

The PHONICS Road to Spelling and Reading, Level Four

This year there are **4 sections of study**:

- 1). **Spelling Log/Designing Applications** - The final 600 new spelling words, most of which are considered junior high and high school vocabulary, continue to be built with *Rule Tunes*, Framing notes, and Designing applications.
- 2). **Framing/Framing Codes** - Beginning with a review of the simple parts of speech and simple sentence structures, this year you introduce complex sentence structures and practice them by building *scaffolding*, my process of sentence diagramming, in preparation for Latin.
- 3). **Designing Codes** - The Journeyman learns another 30 common Latin roots to which he adds Latin prefixes and suffixes to not only prepare him for Latin next year but aid in his spelling of complicated English words. We build another 250 words using these designing tools in notebook and game format.
- 4). **Reading/Composition** - The student will read-aloud *Carry On Mr. Bowditch* daily and learn various literary elements through dictation and composition activities. We end the year with *Finishing Codes*, merging all the elements of vocabulary and grammar to compose interesting and well-written paragraphs.

Level Four: Scope and Sequence

SPELLING LOG / DESIGNING CODES

Week

- 1-4** Customized review of Spelling Log, Drill Cards, Designing Codes with 3 spelling tests scored for grade level.
- 5** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 36: -curr-, -curs-*.
- 6** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 37: -mun-*.
- 7** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 38: -long-, -plan-*.
- 8** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 39: -solv-, -solut-*.
- 9** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 40: -ced-, -cess-*.

FRAMING / FRAMING CODES

Week

- 5** Explain sentence fragments; define phrases, introduce infinitive phrase; define clauses, introduce main clause, dependent clause, show new marking; dictated sentences to analyze and mark.
- 6** Learn names of sentences: declarative, interrogative, imperative, exclamatory, with punctuation; show scaffolding with simple subject/simple predicate; review nouns with *Framing Keys*; introduce compound nouns; dictated sentences to analyze and mark.
- 7** Introduce collective nouns, singular, plural; introduce work of nouns: subject, direct object with *Framing Key*; teach scaffolding of subject and direct object; dictated sentences to analyze, mark, and scaffold.
- 8** Review adjectives; *Framing Key* with descriptive adjectives; articles with *Framing Key*; teach scaffolding of adjectives and predicate adjectives; review predicate nouns; teach scaffolding of predicate nouns; dictated sentences to analyze, mark, and scaffold.
- 9** Review possessive pronouns with *Grammar Tune*; scaffold possessive nouns and pronouns; introduce nouns of direct address with new scaffolding; dictated sentences to analyze, mark, and scaffold.

- 10** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 41: -fer-*.
- 11** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 42: -ag-, -act-*.
- 12** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 43: -mon-, -monit-*.
- 13** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 44: -volv-, -volut-*.
- 14** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 45: -sci-, -scient-*.
- 15** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 46: -ger-, -gest-*.
- 16** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 47: -scrib-, -script-*.
- 17** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 48: -ver-*.
- 18** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 49: -sed-, -sess-*.
- 19** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 50: -pend-*.
- 20** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 51: -flu-, -flux-*.
- 21** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 52: -par-, -parat-*.
- 22** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 53: -cor-, -cord-*.
- 23** 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 54: -grad-, -gress-*.
- 10** Introduce personal pronouns with subject pronoun *Grammar Tune* and object pronoun *Grammar Tune*; practice substituting correct subject/object pronouns for nouns; introduce demonstrative and interrogative pronouns; dictated sentences to analyze, mark, and scaffold.
- 11** Distinguish between adjectives and pronouns; review prepositions with *Framing Key*, object of a preposition, new scaffolding of prepositions; introduce compound prepositions; introduce prepositional phrases used as adjectives; dictated phrases and sentences to analyze, mark, and scaffold.
- 12** Show scaffolding of two adjective phrases in a sentence; review adverbs describing verbs; introduce scaffolding of adverbs; dictated phrases and sentences to analyze, mark, and scaffold.
- 13** Review adverbs ending in *-ly* and adverbs describing other adverbs and teach new scaffolding; introduce compound adverbs, show marking and scaffolding; dictated sentences to analyze, mark, and scaffold.
- 14** Introduce prepositional phrases used as adverbs, teach scaffolding; scaffold original sentences; dictated sentences to analyze, mark, and scaffold.
- 15** Introduce prepositional phrases used as adverbs modifying adjectives and other adverbs, teach new scaffolding; introduce a sentence with two prepositional phrases used as adverbs; dictated sentences to analyze, mark, and scaffold.
- 16** Introduce adverbs that compare: positive, comparative, superlative; distinguish between adjective and adverb to scaffold; dictated sentences to analyze, mark, and scaffold.
- 17** Introduce indirect object with *Framing Key*, new marking and scaffolding; teach scaffolding a compound indirect object; dictated sentences to analyze, mark, and scaffold.
- 18** Review verbs: helping verbs with *Grammar Tune*, linking verbs with *Grammar Tune*; verb tenses with *Grammar Tune*; drill all verb forms, regular and irregular, with Verb Memory Game; introduce the infinitive verb form; distinguish between infinitive form and prepositional phrase with *Framing Key*; dictated sentences to analyze, mark, and scaffold.
- 19** Introduce action verbs as linking verbs; review conjunctions; introduce coordinating conjunctions that connect equal words; teach new scaffolding; dictated sentences to analyze, mark, and scaffold.
- 20** Review coordinating conjunctions that connect equal phrases and connect two main clauses, teach new scaffolding; introduce correlative conjunctions, teach new scaffolding; dictated sentences to analyze, mark, and scaffold.
- 21** Introduce appositives, teach marking and scaffolding; introduce indefinite pronouns, singular and plural; dictated sentences to analyze, mark, and scaffold.
- 22** Introduce compound personal pronouns, reflexive and intensive pronouns; introduce principal parts of a verb: base, present participle, past, past participle; regular and irregular forms; review simple tenses: present, past, future; introduce perfect tenses: present perfect, past perfect, future perfect; dictated sentences to analyze, mark, and scaffold..
- 23** Introduce six progressive tenses; introduce timeline of verb tenses for writing all 12 verb tense forms; conjugate six base verbs in all tenses orally; dictated sentences to analyze, mark, and scaffold.

