

Description	Level One	Level Two	Level Three	Level Four
The Phonics Road Complete Language Arts Skill-Level Objectives				
This 4-year scope and sequence offers you a glimpse at the recommended objectives for each level of <i>The Phonics Road</i> study. From introduction to mastery a student builds skills in the interrelated subjects of spelling, handwriting, reading, grammar, composition, literature, and introduction to Latin. With The Phonics Road's systematic multisensory process, Mrs. Beers provides explicit, interactive instruction from the very beginning so that all students can...				
HEAR:				
...listen attentively as teacher models specific sounds.	M	RM	RM	RM
...distinguish between short and long sounds.	M	RM	RM	RM
...distinguish between accented and unaccented syllables.	M	RM	RM	RM
...assign correct symbol to what they hear.	I/P	M	RM	RM
SAY:				
...understand use of lips, tongue, and voice in speaking.	M	RM	RM	RM
...articulate letter sounds they hear.	M	RM	RM	RM
...accent syllables correctly.	M	RM	RM	RM
...explain the rhythm of English speech.	M	RM	RM	RM
...understand regional differences of spoken English.	M	RM	RM	RM
WRITE:				
...hold pencil correctly.	M	RM	RM	RM
...place paper for right-handed or left-handed writing.	M	RM	RM	RM
...accurately write all letter symbols they hear and say.	I/P	M	RM	RM
...write fluently from dictation.	I/P	M	RM	RM
READ:				
...recognize all letters and letter teams in words.	I/P	M	RM	RM

...recognize syllable patterns in words.	M	RM	RM	RM
...easily decode all words, sentences, and paragraphs they write.	I/P	M	RM	RM
...read stories, books, and literature fluently and expressively.	I/P	CP	M	RM

** This code will help you follow the progression of skills through the four levels:*

I/P: Introduction with Practice

CP: Continued practice leading to mastery

M: Mastery of skill and content by most students

RM: Reinforced mastery with more detailed application

SPELLING: Systematic Phonics

Sound-Symbols: *The student can...*

...explain the tools of English.	M	RM	RM	RM
...define <i>vowels</i> : sounds made when mouth open.	M	RM	RM	RM
...define <i>consonants</i> : sounds made when mouth closing.	M	RM	RM	RM
...explain the meaning of <i>syllable</i> .	M	RM	RM	RM
...write the six figures for forming manuscript letters.	M	RM	RM	RM
...accurately Hear/Say/Write...				
...six vowels.	M	RM	RM	RM
...twenty-nine common vowel teams.	I/P	M	RM	RM
...twenty-one consonants.	M	RM	RM	RM
...fifteen common consonant teams.	I/P	M	RM	RM
...fifteen historical letter teams.	I/P	CP	M	RM

Spelling Rules: Students sing these common rules set to simple well-known tunes.

Q is always written Q-U.	M	RM	RM	RM
A, E, O, and U usually say their names...	M	RM	RM	RM
We often double L, F, and S after a single vowel...	M	RM	RM	RM
Base words do not end in A, saying /ay/...	M	RM	RM	RM
Base words do not end in I, substitute Y...	M	RM	RM	RM

Words can't end in U or V...	M	RM	RM	RM
I and Y can say /I/ at the end of a syllable but...	M	RM	RM	RM
C before E, I, or Y, always says /s/.	M	RM	RM	RM
G before E, I, or Y, may say /j/.	M	RM	RM	RM
English has five reasons for a silent final E...	M	RM	RM	RM
Always divide syllables between doubled consonants...	I/P	M	RM	RM
O and I may say their names when...	M	RM	RM	RM
Z, never S, always says /z/ at...	I/P	M	RM	RM
O-R says /er/ when it follows W.	M	RM	RM	RM
<i>Adding a vowel suffix to...</i>				
...one-syllable words that end in a vowel and consonant...	I/P	M	RM	RM
...two-syllable words that end in a vowel and consonant...	I/P	CP	M	RM
...words ending in one of the silent final E's...	I/P	M	RM	RM
...words ending in Y alone...	I/P	M	RM	RM
<i>All, full, and till</i> are written with only one L when...	-	M	RM	RM
I-E or E-I, let me give you clues...	-	CP	M	RM
Using the past tense ending /ed/ /d/ /t/...	I/P	M	RM	RM
SH is used at the beginning of a word, the end of a syllable...	I/P	M	RM	RM
TI, SI, CI say /sh/ at the beginning of a syllable after...	-	I/P	M	RM
DGE is used only after a single vowel that says...	I/P	CP	M	RM
CK is used only after a single vowel that says...	I/P	M	RM	RM
TCH is used only after a single vowel that says...	I/P	CP	M	RM

