

CVC Words/Variants

Wisconsin State Standards

Reading:
Foundational Skills
– Phonics & Word
Recognition

Grade Level K-5

Purpose

Use with students
to support phonics
and word
recognition:
explicitly teach CVC
words and their
variants to
facilitate decoding

When to Use

Before Reading
During Reading
After Reading

Grouping

Whole Group
Small Group
Partners
Individuals

ABOUT THE INSTRUCTIONAL PRACTICE

Students learning to decode should be taught to read CVC (consonant-vowel-consonant) WORDS and their VARIANTS. Students are first taught to sound out and read phonetically correct CVC words and then are gradually introduced to CVC variants that include blends of previously taught letters and letter combinations. Students should be taught CVC words and their variants from easiest to more complex: CVC, CVCC, CCVC, and CCCVCC. Students should be directly taught CVC words and their variants and the words should also appear in the text they encounter in the classroom and should be integrated into spelling instruction. Word sorts and educational games can be used to reinforce previously learned CVC word and variant patterns. For additional information about Reading: Foundational Skills, see Common Core State Standards for English Language Arts Appendix A, pages 17-22 (http://www.corestandards.org/assets/Appendix_A.pdf).

IMPLEMENTATION OF THE INSTRUCTIONAL PRACTICE

- Select the CVC variant to teach and create a word list of the words to directly teach. Make sure that students have been taught previous CVC words, variants, and letter blends and combinations necessary to read the specific CVC variant you will teach.
- Tell students that they will be reading new words.
- Teach the rule for the specific variant (long vowel, short vowel).
- Model sounding out the word slowly and then read the word fast. Have students sound out and read the same word the fast way after your model.
- Provide students new words to practice sounding out and then reading the fast way. Have them read multiple words with the same CVC variant pattern.
- Repeat the tasks until students can fluently read words of the specific CVC variant pattern with accuracy.
- Once students understand the concept, have students complete word sorts or create a more game-like situation to practice reading CVC words and their variants.

MEASURING PROGRESS

- Teacher observation
- Conferencing
- Informal word sort as assessment

RESEARCH

- Bursuck, W. D., & Damer, M. (2011). *Teaching reading to students who are at risk or have disabilities: A multi-tier approach* (2nd Ed). Boston, MA: Pearson.
- Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction: Grades K-3*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wanzek, J., & Haager, D. (2003). Teaching word recognition with blending and analogizing: Two strategies are better than one. *TEACHING Exceptional Children*, 36(1), 32-38.

CVC Words/Variants

Examples of CVC words and their variants to directly teach.

CVC Variant	Explanation and Example(s)
CVC	Short vowel sound. <i>Example(s):</i> mad, mop, red, rig, sun, bad, did, gun, hot, jet
CV	Long vowel sound, ends in one vowel. <i>Example(s):</i> no, so, be
CVCC	Short vowel sound, ends in a consonant blend or double consonants. <i>Example(s):</i> band, pond, jump, miss, kept
CCVC	Short vowel sound, beginning with a consonant blend. <i>Example(s):</i> clam, frog, glad, skin, step
CCVCC	Short vowel sound, beginning and/or ending with a consonant blend. <i>Example(s):</i> blink
CCCVC	Short vowel sound, beginning and/or ending with a consonant blend. <i>Example(s):</i> strut
CCCVCC	Short vowel sound, beginning and/or ending with a consonant blend. <i>Example(s):</i> struck
VCe	Vowel is long. <i>Example(s):</i> ape, ale
CVCe	Vowel is long, beginning with a single consonant. <i>Example(s):</i> hope, cute, mile, tape
CCVCe	Vowel is long, beginning with a consonant blend. <i>Example(s):</i> skate, spoke, froze, bride, stripe
CVCe Derivative Words	<p>Vowel is long, words with s endings. <i>Example(s):</i> bites, cubes, mopes, planes, times</p> <p>Vowel is long, words with er endings. <i>Example(s):</i> later, smoker, user, braver, timer</p> <p>Vowel is long, words with ed endings. <i>Example(s):</i> hoped, named, smiled, smoked, glided</p> <p>Vowel is long, words with ing endings. <i>Example(s):</i> naming, riding, closing, shading, biting</p> <p>Vowel is long, words with y endings. <i>Example(s):</i> gravy, spicy, bony, shiny, wavy</p> <p>Vowel is long, words with est endings. <i>Example(s):</i> cutest, latest, wisest, safest, widest</p>

