



at Marshall University's
June Harless Center

West Virginia Phonics and Word Recognition Standards Companion

WVCCRS ELA II: Silent e 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 silent e skill is first identified in West Virginia's College- and Career-Readiness Standard ELA.3.II under the Phonics and Word Recognition Cluster.

WVCCRS ELA II: Silent e

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	Superhero Says: Orally provide students with focus skill words. Students can be asked to repeat the skill word five times, while jumping up and down like a superhero.	3
Letter-Sound Correspondence	Erase the Sound: Draw a picture on a dry erase board. One at a time, ask students to erase something that begins with certain letters. For example, draw a picture of a snowman. Display the letter “H” and ask students to erase something that begins with the same letter sound (hat) or the letter “B” (buttons.) Continue until the entire picture is erased.	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: mother, favorite, family	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: mother, favorite, family	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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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 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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Irregular and High Frequency Words	Circle Up Words: Have students stand in a circle. One at a time, students can be asked to read a high-frequency word. Word List: mother, favorite, family	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: Brianne _____.	10

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Brianne

Brianne was a talented cook. She decided to compete in next week's springtime bakeoff in town. She was excited and wanted to win. So, she asked her mother, Nadine, if she could help her develop a plan.

Nadine said that the first thing Brianne would need to do was to decide what she would like to submit as her dish. Brianne thought about her family's favorite baked goods such as cakes, pies, breads, and muffins. She chose to bake a simple cake without a lot of frills. She would create a red velvet cake with white, fluffy frosting.

Next, her mother advised her that she would need to create her recipe as well as compile a list of supplies. Brianne grabbed her tablet and looked online for the best red velvet cake recipe.

She was shocked to see so many recipes and began to think that a simple cake may not be the best thing to submit to the bakeoff. Soon, she found the right cake. It was a seven-tier red velvet cake with fondant blooms that cascaded down one side of the cake. Brianne printed out the recipe and got started on her list.

Brianne knew that she would need a lot of supplies and practice to create this amazing cake. She was excited to get started.

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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	Simon Says: Provide students with a focus skill word and movement. For example, you can say, “Simon says, touch your head and say the word _____.” Students can perform the movement while saying the skill word.	3
Letter-Sound Correspondence	Letter Dice: Create a letter dice with one letter on each side. For each turn, students should roll the dice and name the letter and sound that the dice lands on. Activity continues as time allows.	2
Decoding and Encoding	Word Division: Orally provide students with a focus skill word. Students can write the word and be asked to draw a line between each syllable. Students should then repeat the word by reading it 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: mother, favorite, family	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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Letter-Sound Correspondence	Letter Dice: Create a letter dice with one letter on each side. For each turn, students should roll the dice and name the letter and sound that the dice lands on. Activity continues as time allows.	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: mother, favorite, family	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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Decoding and Encoding	Word Division: Orally provide students with a focus skill word. Students can write the word and be asked to draw a line between each syllable. Students should then repeat the word by reading it aloud.	3
Irregular and High-Frequency Words	Memory Game: Using two sets of word cards, students can take turns choosing a card to find its match. As students turn over cards, they should read the word they have chosen. Word List: mother, favorite, family	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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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 sunrise, Brianne _____.	10

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Bakeoff Practice

Brianne was a talented cook, who had signed up for her town's bakeoff. She had decided to make a complex red velvet cake. Brianne's mother had helped Brianne put together a plan.

At sunrise, Brianne put on her apron and prepared for her first day of practice. First, Brianne looked her recipe over. She read it through two times before she got started. She did not want to get sidetracked and miss a step.

Next, she turned on the oven and prepared her cake pans. With that complete, she began to bake. In a large bowl, she combined her wet ingredients. In another bowl, she combined her dry ingredients. Next, she mixed the dry ingredients with the wet ones.

She was about to put her mix in the pans when she noticed that she had made a big mistake. She had left out the red dye. Brianne added in the dye and put her cakes in the pan. Then she popped them into the oven.

Brianne worked all day and it was close to bedtime when she had finished her cake. Her family was happy to consume this late night snack. This first practice was a success but it was too long, Brianne knew that she would need to make a simple cake for the bakeoff.

WVCCRS ELA II: Silent e

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	Clap it Out: Orally provide students with a focus skill word. Students can be asked to repeat the word, clapping as they say each syllable.	3
Letter-Sound Correspondence	Limbs and letters: Provide students with a letter sound. Students will attempt to make their body into the shape of the letter that matches the sound they heard. Follow up by asking, “What letter makes the ___ sound?”	2
Decoding and Encoding	Colorful Words: Provide students with a list of focus skill words. Students can be asked to read and write each word, using a different color for each syllable within the 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: mother, favorite, family	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: mother, favorite, family	5
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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: At the bakeoff, _____.	10

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Bakeoff

It was the day of the big bakeoff, and Brianne felt tense. She had practiced all week and had a strong plan for the day. Her family helped her prepare by tasting her many different practice attempts. They also helped her take her supplies to the bakeshop where the bakeoff would take place.

When Brianne walked inside the bakeshop, she saw her classmate Joanne setting out her supplies. The two girls were so excited to see one another and began talking.

Soon a lady walked in and said that the bakeoff would start in two minutes. Brianne got to her place and set out all of her ingredients. She inhaled and exhaled trying to compose herself. She knew that the next four hours would fly by.

As the bakeoff began, Brianne pulled out her checklist and recipe and got to work. Brianne's mother, Nadine told Brianne how helpful a checklist could be in a hectic setting. Together they created one that had all of the steps that Brianne would need to complete along with checkboxes for marking off the items as they were finished.

Before long, Brianne was finished with her amazing cake. She did not make one mistake during the bakeoff. In the end, Brianne won first place and her family had a new favorite cake recipe.

Sunrise

Cupcake

Trombone

Bagpipe

Caveman

Handshake



Baseball

Mistake

Erase

Landslide

Classmate

Beside



Sidewalk

Lifetime

Bathrobe

Tightrope

Flagpole

Pinecone



Pancake

Snowflake

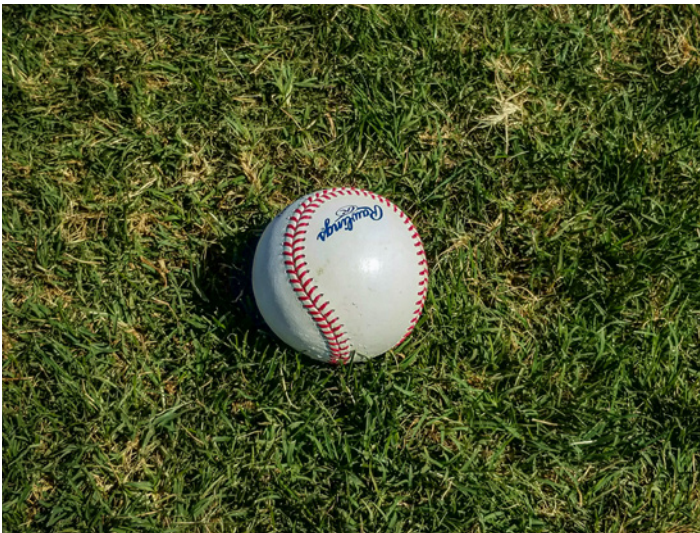
Hillside

Reptile

Suppose

Umpire







Multisyllabic Silent e Picture Card List

- | | |
|----------|-----------|
| sunrise | landslide |
| cupcake | flagpole |
| trombone | pinecone |
| bagpipe | pancake |
| baseball | snowflake |