High-Frequency Words: Vocabulary primarily representing the Native English Style of spelling (2150 words). *The student can...*

...explain the dictation process of Hear/Say/Write/Read.	M	RM	RM	RM
...build and analyze with markings 583 beginning/primary words applying <i>Rule Tunes</i>	M	RM	RM	RM
...build and analyze with markings 574 intermediate/primary words applying <i>Rule Tunes</i>	-	M	RM	RM
...build and analyze with markings 322 intermediate/jr. high words applying <i>Rule Tunes</i>	-	-	M	RM
...build and analyze with markings 714 intermediate/high school words applying <i>Rule Tunes</i>	-	-	-	M

...build and analyze words primarily representing the Latin Style of English spelling (1065 words).

See **Introduction to Latin**.

- - I/P CP

Capitalization: *The student capitalizes...*

...the first word of a sentence.

M RM RM RM

...names and titles of people.

M RM RM RM

...proper nouns.

M RM RM RM

...abbreviations.

I/P **M** RM RM

...days of the week.

I/P **M** RM RM

...months of the year.

I/P **M** RM RM

...holidays.

I/P **M** RM RM

...the first word of a direct quote.

I/P CP **M** RM

...the first word in a line of poetry.

I/P CP **M** RM

...letter salutations and closings.

I/P **M** RM RM

...street names.

M RM RM RM

...the pronoun I.

M RM RM RM

Punctuation: *The student uses...*

...a period at the end of a sentence.

M RM RM RM

...a period with abbreviations.

M RM RM RM

...question marks.

M RM RM RM

...apostrophes in forming contractions.

M RM RM RM

...apostrophes in possessive nouns.

- I/P **M** RM

...commas in lists.

I/P **M** RM RM

...commas in compound sentences.

- I/P **M** RM

...commas in complex sentences.

- - I/P **M**

...commas introducing phrases/clauses.

- I/P **M** RM

...commas in quotations.

- I/P **M** RM

...commas in addresses.

I/P **M** RM RM

...commas in letters.

I/P **M** RM RM

...commas with appositives.	-	-	I/P	M
...commas with nouns of direct address.	-	-	I/P	M
...exclamation points.	I/P	M	RM	RM
...double quotation marks in direct quotations.	-	I/P	CP	M
...single quotation marks in a quote within a quote.	-	-	I/P	CP
...semicolons between two independent clauses.	-	-	I/P	CP
...semicolons in a list with internal commas.	-	I/P	M	RM
...semicolons in elliptical constructions.	-	-	I/P	CP
...colons introducing a list.	-	-	I/P	CP
...colons for emphasis.	-	-	I/P	CP
...colons in numerical expressions of time.	-	I/P	M	RM
...colons in book references.	-	-	I/P	M
...hyphens in compound terms.	-	-	I/P	CP
...parentheses to provide additional information.	-	-	I/P	CP

GRAMMAR

Part of Speech. *The student can...*

...explain how words are the tools of grammar.	I/P	M	RM	RM
...explain the parts of speech in the context of sentences.	-	I/P	M	RM
...use a dictionary for grammar uses of all vocabulary.	-	I/P	CP	M
...apply the rules of grammar.	-	I/P	CP	M

Grammar Tunes: Grammar rules set to simple well-known tunes.

Who is Speaking? - First person	-	I/P	CP	M
Who is Speaking? - Second person	-	I/P	CP	M
Who is Speaking? - Third person	-	I/P	CP	M
I can name the common helping verbs that are used...	-	I/P	CP	M
I can name the linking verbs...	-	I/P	CP	M
Object pronouns...	-	I/P	CP	M
To make a singular nouns possessive...	-	I/P	CP	M

Possessive pronouns... - I/P CP M

Framing Keys: Expanded grammar rules and clues.

