



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: oa 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 oe 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: oa

Suggested Activities: Set One

Section	Instructional Routine	Time
Phonemic Awareness	Phoneme Substitution: Orally provide students with an oa word and ask them to tap the phonemes that they hear. Then challenge the students to think of their own phoneme to add to the word. Students will add a phoneme and tap the new phonemes that they hear. For example, the educator will provide the word “boat”. Students can add /s/ to make “boats.”	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: lived, work, knew	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: lived, work, knew	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: lived, work, knew	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: Joan lived _____.	10

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Joan and her Goats

Joan lived in a dell with her goats close to the coast. The goats liked to roam the coast, while Joan put fresh water and oats in their pen.

One day, Joan's goats would not go back to the pen. Joan knew she would have to coax the goats back into the pen.

She came up with many plans that might work. First, she could use a salt block to get the goats to come back. But the goats were not big fans of salt.

Next, she came up with a plan to trick the goats by dusting the road to the pen with grain and oats. But the goats had oats in their pen.

Then Joan came up with the best plan of all. She would coax the goats into the pen with a load of ripe grapes and crisp mums. Joan let out a moan. She did not have grapes or mums.

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Suggested Activities: Set Two

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Phonemic Awareness	Phoneme Deletion: Display and read picture cards that demonstrate phoneme deletion using an oa word and ask the students what new word is made. For example: the educator will show students a picture of boats and say “boats take away the /s/ is?” Students should respond with the word boat.”	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: lived, work, knew	5
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Writing Application	Writing Spotlight: Students will revisit the decodable text to write words that are highlighted.	10

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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: lived, work, knew	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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Down the Coast

Joan lived close to the coast with her goats. Joan's goats liked to roam and did not want to go in their pen. Joan had a plan to coax them back into their pen with snacks. But first she has to go get some grapes and mums.

Joan could take the road to the shop that sells grapes and mums, but that might take too long. Joan wants to get her goats in the pen soon. So, she takes a different way, down the coast in her boat.

Joan knew there was a lot of wind when you were on a boat. So, Joan grabs her cloak and sets off on her trip.

As the boat bobs and floats down the coast, foam from the waves soaks Joan's cloak. The waves make Joan sick, and when she makes it to the shop that sells grapes and mums, she is very wet and very sick.

WVCCRS ELA II: oa

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: lived, work, knew	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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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
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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: lived, work, knew	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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The Hoax?

Joan took a trip down the coast to get snacks for her goats. When Joan made it to the shop, she was wet and sick from her boat trip.

The shop was nice and had a bench by a coal stove. Joan let out a moan as she sat by the hot stove. It felt good to sit by the stove.

As soon as Joan felt dry, she went to work. She picked out the best grapes and mums that she could find. Joan also picked up a coat for the trip home.

She put her load of goods on the boat and set off back up the coast where she lived.

When Joan got home, she rubbed her face. Whoa! Was this a hoax? No! It was no hoax! All of Joan's goats were in the pen. Joan smiled and walked over to the pen, petted her goats' necks, and gave them their snack.

Boat

Moat

Soap

Toad

Coal

Goat



Loaf

Oats

Road

Whoa

Coat

Foal



Goal

Couch

Roast

Roach

Bloat

Coast



Croak

Gloat

Float

Poach

Boast

Cloak







Predictable Vowel Teams oa Picture Card List

boat

goat

moot

oats

soap

road

toad

foal

coal