- 24 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 55*: **-serv-**, **-servat-**.
- 25 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 56*: **-sent-**, **-sens-**.
- 26 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 57*: **-tang-**, **-tact-**.
- 27 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 58*: **-pend-**, **-pens-**.
- 28 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 59*: **-stru-**, **-struct-**.
- 29 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 60*: **-equ-**.
- 30 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 61*: **-lat-**.
- 31 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 62*: **-tend-**, **-tens-**.
- 32 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 63*: **-cern-**, **-cert-**.
- 33 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 64*: **-clam-**, **-clamat-**.
- 34 21 new words with *Rule Tunes*, Framing notes, Designing applications; *Designing Code 65*: **-prem-**, **-press-**.
- 24 Introduce expletive form, teach new marking and scaffolding; review simple and compound sentences; introduce complex sentences; define and learn single-word and multi-word subordinate conjunctions; dictated phrases and sentences to analyze, mark, and scaffold.
- 25 Review clauses: main and dependent; introduce adverb clauses modifying a verb or adjective with *Framing Key* and new marking and scaffolding; learn to rewrite, inverting clauses with commas; introduce adverb clauses that modify another adverb with new scaffolding; dictated sentences to analyze, mark, and scaffold.
- 26 Introduce relative pronouns: *who*, *whom*, *whose* with sentences and new markings and new scaffolding; dictated sentences to analyze, mark, and scaffold.
- 27 Introduce relative pronoun: *which*, *that* with sentences and *Framing Key*; introduce adjective clauses, essential and non-essential clauses with new *Framing Key*; dictated sentences to analyze, mark, and scaffold.
- 28 Continue learning to scaffold relative clauses with relative pronouns; dictated sentences to analyze, mark, and scaffold.
- 29 Introduce a noun clause used as a direct object with *Framing Key*, new marking and scaffolding; dictated sentences with noun, adverb, and adjective clauses to analyze, mark, and scaffold.
- 30 **Finishing Codes 1 & 2.** Inspector's List for a Well-Built Composition: *Strong Verbs* using thesaurus; expanding phrases and clauses with *Timely Adverbs* and *Accurate Adjectives*.
- 31 **Finishing Code 3. Sentence Variety:** student builds basic sentences, then rewrites them with various beginnings.
- 32 **Remodel Project: Otters.** Student *Sketches* model; writes *Plot Plan* and reads aloud; composes *Remodel Frame*, then using *Finishing Codes*, he *Remodels* frame.
- 33 **Remodel Project: How Does A Robin Sleep?** Student *Sketches* model; writes *Plot Plan* and reads aloud; composes *Remodel Frame*, then using *Finishing Codes*, he *Remodels* frame.
- 34 **Remodel Project: Bats.** Student *Sketches* model; writes *Plot Plan* and reads aloud; composes *Remodel Frame*, then using *Finishing Codes*, he *Remodels* frame.

READING AND COMPOSITION

Reader: *Carry On Mr. Bowditch* by Jean Lee Latham

- 1 Introduce & discuss author, illustrator; student remodels *What Is A Biography?*; map of Salem & US; intro History/Bowditch timeline (Notebook pages 1-4).
- 2 Student reads aloud Chapter 1; discuss vocabulary; Nathaniel's family tree; using thesaurus, dictionary, and Bible, do *Theme: Perseverance*. (Notebook pages 7-8).
- 3 Student reads aloud Chapter 2; discuss vocabulary; note-taking from story and article; form sentences from notes; write paragraph from sentences. (Notebook pages 9-12).
- 4 Student reads aloud Chapter 3; discuss vocabulary; *Education in New England*: decorate hornbook; math problems, educational choices. (Notebook pages 13-15). Add info to timeline.
- 5 Student reads aloud Chapter 4; discuss vocabulary; write paragraph about *Letter of Marque Ship*; oral presentation *Sailing In A Storm*; find North Star on celestial map and evening sky. (Notebook pages 16-18). Add info to timeline.