Test if a word is a noun: *one* _____, *many* _____ - - I/P M

Test if a word is a noun: *a (an)* _____, *the* _____ - I/P M RM

Test if a word is an adjective: *it is very* _____ - - I/P M

Test if a word is a verb: *I* _____, *I am* _____-ing - - I/P M

Every preposition must have a *noun/pronoun* object. - I/P M RM

An adverb answers *how, when, or where* about a verb. - I/P M RM

An adverb clause at the beginning of sentence is always followed by comma. - - I/P M

Nonessential clauses must be set off by commas. - - I/P M

A direct object answers *who* or *what* after a verb. - - I/P M

There can be no indirect object without a direct object. - - I/P M

A pronoun must agree with its antecedent in *number* and *gender*. - I/P M RM

An infinitive phrase always ends with a verb. - - I/P M

The relative pronouns *who* or *whom* are used of persons. - - I/P M

The relative pronouns *which* or *that* are used of animals or things. - - I/P M

Noun clause that acts as a direct object... - - I/P M

Parts of Speech: Verbs *The student can...*

...explain a verb is the core of any sentence. I/P CP M RM

...explain the meaning of *base verb*. - I/P M RM

...identify and write action verbs. I/P CP M RM

...add -s or -es to third person singular action verbs. I/P M RM RM

...explain forms of irregular verb of being. - I/P M RM

...name common helping verbs with *Grammar Tune*. - I/P M RM

...write verb phrases with helping verbs. - I/P M RM

...name common linking verbs with *Grammar Tune*. - I/P M RM

...write linking verbs with predicate nouns. - I/P M RM

...write linking verbs with predicate adjectives. - I/P M RM

...explain principle parts of a verb.	-	I/P	M	RM
...write infinitive form of any verb with special marking.	-	I/P	M	RM
...define verb <i>tense</i> .	I/P	M	RM	RM
...explain simple tenses: present, past, future	I/P	M	RM	RM
...write simple tense forms: present, past, future.	I/P	M	RM	RM
...explain perfect tense forms: perfect, past perfect, future perfect.	-	I/P	M	RM
...write perfect tense forms: perfect, past perfect, future perfect.	-	I/P	M	RM
...write progressive tenses.	-	I/P	M	RM
...build timeline of verb tenses.	-	-	I/P	M
...write irregular principal parts of a verb.	-	I/P	M	RM
...write irregular verb forms.	-	I/P	M	RM
...identify suffixes that form verbs: <i>-age, -ate, -ed, -en, -er, -es, -fy, -ing, -ish, -ize</i> .	-	I/P	M	RM
...form verbs by adding suffixes.	I/P	CP	M	RM
...explain action verbs used as linking verbs.	-	-	I/P	M
...use special marking for analyzing verbs in sentences.	-	I/P	M	RM
...scaffold (diagram) all verbs in sentences.	-	-	-	M

Parts of Speech: Adverbs *The student can...*

...explain the meaning of adverb.	-	I/P	M	RM
...explain the purpose of adverbs with <i>Framing Key</i> .	-	I/P	M	RM
...use suffix <i>-ly</i> to form adverbs from adjectives.	-	I/P	M	RM
...identify and write 120+ adverbs that express <i>manner (how?)</i>	-	I/P	M	RM
...identify and write 40+ adverbs that express <i>time (when?)</i>	-	I/P	M	RM
...identify and write 30+ adverbs that express <i>place (where?)</i>	-	I/P	M	RM
...explain the meaning of adverb phrases.	-	I/P	M	RM
...identify adverb phrases modifying <i>verbs</i> .	-	-	I/P	M
...identify adverb phrases modifying <i>adjectives</i> .	-	-	I/P	M
...identify adverb phrases modifying <i>other adverbs</i> .	-	-	I/P	M
...distinguish between adverbs from prepositions.	-	I/P	M	RM
...explain the meaning of comparative adverb.	-	-	I/P	M

...add the suffix <i>-er</i> to base adverb for comparing two.	-	I/P	CP	M
...precede adverb with <i>more</i> for comparing two.	-	-	I/P	M
...explain the meaning of superlative adverb.	-	-	I/P	M
...add the suffix <i>-est</i> to base adverb for comparing three or more.	-	-	I/P	M
...precede adverb with <i>most</i> for comparing three or more.	-	-	I/P	M
...explain and identify irregular adverbs.	-	-	I/P	M
...use special marking for analyzing adverbs in sentences.	-	I/P	M	RM
...scaffold (diagram) all adverbs in sentences.	-	-	-	M
...explain and analyze adverbs clauses.	-	-	I/P	M
...scaffold (diagram) all adverb phrases in sentences.	-	-	-	M
...scaffold (diagram) all adverb clauses in sentences.	-	-	-	M

