



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: ou 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 ou 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: ou 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: pretty, until, open	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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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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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: pretty, until, open	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: Dot made me _____.	10

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Lou the Mouse

Lou was a young mouse who lived in a round house. Lou liked to keep her house very clean.

One day as she lounged on the couch, she spotted a group of ants as they marched on the floor. The ants came in through a gap in the tile.

Lou knew that she had to go to the tool shop to get grout to fill in the gap. She grabbed her purse, opened the door, and bounded out.

On her way to the tool shop, she saw a rip in her blouse. "Aw, man!" she thought, "I need to get a new blouse."

Lou changed her course and headed to the store to get a new blouse. As she turned on to the next block, she heard a shout.

"Lou, where are you off to in such a rush?" asked her friend, Doug, the hound dog.

"Well, I was off to the tool shop to get some grout. But then I spotted a rip in my pretty blouse, so first I need to shop for a blouse," pouted Lou.

Doug said, "How about I help you out. I can get the grout while you get a new blouse."

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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: pretty, until, open	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	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	Showdown: You and your students can each have an individual set of high-frequency word cards. You can secretly select a word card and read it aloud. Students can find the matching word card from their set and hold it to their chest until it is time to showdown! (reveal) Word List: pretty, until, open	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: Lou went to _____.	10

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The Blouse Shop

Lou was a young mouse that was in a pinch. She was on her way to get some grout for a gap in her floor tile, when she saw a rip in her blouse. She pouted until her friend, Doug, the hound dog spotted her.

Doug was a good friend and had a grand plan. Doug would get the grout, while Lou got a new blouse. Then they would meet up at Lou's house.

At the blouse shop, Lou saw so many pretty things. It was hard for her to pick just one blouse. The first blouse that Lou picked out was a loud, bright pink one. It was rough to the touch. Lou put it back. Next, she spotted a silk one. It was soft and smooth to the touch, but it cost too much.

Lou checked her watch and saw that she had been in the shop for almost an hour.

"This was not a quick task," she thought. She found a blue blouse with a white bow. It was just right. She paid for the blouse and rushed home.

She opened her front door and was shocked to see that Doug was not there.

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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	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, cat, man, rat.	3
Letter-Sound Correspondence	Shake and Spell: Teacher writes 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	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: pretty, until, open	5
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Irregular and High Frequency Words	Word Scramble: Display a high-frequency word that is scrambled. Students can unscramble the word and write it on their white board. Word List: pretty, until, open	5
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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: Teacher writes 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	Word Scramble: Display a high-frequency word that is scrambled. Students can unscramble the word and write it on their white board. Word List: pretty, until, open	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: Doug _____.	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.

A True Friend

It was not until Lou, the mouse, was about to open her front door that she noted that her friend, Doug the hound was not there. Doug went to get grout to fix a gap in her floor.

Lou went into her house and waited a bit. She thought, “Should I go out and look for Doug?”

Lou made up her mind to look for Doug. She placed her pretty, new blouse on the couch and set off for the tool store. As Lou went out the door, Doug bounded up the front steps.

“I know that I am late. As I walked by the golf course, I was doused as Greg Goose watered the lawn. I had to run home and change before I could get the grout from the store,” pouted Doug.

“It is no big deal, Doug! I have only been back for a little bit,” said Lou. “Thank you so much for the grout. How much did the grout cost?”

“You do not need to give me a cent. That is what friends are for. Would you like some help with the grout?” asked Doug.

“I would like some help! You are a true friend!”

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shroud

source

four



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could

flour

mourn

round

spout



young

course

grouse

slouch

hour

bough







Unpredictable Vowel Team ou Picture Card List

cloud	gourd
trout	mouse
sprout	pour
soup	dough