Adapted from: Bursuck, W. D., & Damer, M. (2011). Phonics Word Types for Beginning and Advanced Readers (p. 81). In *Teaching reading to students who are at risk or have disabilities: A multi-tier approach* (2nd Ed). Boston, MA: Pearson.

Word Sorts

In Word Sorts, students sort a set of words according to letter/sound combinations (e.g., ow sound in town vs. show or words that start with the letter t) or syllable patterns (e.g., CVC vs. CVCe). This strategy can also be used to sort words by different letter patterns/combinations and prefixes and suffixes. Students can engage in open sorts, closed sorts, and blind sorts.

Directions for Word Sorts	
Closed Sort	<ol style="list-style-type: none">1. Decide which CVC word variants will be sorted.2. Create word cards with words on them or have students create them with you.3. Put words in plastic bags/containers and pass out a set to all students.4. Give them the directions for sorting (e.g., "Sort all of the words by long vowel and short vowel sound.")5. Have students complete the sorting either individually or with a partner and then review with another group or as a whole class.6. Repeat with a new sorting rule. You can add to students' word bags as they learn new CVC words and variants.
Open Sorts	<ol style="list-style-type: none">1. Create word cards with words on them or have students create them with you.2. Put words in plastic bags/containers and pass out a set to all students.3. Tell them that they can pick the categories by which to sort the words.4. Have them complete their sorting either individually or with a partner and then review with another group as a whole class.5. As they share their sorting, have students explain their sorting rules.6. Repeat the activity and have students sort the words by a new sorting rule.
Blind Sorts	<ol style="list-style-type: none">1. Prepare a list of CVC word variants to read aloud to students.2. State a rule by which to sort the words.3. Read aloud the words one by one and have students determine which category the words go into without seeing the word.4. Reveal the written word to the students after they have sorted it based on hearing the spoken word.5. Repeat the activity and have students sort the words by a new sorting rule.
Adapted from: Bear, D. R., Invernizzi, M. R., Templeton, S., & Johnston, F. R. (2011). <i>Words their way: Word study for phonics, vocabulary, and spelling instruction</i> (5 th Edition). Boston, MA: Pearson.	

Making Words

Prepare letter cards in plastic bags and have students make as many words as they can using the letter cards following the specified CVC word variant rule. This strategy can also be used to make words using different letter patterns/combinations as well as learned prefixes and suffixes.

<i>Making Words Directions</i>	
Closed Word Building	<ol style="list-style-type: none">1. Decide which CVC word variants will be the focus of the game.2. Create letter cards and put them in plastic bags to pass out to each student.3. Give students the directions for making words (i.e., "Make as many CVCe words as you can.").4. Have them complete the word building either individually or with a partner and then review with another group or as a whole class.5. Repeat with a new CVC word variant. As students learn new CVC word variants they can build more complex words.
Open Word Building	<ol style="list-style-type: none">1. Create letter cards and put them in plastic bags to pass out to each student.2. Tell students they can select the rule by which to build words.3. Have them complete the word building either individually or with a partner and then review with another group or as a whole class.4. As they share their word building, have them share the rule by which they built words.5. Repeat the activity and have them build new words based on a new word rule.
Adapted from: Cunningham, P. M., & Hall, D. P. (2008). <i>Making words first grade: 100 Hands-on lessons for phonemic awareness, phonics, and spelling</i> . Boston, MA: Pearson.	