Parts of Speech: Nouns *The student can...*

...explain the meaning of noun.	-	I/P	M	RM
...write nouns that name <i>persons</i> .	I/P	M	RM	RM
...write nouns that name <i>places</i> .	I/P	M	RM	RM
...write nouns that name <i>things</i> .	I/P	M	RM	RM
...write nouns that name <i>ideas</i> .	-	I/P	M	RM
...explain the idea of singular.	I/P	M	RM	RM
...explain the idea of plural.	I/P	M	RM	RM
...form noun plurals by adding the suffix <i>-s</i> or <i>-es</i> .	I/P	M	RM	RM
...identify and write irregular plurals.	-	I/P	M	RM
...explain and write the meaning of common nouns.	-	I/P	M	RM
...explain and write the meaning of proper nouns with capitalization.	I/P	M	RM	RM
...recognize suffixes that form nouns:	-	I/P	CP	M
... <i>-age, -al, -an, -ance, -ancy, -ary, -ate.</i>	-	I/P	CP	M
... <i>-en, -ence, -ency, -ent, -er, -es.</i>	-	I/P	CP	M
... <i>-ice, -ing, -ist, -or, -ure, -y.</i>	-	I/P	CP	M
... <i>-dom, -ful, -ness, -ship, -sion, -tion.</i>	-	I/P	CP	M
...forms nouns by adding vowel suffixes.	I/P	M	RM	RM

...forms nouns by adding consonant suffixes.	I/P	M	RM	RM
...use <i>Framing Key</i> to test if a word is a noun.	-	-	I/P	M
...explain and write predicate nouns after linking verbs.	-	I/P	M	RM
...explain possessive nouns.	-	I/P	M	RM
...write possessive nouns using 's or s' with <i>Grammar Tune</i> .	-	I/P	M	RM
...explain and write compound nouns.	-	I/P	M	RM
...explain and write collective nouns.	-	-	I/P	M
...explain functions of nouns in sentences:				
...identify/write <i>subject</i> nouns.	-	I/P	M	RM
...use special marking for analyzing noun subjects in sentences.	-	I/P	M	RM
...identify/write nouns as <i>direct objects</i> with <i>Framing Key</i> .	-	I/P	CP	M
...use special marking for analyzing direct objects in sentences.	-	I/P	CP	M
...identify/write nouns as <i>indirect objects</i> with <i>Framing Key</i> .	-	I/P	CP	M
...use special marking for analyzing indirect objects in sentences.	-	I/P	CP	M
...identify/write nouns as <i>objects of a preposition</i> with <i>Framing Key</i> .	-	I/P	CP	M
...use special marking for analyzing objects of a preposition in sentences.	-	I/P	CP	M
...identify/write <i>nouns of direct address</i> .	-	-	I/P	M
...use special marking for analyzing nouns of direct address in sentences.	-	-	I/P	M
...identify/write nouns as <i>appositives</i> .	-	-	I/P	CP
...use special marking for analyzing appositives in sentences.	-	-	I/P	CP
...scaffold (diagram) all functions of nouns in sentences.	-	-	-	M

Parts of Speech: Pronouns *The student can...*

...explain the meaning of pronoun.	-	I/P	M	RM
...explain the meaning of personal pronoun:	-	I/P	M	RM
...first person, second person, third person	-	I/P	M	RM
...explain and use subject pronouns with <i>Grammar Tune</i> :	-	I/P	M	RM
... <i>I, you, he, she, it, we, they</i> .	-	I/P	M	RM
...use special marking for subject pronouns in sentences.	-	I/P	M	RM
...explain and use object pronoun with <i>Grammar Tune</i> .	-	I/P	M	RM