- 6 Student reads aloud Chapter 5; discuss vocabulary; character study: *Father*; character comparison: *Nat and Father*. (Notebook pages 19-20).
- 7 Student reads aloud Chapter 6; discuss vocabulary; *Parts of a Ship* drawing; character comparison: *Ben Meeker* (becalmed) vs. *Sam Smith* (sail by ash breeze); note-taking and oral presentation, *Logs and Knots*. (Notebook pages 21-23). Add info to timeline.
- 8 Student reads aloud Chapter 7; discuss vocabulary; Nathaniel's Notebooks; intro the almanac; intro *Surveying* and *Mathematics of Surveying*. (Notebook pages 24-26). Add info to timeline.
- 9 Student reads aloud Chapter 8; discuss vocabulary; remodel quote from article on *George Washington*; learn Latin verse; intro *Isaac Newton* and his *Laws of Motion*. (Notebook pages 27-29). Add info to timeline.
- 10 Student reads aloud Chapter 9; discuss vocabulary; character study: *Elizabeth Boardman*; read article, *Anchors to Windward* and make list of Nathaniel's anchors to windward (Notebook pages 30-31). Add info to timeline.
- 11 Student reads aloud Chapter 10; discuss vocabulary; learn verse in French; character study: *Nathan Read*; character comparison: *Nat* and *Elizabeth*; make star clock. (Notebook pages 32-34). Add info to timeline.
- 12 Student reads aloud Chapter 11; discuss vocabulary; compare *Law and Liberty*; *Derby's Famous Ships* chart; complete *World Map*. (Notebook pages 35-36). Add info to timeline.
- 13 Student reads aloud Chapter 12; discuss vocabulary; character study: *Elias Derby*; define *Circles* and *Spheres*; define *Watch Schedules* and *Ship's Bells*; study *Latitude*. (Notebook pages 37-40).
- 14 Student continues reading aloud Chapter 12; discuss vocabulary; study *Longitude*; using globe, identify lines of longitude and latitude; explain time and time zones. (Notebook pages 40-41).
- 15 Student reads aloud Chapter 13; discuss vocabulary; read article on *French Revolution*; write dictated comparison of *French Revolution* vs. *American Revolution*; (Notebook page 42). Add info to timeline.
- 16 Student reads aloud Chapter 14; discuss vocabulary; learn verse in Spanish; color *Flags of Nations*. (Notebook page 43).
- 17 Student reads aloud Chapter 15; discuss vocabulary; character study: *Lem Harvey*; learn *Seasons of the Earth*. (Notebook pages 44-45).
- 18 Student reads aloud Chapter 16; discuss vocabulary; complete *Dutch East Indies* map; complete map of *Approach to Salem Harbor*. (Notebook pages 46-47). Add info to timeline.
- 19 Student reads aloud Chapter 17; discuss vocabulary; define words in context; read article and do character timeline of *Nevil Maskelyne*. (Notebook pages 48-49).
- 20 Student continues reading aloud Chapter 17; study Latin phrase, *Prepare for War*; fill in map of the *Mediterranean*. (Notebook pages 50-51). Add info to timeline.
- 21 Student reads aloud Chapter 18; discuss vocabulary; read article and do a few experiments with *Uses of Salt*; character comparison: *Nat* and *Charlie*. (Notebook pages 52-53). Add info to timeline.
- 22 Student reads aloud Chapter 19; discuss vocabulary; trace the approach of Salem Harbor on map; read article and write member list of *Academy of Arts and Sciences*. (Notebook page 54). Add info to timeline.
- 23 Student reads aloud Chapter 20; discuss vocabulary; take notes and form 5 paragraphs of *Crew of the Astrea* (Notebook pages 55-58). Add info to timeline.
- 24 Student reads aloud Chapter 21; discuss vocabulary; write paraphrase of part of story; learn about *Investing*. (Notebook pages 59-60). Add info to timeline.
- 25 Student reads aloud Chapter 22; discuss vocabulary; study and write meaning of *Prophet Without Honor*; learn and write about *18th Century Medicine*. (Notebook pages 61-62). Add info to timeline.
- 26 Student reads aloud Chapter 23; discuss vocabulary; remodel *A Ship Captain's Responsibilities*; match nautical terms with definitions. (Notebook pages 63-65).
- 27 Student continues reading aloud Chapter 23 and Chapter 24; discuss vocabulary; write *Life's Lessons* learned from *Carry On Mr. Bowditch* (Notebook pages 66). Add info to timeline.
- 28 Read rest of Nat's life story at the end of timeline; begin writing *Character Sketch*, chapters 1-9.
- 29 Complete *Character Sketch*, chapters 10-24.