



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: er/ir/or 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 er/ir/or 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: er/ir/or

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 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 teacher as they orally produce the skill sound.	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	Picture This: Show students a focus skill word and ask them to write the word while also drawing a picture to represent the word. Once students complete their writing and illustration, they can be asked to read the word aloud and share their illustration.	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: read, those, away	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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Decoding and Encoding	Picture This: Show students a focus skill word and ask them to write the word while also drawing a picture to represent the word. Once students complete their writing and illustration, they can be asked to read the word aloud and share their illustration.	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: read, those, away	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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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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Decoding and Encoding	Picture This: Show students a focus skill word and ask them to write the word while also drawing a picture to represent the word. Once students complete their writing and illustration, they can be asked to read the word aloud and share their illustration.	3
Irregular and High Frequency Words	Silly Sentences: Provide students with a previously learned word and ask students to orally produce a sentence using that word. For example, you can say, “The word is small.” The student would then produce a sentence using the word “small.” Word List: read, those, away	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: Kirk hid under the _____.	10

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Kirk and Fern

Kirk hid under the sheet on his bed. Fern wanted him to stay home with her and play and not go to work.

Kirk felt like a jerk because he did not want to work, but he knew he would only feel worse if he did not go in.

He went to fix his hair and pack his bag. In came Fern with a smirk on her face.

“What is it, Fern?” Kirk said. “I have something for you,” she said as she threw a worm at him.

“Fern! Not on my work shirt! You are the worst!” Kirk said and stomped off.

Fern glanced down at her feet and felt sad. As Kirk put on a new shirt, he thought about how Fern was still a little girl and did not get the idea of work. Kirk found Fern in a ball on the floor.

“You are my world, kid. Get over here,” Kirk said as Fern jumped up and got up on his lap, “I will call Bart and ask him if he will work for me.”

Fern jumped down and did a quick twirl.

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Suggested Activities: Set Two

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Phonemic Awareness	Phoneme Deletion: Orally provide students with a skill word and ask students to delete a sound at the beginning or end of the word. For example, “swirl without the /s/ is?” Students should respond with “wirl.”	2
Articulation	Mystery Bag: Prepare a bag of focus skill word items or picture cards prior to the start of the activity. Students can take turns selecting an item or picture card from the bag. Once the student has selected an item, they should say the name of the item or item on the picture card, emphasizing the skill sound. For example, if working on the skill /ch/, you could include pictures of the following items: chair, cheese, beach, couch, bench, cherry.	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	Rainbow Words: Provide students with a list of focus skill words. Students can be asked to read each word and then write them on a separate sheet of paper, using a different color for each word written.	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: read, those, away	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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Decoding and Encoding	Rainbow Words: Provide students with a list of focus skill words. Students can be asked to read each word and then write them on a separate sheet of paper, using a different color for each word written.	3
Irregular and High-Frequency Words	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. Word List: read, those, away	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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Gwen's Skirt

Gwen loved her green skirt more than any other skirt she had.

As she stood up to put it on, she saw a big hole in the side of it. Had a worm done this, Gwen thought, or had a bird pecked a hole in it? Her mom walked by her room and saw that she was sad.

"My green skirt has a hole in it," Gwen said.

"I can fix it," her mom said. "You can fix this?" Gwen said.

"Yes, I can patch it up. It could be worse," her Mom said.

Gwen gave it to her mom and went to sit beside her. Her mom got out a big bag full of cloth. She saw some green cloth that she liked, so she chose it for her to use. I hope this is worth it, Gwen thought.

"How about those?" Gwen said.

Her mom put the bag of cloth away and started to work. Gwen wanted to read while her mom was hard at work, so she would not think about her old skirt. Gwen could not wait to put on her new green skirt.

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Suggested Activities: Set Three

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Phonemic Awareness	Phoneme Substitution: Orally provide students with a skill word and ask students to switch a sound at the beginning or end of the word. For example, “In worst switch /w/ to /f/ and the new word is?” Students should respond with “first.”	2
Articulation	Thumbs Up, Thumbs Down: Orally provide students with a word, asking students to repeat the word. If they hear the skill sound in the word, students should give a thumbs up. If they do not hear the skill sound, they should give a thumbs down. For example, when working on the skill /ar/, you can say the word “star.” Students can repeat, “star,” and give a thumbs up for the word containing /ar/.	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	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: read, those, away	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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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: Herb shook the _____ out of his perm.	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.

Herb the Worm

Herb the worm just had his hair done when something sent him in a whirl on the dirt.

“What in the world?” Herb said as he shook the dirt out of his fresh perm. Herb looked up and saw a bird perk up as he moved.

“I do not have time for this, bird,” Herb said as he held firm, “work could not have been worse and now you have messed up this perm. It would be wise if you just flew away.”

The bird let out a chirp and started to fly. Herb swerved to the left, and then to the right, and the bird missed him. Herb had a smirk on his face as he moved on, but the bird was not done yet.

“Read my lips! You have not messed with the right worm!” Herb said as he sent the bird flying into the dirt. The bird stirred as he tried to stand back up. He took one last look at Herb and did not have the nerve to try again.

“Those birds...” Herb said as he made his way home.

Chirp

Stir

Stern

Serve

Swerve

Nerd



Her

Perm

Dirk

Girl

Kern

Sir



Girth

Twirl

Swirl

Flirt

First

Term



Perk

Jerk

Irk

Firm

Smirk

Worth





R-Controlled Vowels er, ir, or Picture Card List

bird

fern

worm

herb

dirt

herd