...use special marking for object pronouns in sentences.	-	I/P	M	RM
...distinguish between subject pronouns and object pronouns.	-	I/P	M	RM
...explain the meaning of <i>antecedent</i> .	-	-	I/P	M
...explain noun-pronoun agreement in number and gender.	-	I/P	M	RM
...substitute correct pronouns for nouns.	-	I/P	M	RM
...explain the meaning of possessive pronouns with <i>Grammar Tune</i> .	-	I/P	M	RM
...identify possessive pronouns acting as adjectives with special marking: ... <i>my, your, his, her, its, our, their</i> .	-	I/P	M	RM
...identify possessive pronouns in the predicate with special marking: ... <i>mine, yours, his, hers, its, ours, theirs</i> .	-	I/P	M	RM
...distinguish between subject and object interrogative pronouns: ... <i>who?, what?, which?, whose?, whom?</i>	-	I/P	M	RM
...explain the meaning of demonstrative pronoun.	-	-	I/P	M
...use demonstrative pronoun in sentences: ... <i>this, that, these, those</i>	-	I/P	M	RM
...distinguish between demonstrative pronouns and demonstrative adjectives.	-	-	I/P	M
...explain the meaning of reflexive pronoun.	-	-	I/P	CP
...use reflexive pronouns in sentences as object: ... <i>myself, yourself, himself, herself, itself,</i> ... <i>ourselves, yourselves, themselves</i> .	-	-	I/P	CP
...explain the meaning of intensive pronoun.	-	-	I/P	CP
...use intensive pronouns as appositives in sentences.	-	-	I/P	CP
...distinguish between reflexive pronouns and intensive pronouns with marking.	-	-	I/P	CP
...explain the meaning of indefinite pronoun.	-	-	I/P	CP
...use singular indefinite pronouns in sentences: ... <i>another, anybody, anyone, anything, each, either,</i> ... <i>everybody, everyone, everything, little, much, neither,</i> ... <i>nobody, nothing, one, other, somebody, someone, something</i> .	-	-	I/P	CP
...use plural indefinite pronouns in sentences: ... <i>both, few, many, others, several</i> .	-	-	I/P	CP

...distinguish between singular and plural indefinite pronouns in sentences: ... <i>all, any more, most, none, some.</i>	-	-	I/P	CP
...explain the meaning of relative pronoun.	-	-	I/P	CP
...use correct relative pronoun form in sentences with <i>Framing Key</i> : ... <i>who, whom, whose, which, that.</i>	-	-	I/P	CP
...explain two purposes of relative pronouns with special marking.	-	-	I/P	CP
...explain the meaning of relative clause.	-	-	I/P	CP
...analyze all relative clauses with special marking.	-	-	I/P	CP
...scaffold (diagram) all relative clauses.	-	-	-	M

Part of Speech: Adjectives *The student can...*

...explain the meaning of adjective.	-	I/P	M	RM
...explain purpose of using adjectives.	-	I/P	M	RM
...test to know if a word is an adjective with <i>Framing Key</i> .	-	-	I/P	M
...build adjective phrases with special marking.	-	I/P	M	RM
...explain the meaning of articles: <i>a, an, the</i>	-	I/P	M	RM
...use articles with correct nouns with <i>Framing Key</i> .	-	I/P	M	RM
...explain cardinal and ordinal numbers as adjectives.	-	I/P	M	RM
...explain common and proper adjectives.	-	I/P	M	RM
...use suffixes to form adjectives from nouns: ... <i>-ful, -ish, -an, -ive, -en, -al, -ous, -less, -ic.</i>	-	I/P	CP	M
...use suffixes to form adjectives from verbs: ... <i>-able, -al, -en, -ant, -ent, -ive.</i>	-	I/P	CP	M
...explain use of predicate adjectives following linking verbs.	-	I/P	M	RM
...explain use of adjective to describe a direct object.	-	I/P	M	RM
...explain the meaning of comparative adjective: ...add suffix <i>-er</i> to base adjective for comparisons. ...precede adjective with <i>more</i> for comparing two.	-	I/P	M	RM
...explain the meaning of superlative adjective: ...add suffix <i>-est</i> to base adjective for comparing three or more.	-	-	I/P	M

...precede adjective with <i>most</i> for comparing three or more.	-	-	I/P	M
...explain and identify irregular adjectives.	-	-	I/P	M
...explain the relative clause as adjective clause.	-	-	I/P	CP
...analyze all adjective phrases and clauses in sentences with special markings.	-	-	I/P	CP
...scaffold (diagram) all adjective phrases and clauses.	-	-	-	M

