



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: ew/ue

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 ew/ue 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: ew/ue

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	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	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	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: another, even, trouble	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: another, even, trouble	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	Go Fish: Students can use word cards to play a game of Go Fish. Word cards should include all new and previously learned high-frequency words. To play the game, you will need two complete sets of word cards. The cards should be shuffled, and each student participating should be given five cards. The game can begin with one student asking another if they have a certain word in their hand. If the player has that word, they give it to the student who asked. That student now has a match and can set the two matching cards aside. If the student does not have the word, they tell the student to go fish. That student then takes the top card from the deck and adds it to their hand. At the end of the game, when no cards remain, the student with the most matches wins the game. Word List: another, even, trouble	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: Sue and Blue ____.	10

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Sue and Blue

I have two cats and their names are Sue and Blue. They are quite the crew. They like to play under the bed, on top of the big shelf, and even on the back of the plant stand.

One day while I was out, they must have had a duel with one another. The plant stand was on its side, the pic my pal drew me was off the wall, and I saw my glue gun under my bench in the hall. It was quite the view.

I was sad. It took me a few days to set up my plant stand and get my home back into shape. Sue and Blue knew I was not over their duel and the mess they made.

As I sat on the bench watching Sue and Blue play, I had to pause. I know they did not want to make trouble. They were just two nice cats who liked to play.

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Suggested Activities: Set Two

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Phonemic Awareness	Phoneme Deletion: Orally provide students with an ew/ue word and ask students to delete a sound at the beginning or end of the words. For example, “blue without the /b/ is...?” Students should respond with, “lue.”	2
Articulation	Lip Sync Activity: Orally provide students with a word. Students will repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students will “lip sync” the word as it is said and repeat it aloud mimicking mouth positions.	3
Letter-Sound Correspondence	Pop It: Provide each student with a different letter card and then provide letter sounds one at a time. When you provide students with the letter sound, the student who has the corresponding letter will “pop it” into the air.	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: another, even, trouble	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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Phonemic Awareness	Phoneme Deletion: Orally provide students with an ew/ue word and ask students to delete a sound at the beginning or end of the words. For example, “blue without the /b/ is...?” Students should respond with, “lue.”	2
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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: another, even, trouble	5
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Irregular and High-Frequency Words	Dynamite Words: 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: another, even, trouble	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: The stew ____.	10

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Chew and My Stew

It was late in the day and time for me to have some stew. I had not had stew in quite some time. It was cruel to sit and smell it all day. It was even in my view.

I got up and made a big cup. My dog, Chew, watched my every move. I did not know if my pal, Sue, would be over to have some, too. So I sat out another cup.

As I put the stew to my lips and blew, a sound came from out back. Could it be trouble?

I put my cup down and made my way to the back gate. I did not see my pal, Sue, or any other people around.

As I sat down and put on the news, I spotted Chew sitting next to my chair. I picked up my cup of stew to find that it was like new. There was no stew left in my cup. Chew must like stew, too.

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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	Bubble Gum Words: Provide students with a focus skill word. Students can repeat the word slowly putting their hands to their mouths and pretending to stretch bubble gum out in front of them as they say each word.	3
Letter-Sound Correspondence	Guess Who: Say three words and have students provide the name of the letter that the words begin with. For example, you may say, “lake, lemon, lamp.” Students will reply with “L”.	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: another, even, trouble	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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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 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: another, even, trouble	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: Drew had _____.	10

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The News

“Did you see the news?” my pal, Drew said.

“No, I have not had the time,” I said.

I did not have time to watch or listen to the news. I woke up late and had to jump in the tub. I did not even have time to wake up my dog, Blue.

I knew if I sat down to watch the news then I would be late for my job. On my way there, I wanted to listen to some rock jams.

“Well, spew the news,” I said to Drew.

“The big boss is going to make a stop here today,” Drew said.

“What? Today?” I said.

“Yes! There are some news people who want to see the place,” he said.

I did not want to get in trouble, so I got another friend to help me get the new mail out quick. Whew, we went fast.

As we got the last one out, the boss and her crew came in.

Few

New

Pew

Slew

Blew

Grew



Shew

Whew

Brew

Crew

Skew

News



Phew

Spew

Strewn

Due

Cue

Slue



Sues

Cue

Gruel

True

Rue

Glue





Predictable Vowel Teams ew/ue Picture Card List

dew

newt

chew

screw

flew

fuel

