, she still had to go feed the cattle. Her mom, Estelle, was crippled and was not able to tackle this kind of task.

Bristle had to juggle the pails of cow feed through a puddle or two before she made her way to the trough. The gate to the barn began to rattle as the cows all made their move to get close.

She tried to shuffle the feed around so the cows would not be in a big huddle. As she spread out the feed, she took a tumble over a tackle box. Bristle could not handle another mishap. She felt like the cows would giggle at any time.

I shall not let this get me down, Bristle thought as she got back up on her feet. Even though she felt like the last two days had been a battle, she put a little smile on her face.

WVCCRS ELA II: Consonant -le

Suggested Activities: Set Two

Section	Instructional Routine	Time
Phonemic Awareness	Phoneme Deletion: Orally provide students with an consonant -le word and ask students to delete a sound at the beginning or end of the word. For example, “sample without the /s/ is...?” Students should respond with, “ample.”	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: shall, move, kind	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	Phoneme Deletion: Orally provide students with an consonant -le word and ask students to delete a sound at the beginning or end of the word. For example, “sample without the /s/ is...?” Students should respond with, “ample.”	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	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: shall, move, kind	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

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	Phoneme Deletion: Orally provide students with an consonant -le word and ask students to delete a sound at the beginning or end of the word. For example, “sample without the /s/ is...?” Students should respond with, “ample.”	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	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: shall, move, kind	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

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	Phoneme Deletion: Orally provide students with a consonant -le word and ask students to delete a sound at the beginning or end of the word. For example, “sample without the /s/ is...?” Students should respond with, “ample.”	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	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: shall, move, kind	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

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	Phoneme Deletion: Orally provide students with a consonant -le word and ask students to delete a sound at the beginning or end of the word. For example, “sample without the /s/ is...?” Students should respond with, “ample.”	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	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: shall, move, kind	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 puzzle _____.	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.

Game Night

Neville got out his game of Scrabble while he waited on his friend, London. It had been a little while since they had a game night.

They loved to get together to drink tea and babble about what was going on with their friends. They did not mean any kind of harm by this, they just liked to talk.

There was a knock on the door as Neville went to move the kettle on to the stove. As he let London in, he saw some water on his jacket.

“I did not expect rain this eve,” Neville said.

“It just began to sprinkle,” London said as he made his way in.

As London hung up his jacket, he gave Neville a jar of brittle.

“Thank you, you know how much I love brittle,” Neville said as he took a nibble of a single piece.

The two pals went to have a seat on the floor when the kettle started to rattle.

“It seems like our tea shall be done in a few,” Neville said.

London got a puzzle out of his bag, “I thought we could do this together,” he said, “I got it just for us.”

WVCCRS ELA II: Consonant -le

Suggested Activities: Set Three

Section	Instructional Routine	Time
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: shall, move, kind	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	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	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: shall, move, kind	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

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	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	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: shall, move, kind	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

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	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	Word Detective: Place sight words around the classroom or on the board with post-it notes or word cards. Then provide students with a word, asking students one at a time to search and find the word provided. Word List: shall, move, kind	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

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	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	Word Detective: Place sight words around the classroom or on the board with post-it notes or word cards. Then provide students with a word, asking students one at a time to search and find the word provided. Word List: shall, move, kind	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: I like to ____.	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.

Girls' Day

As Jisselle put her napkin in her lap, baby Rozelle dropped her rattle. She tried to wiggle to reach it, but her arms were too short. Baby Rozelle let out a babble as she put a little piece of toast in her mouth.

Jiselle, Rozelle's big sis, was gentle as she gave Rozelle her rattle back. The baby let out a giggle and took another nibble of toast.

"How is it going in there, girls?" Robin, their mom said as she tried to juggle the hot kettle and two plates.

"We are just fine," Jiselle said.

Robin tried to gobble down her last bite in a hurry.

"Thank you for your help," Robin said to Jiselle as she kissed her dimple, "you are so kind to your baby sis."

Robin held Jiselle close for a quick snuggle before she got baby Rozelle out of her seat.

"You girls put the twinkle in my eye," Robin said as she went to move her girls into a huddle.

"Let's build a castle!" Jiselle said.

"How fun? We shall do it!" Robin said as she sat baby Rozelle in the middle of the floor.

Jiselle had a big grin on her face as she moved some things around, and Rozelle was doing a little wiggle.

"What a fun day with my girls," Robin said, "I wish you both could stay this size."

Cattle

Gable

Gobble

Fiddle

Pickle

Single



Wobble

Bubble

Ripple

Candle

Scribble

Pebble



Wiggle

Shuffle

Grumble

Crumple

Juggle

Puzzle



Puddle

Kettle

Castle

Dimple

Freckle

Juggle







Multisyllabic Consonant le Picture Card List

cattle

juggle

gable

puzzle

pickle

puddle

bubble

kettle

candle

jungle