Part of Speech: Prepositions *The student can...*

...explain the meaning of preposition with <i>Framing Key</i> .	-	I/P	M	RM
...recognize prepositions as special adverbs.	-	I/P	M	RM
...use prepositions with noun/pronoun objects to show <i>direction</i> :	-	I/P	M	RM
... <i>above, across, along, around, down, from, near, over, under, up, beside, through, against, out, among, toward...</i>	-	I/P	M	RM
...use prepositions with noun/pronoun objects to show <i>location</i> :	-	I/P	M	RM
... <i>in, at, behind, beneath, between, beyond, inside, into, on, outside, upon, aboard, off, within...</i>	-	I/P	M	RM
...use prepositions with noun/pronoun objects to show <i>time</i> :	-	I/P	M	RM
... <i>after, before, past, during, until, since...</i>	-	I/P	M	RM
...use prepositions with noun/pronoun objects to show <i>relationship</i> :	-	I/P	M	RM
... <i>about, by, for, of, to, with, without, except, like, as, concerning...</i>	-	I/P	M	RM
...distinguish between prepositions and adverbs.	-	I/P	M	RM
...explain compound prepositions.	-	I/P	M	RM
...use compound prepositions to build phrases:	-	-	I/P	M
... <i>next to, away from, from across, instead of, from below, except for, according to, ahead of, out of, by way of, because of, along with, on account of, up to...</i>	-	-	I/P	M
...write prepositional phrases functioning as adjectives.	-	-	I/P	M
...write prepositional phrases functioning as adverbs.	-	-	I/P	M
...use special markings to analyze prepositional phrases.	-	I/P	M	RM
...scaffold (diagram) all prepositional phrases.	-	-	-	M

Part of Speech: Conjunctions *The student can...*

...explain the meaning of conjunction.	-	I/P	M	RM
...explain meaning of coordinating conjunctions: ...and, or, but, for, yet, so, nor.	-	I/P	M	RM
...use special marking to analyze conjunctions.	-	I/P	M	RM
...connect sentences with comma and coordinating conjunction.	-	-	I/P	M
...explain meaning of correlative conjunctions: ...either-or, neither-nor, both-and, whether-or.	-	-	I/P	CP
...use correlative conjunctions in sentences.	-	-	I/P	CP
...explain meaning of subordinate conjunctions.	-	-	I/P	CP
...explain use of subordinate conjunction in a dependent clause.	-	-	I/P	CP
...write and analyze subordinate conjunctions introducing dependent clauses: ...after, before, since, until, as, when, while, where, wherever, ...because, if, although, though, whereas, unless, that...	-	-	I/P	CP
...write and analyze compound subordinate conjunctions: ...as soon as, as long as, if only, even though, in order that, ...as if, even if, as though, so that, rather than...	-	-	I/P	CP
...distinguish between subordinate conjunctions and prepositions.	-	-	I/P	CP
...scaffold (diagram) all uses of conjunctions.	-	-	-	M

COMPOSITION

Sentence Construction: Both dictated and original sentences are analyzed with unique distinguishing marks uniting meanings with forms. *The student can...*

...explain features of declarative sentences (statements).	I/P	CP	M	RM
...explain features of interrogative sentences (questions).	I/P	CP	M	RM
...explain features of exclamatory sentences (exclaim).	I/P	CP	M	RM
...explain features of imperative sentences (commands, requests)	I/P	CP	M	RM
...compose original sentences daily.	I/P	CP	M	RM
...write dictated sentences with capitalization/punctuation.	I/P	CP	M	RM
...divide subjects and predicates in sentences.	-	I/P	M	RM
...explain verb agreement.	-	I/P	M	RM

...explain and form <i>abbreviations</i> in sentences.	I/P	CP	M	RM
...explain and form <i>contractions</i> in sentences.	I/P	CP	M	RM
...explain and use <i>synonyms</i> in sentences.	I/P	CP	M	RM
...explain and use <i>homonyms</i> in sentences.	-	I/P	CP	M
...explain and use <i>antonyms</i> in sentences.	-	I/P	CP	M

Construct and Analyze Simple Sentences: *The student can write and analyze sentences with special markings and Grammar Tunes that contain...*

