



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: oi/oy 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 oi/oy 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: oi/oy

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: together, build, house	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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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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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: together, build, house	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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Joy and the Boys

Joy wanted to build a club house for her and the boys. Joy found Troy and Loy by the bay.

“Would you boys like to help me build a club house together?” asked Joy.

“That sounds like fun, Joy!” said Troy.

“Yes! I would like to join! Do you have a plan?” said Loy.

“Not yet. I wanted to see if you would join first. So that you had a voice in the plan,” said Joy.

“Thank you for the choice!” said Troy.

Loy points at the ships in the bay. “We should build a club that looks like a boat!”

“Yes! I like that plan. Let’s sketch out a draft and make a list of what we will have to get,” said Troy.

“I can not think over all this noise. Let’s go to my house,” said Joy.

Joy and the boys set off to her house where they could sketch out their plan.

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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	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: together, build, house	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: together, build, house	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 Sketch

At Joy's house, she and the boys got to work on their draft of the club house that they were going to build together. They had picked Loy to draw the sketch.

While Loy drew, Troy and Joy voiced their choices.

Troy said, "let's put a loft under the joists."

"Like this?" asked Loy.

"Yes, but place it down a bit so we have space to sit or stash our toys." said Joy.

"Got it!" said Loy. "How is that?"

"That looks good!" said Joy. "Should we put holes in the side of the club house like ships?"

"Yes! And we can put glass panes in them," said Loy.

"We could also make the club look like it is in the water!" said Troy.

"How would we do that?" asked Joy.

"We could paint waves on the base of the club house and then place blue stones around it," said Troy.

"I love that choice!" said Joy.

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Suggested Activities: Set Three

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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: together, build, house	5
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The List

Joy and the boys want to build a club house. They made a draft of their plan. Now, it is time to put together a list.

“What should we put on our list?” asked Joy.

“Well, we will have to get posts and planks for the walls and joists,” said Troy.

“We should get pine posts, because pine will last a long time,” said Loy.

“How will we hoist the walls after we build them?” asked Joy.

“Hmm, we should get a big rope to fix to the top of the wall to pull it up,” said Troy.

“Right! We also have to get small slats to build a frame for the glass panes,” said Loy.

“Yes! We have to caulk the panes so the club house does not get moist,” said Joy.

“Water could spoil our grand plans!” said Troy.

“I think that is it for the list. Let’s get to the shop.” said Joy.

Oil

Boil

Coin

Foil

Joists

Oink



Soil

Void

Join

Broil

Noise

Spoil



Moist

Coil

Poise

Toil

Point

Choice



Voice

Boy

Toy

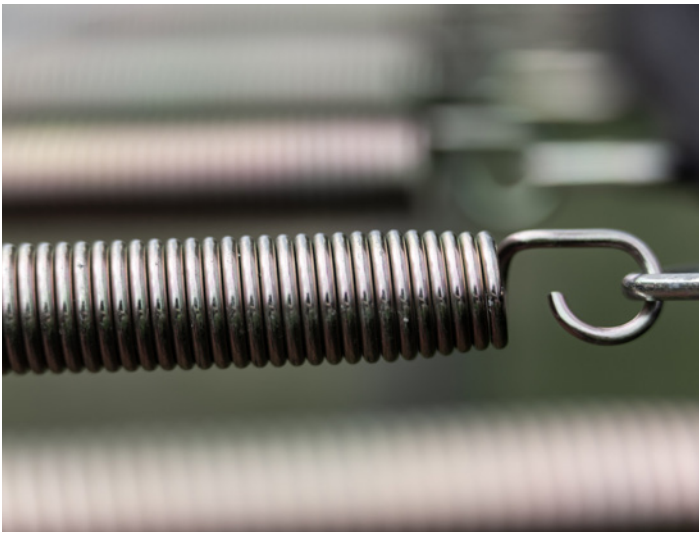
Coy

Soy

Ploy







Predictable Vowel Teams oi/oy Picture Card List

boil	soil
coin	coil
foil	toy
joists	soy
oink	