



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: ie 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 ie 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: ie Skill Set

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	Missing Letter: Display a word with one letter missing. The missing letter can be at any place in the word. Students will guess what they think the missing letter is by saying it aloud or writing it on their own whiteboards. Example: ne_t (answer could be next, nest, neat, etc.) Students will share their letter guess and the word it makes. Then the teacher will say the correct word aloud.	2
Decoding and Encoding	Wand Words: Write a focus skill word and ask students to point to the letters or letter groups in the word one at a time using their magic wand (this could be a pencil, crayon, finger, etc.). As students point to each letter or letter group, they should say the sounds they are pointing to aloud. Students can then blend sounds to say the whole 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: below, funny, yellow	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	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: below, funny, yellow	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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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 pie _____.	10

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Peach Pie

My niece was going to come over for a visit and I wanted to make a pie. I can not lie, I had never made a pie before but felt that I could give it a try.

My niece liked peaches, so I wanted to make a peach pie. I made my list for the store and got in the car. It only took a brief time for me to find the things I would need.

It took me four tries to get the pie just right. She was on her way over and I could not help but shriek.

She got out of her yellow car and piled into the house. She was funny and it was nice to be around her. She told me about her job and the great view below her place.

“Peach pie! For me?” she said, as we made our way through the house. “Yes! I knew it was the one you liked,” I said, “go on and take a bite.”

She cut a piece for both of us then took a big bite. “This is the best peach pie I have ever had,” she said.

I gave her a big hug and took my piece of pie.

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Suggested Activities: Set Two

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Phonemic Awareness	Phoneme Deletion: Orally provide students with a focus skill word and ask students to delete a sound at the beginning or end of the word. For example, “break without the /b/ is...?” Students should respond with, “rake.”	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	How Many Can We Make: Provide students with a random letter. Students will say a word that starts with that letter one at a time in sequence until a student can’t produce a word or until time runs out. Challenge students to come up with as many words as possible!	2
Decoding and Encoding	Invisible Words: Orally provide students with a focus skill word. The students can then write each letter of the word in the air with their finger, saying the corresponding letters 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: below, funny, yellow	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	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: below, funny, yellow	5
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The Yellow Lure

Brie got a piece of pie at the small shop. She had a long day at the pier and did not leave with one fish. They just did not seem to want her bait that day. She needed to catch fish to sell so she could have some money for a gift. “Hey chief,” a voice said.

Brie turned around to see who it was. There was a man who was at a table by himself with a funny tie on. Brie turned back around to her plate of fries.

“You need some new bait, the fish will never take what you have,” the voice said.

Brie turned back around, and in fact, it was the man in the tie. He took his last bite of pie and stood up.

“Use this the next time you fish, and I bet you will catch all you can get,” the man said as he dropped a small yellow lure on her table. Brie was quiet as she looked up and saw the man walk out of the shop.

The next day, Brie used the yellow lure. She shrieked when she caught a huge fish as soon as she put her line in the water below.

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Suggested Activities: Set Three

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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 Spell: Write uppercase letters on one side of a tile or counter and the lower case on the flip side. Students will then shake all 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	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: below, funny, yellow	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	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 Spell: Write uppercase letters on one side of a tile or counter and the lower case on the flip side. Students will then shake all 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
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: below, funny, yellow	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: At the farm _____.	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.

Our Day in the Field

It was a warm day out on the farm, and it was the day for us to plant corn. I had a view of the field from my bed, and I could hear my niece and little sis make their way out. Those two were funny together and were not very quiet.

My dog, Fries, jumped up on my bed and gave my face a lick. I was quick to pet him and get him down because mom did not like for him to lie on my bed.

After I ate a piece of pie, I threw on pants, a yellow shirt, and made my way to the barn. I filled my pale with fresh corn seed, that was the best way to start. My little sis met me close to the field and tried to stick her hand in my pale. She was too little to help and gave me lots of grief. Good thing her fake cries did not last long.

My mom and I worked until our pile of corn seed was gone. It took a lot of time to put the seeds below the soil.

My mom gave me a brief hug and made her way back to the house.

tie

lie

pie

die

pier

view



tier

field

piece

wield

yield

brief



fiend

niece

quite

chief

grief

shriek



siege





Unpredictable Vowel Team ie Picture Card List

pier

tie

field

die

pie

friend