...nouns subjects with present tense verbs.	-	I/P	M	RM
...nouns subjects with helping verbs and base verbs.	-	I/P	M	RM
...plural noun subjects with action verbs.	-	I/P	M	RM
...compound noun subjects with action verbs.	-	I/P	M	RM
...correct pronouns substituted for nouns.	-	I/P	M	RM
...added adjectives describing noun subjects.	-	I/P	M	RM
...noun/pronoun subjects with verb phrases.	-	I/P	M	RM
...noun/pronoun subjects with verb phrase and noun objects.	-	I/P	M	RM
...noun subjects with linking verbs and predicate nouns.	-	I/P	M	RM
...noun subjects with linking verbs and predicate adjectives.	-	I/P	M	RM
...use of proper nouns as subjects and objects.	-	I/P	M	RM
...irregular noun plurals with various verbs.	-	I/P	M	RM
...various tense of verbs - <i>present, past, future</i>	-	I/P	M	RM
...progressive tenses of active verbs.	-	I/P	M	RM
...adverbs modifying verbs.	-	I/P	M	RM
...prepositional phrases with correct noun/pronoun objects.	-	I/P	M	RM
...use of conjunctions <i>and, or, but</i> to connect words and phrases.	-	I/P	M	RM
...possessive nouns using 's and s'.	-	I/P	M	RM
...possessive pronouns acting as adjectives.	-	I/P	M	RM
...possessive pronouns in the predicate.	-	I/P	M	RM
Scaffold (diagram) all simple sentences after analyzing.	-	-	-	M

Construct and Analyze Intermediate Sentences: *The student can write and analyze more detailed sentences with special markings, Grammar Tunes and Framing Keys that contain...*

...both compound noun subjects and noun objects.	-	I/P	M	RM
...collective nouns in various functions.	-	-	I/P	M
...more functions of nouns:				
...direct objects and indirect objects with <i>Framing Keys</i>	-	-	I/P	M
...direct address, appositives with <i>Framing Key</i>	-	-	I/P	M
...use of <i>no</i> and <i>not</i> to make a negative sentence.	-	I/P	M	RM
...compound prepositional phrases.	-	-	I/P	M
...infinitive phrases used as direct objects.	-	-	I/P	M
...action verbs used a linking verbs.	-	-	I/P	M
...perfect tenses of verbs - <i>perfect, past perfect, future perfect</i>	-	-	I/P	M
...imperative verbs with implied subject.	-	-	I/P	M
...demonstrative pronouns.	-	-	I/P	M
...demonstrative adjectives.	-	-	I/P	M
...indefinite pronouns.	-	-	I/P	M
...direct quotations with quotation marks and commas.	-	-	I/P	M
...indirect quotations contrasted with direct quotations.	-	-	I/P	M
Scaffold (diagram) all intermediate sentences after analyzing.				M

Construct and Analyze Complex Sentences: *The student can write and analyze complex sentence structures with special markings, Grammar Tunes and Framing Keys that contain...*

...prepositional phrases functioning as adjectives.	-	-	I/P	M
...prepositional phrases functioning as adverbs.	-	-	I/P	M
...adverb phrases modifying another adverb.	-	-	I/P	CP
...adverb phrases modifying an adjective.	-	-	I/P	CP
...compound adjective phrases.	-	-	I/P	CP
...compound adverb phrases.	-	-	I/P	CP
...appositives to a subject with modifiers.	-	-	I/P	CP
...appositives to a predicate noun with modifiers.	-	-	I/P	CP

...appositives to a direct object with modifiers.	-	-	I/P	CP
...intensive pronoun used as an appositive with a subject.	-	-	I/P	CP
...use of correlative conjunctions.	-	-	I/P	CP
...quotes within quotes with correct punctuation.	-	-	I/P	CP
...compound clauses with punctuation.	-	-	-	I/P
...variety of complex clauses:	-	-	-	I/P
...essential adjective clauses with <i>Framing Key</i>	-	-	-	I/P
...non-essential adjective clauses with commas.	-	-	-	I/P
...adverb clauses with and without commas.	-	-	-	I/P
...noun clauses acting as a direct object.	-	-	-	I/P
...relative clauses agreeing with antecedent in number and gender.	-	-	-	I/P
...use of subordinate conjunctions in dependent clauses.	-	-	-	I/P
Scaffold (diagram) all complex sentences after analyzing.	-	-	-	M

Paragraph Construction: *The student can...*

...explain features of a paragraph.	I/P	CP	CP	M
...define <i>margins</i> and <i>indents</i> .	I/P	CP	CP	M
...write guided 3-sentence paragraphs.	I/P	CP	CP	M
...explain the process of writing from literature:	-	I/P	CP	CP
...choose topic idea.	-	I/P	CP	M
...takes notes from reading.	-	I/P	CP	M
...organize notes into outline.	-	I/P	CP	M
...write sentences from outlines.	-	I/P	CP	M
...strengthen sentences with precise vocabulary.	-	I/P	CP	M
...organize sentences into paragraph.	-	I/P	CP	M
...write final paragraph.	-	-	I/P	M
...write multi-paragraph essays.	-	-	I/P	CP

LITERATURE

Using the model of award-winning children's literature to expand reading and writing skills, students experience and write about art, music, science, American history, world geography, astronomy, mathematics, navigation, and economics.

Little House in the Big Woods by Laura Ingalls Wilder	-	I/P	-	-
Robert Fulton Boy Craftsman by Marguerite Henry	-	-	I/P	-
Benjamin West and His Cat Grimalkin by Marguerite Henry	-	-	I/P	-
Carry On Mr. Bowditch by Jean Lee Latham <i>The student can...</i>	-	-	-	I/P
...read fluently and expressively.	I/P	CP	M	RM
...build a 65-75 page notebook of writing activities for each book.	-	I/P	M	RM
...explain the features of a biography.	-	I/P	M	RM
...summarize the author's point of view.	-	I/P	M	RM
...evaluate author's precise language.	-	I/P	CP	M
...write book summaries.	-	I/P	CP	M
...explain literary element: Character	-	I/P	M	RM
...identify biographical facts of famous people.	-	I/P	M	RM
...learn life lessons from famous people.	-	I/P	M	RM
...explain character representations in fables.	-	I/P	M	RM
...record character family trees.	-	I/P	M	RM
...write character maps.	-	I/P	M	RM
...outline character attributes.	-	I/P	M	RM
...write character comparisons.	-	I/P	M	RM
...compose multi-page character sketches using <i>who</i> clauses.	-	I/P	CP	M
...explain literary element - Plot	-	I/P	M	RM
...follow plot of real-life characters.	-	I/P	M	RM
...trace historical timeline in story context.	-	I/P	M	RM
...write summary maps of events.	-	I/P	M	RM
...write plot comparisons.	-	I/P	M	RM
...explain literary element: Setting	-	I/P	M	RM
...identify various settings in each book.	-	I/P	M	RM
...create maps of American and world settings.	-	I/P	M	RM

...explain Colonial American settings.	-	I/P	M	RM
...write setting descriptions.	-	I/P	M	RM
...write setting comparisons.	-	I/P	M	RM
...develop advanced vocabulary:	-	I/P	CP	M
...understand new vocabulary in story context.	-	I/P	M	RM
...use dictionary to learn new vocabulary.	-	I/P	CP	M
...use thesaurus for precise descriptions.	-	I/P	CP	M
...alphabetize and list.	-	I/P	M	RM
...develop advanced composition skills:	-	I/P	CP	M
...illustrate story elements.	-	I/P	CP	M
...illustrate comparisons with Venn diagrams.	-	I/P	CP	M
...write power descriptions.	-	I/P	CP	M
...write journal entries.	-	I/P	CP	M
...write free verse.	-	-	I/P	CP
...write acrostic poems.	-	-	I/P	CP
...analyze story passages with special grammar markings.	-	-	I/P	M
...summarize story passages.	-	I/P	CP	M
...outline story passages.	-	I/P	CP	M
...paraphrase story passages.	-	I/P	CP	M
...make notes for oral reports.	-	-	I/P	CP
...take notes from reading.	-	I/P	CP	M
...order events from notes.	-	I/P	CP	M
...format outlines for story events.	-	I/P	CP	M
...write paragraphs from outlines.	-	I/P	CP	M
...compose 5-sentence paragraphs.	-	-	I/P	CP

INTRODUCTION TO LATIN

This unique part of *The PHONICS Road* lets the student experience the "the rest of the story" of English spelling. Latin provides not only the components of advanced English spellings and meanings but also the principles (rules) for building with them. *The student can...*

...explain true word families.	I/P	M	RM	RM
...explain the meaning of Latin base (root) words.	-	-	I/P	CP
...identify Latin prefixes.	-	-	I/P	CP
...explain the meaning of Latin prefixes.	-	-	I/P	CP
...identify Latin suffixes.	-	-	I/P	CP
...explain the Latin principles applied to English spelling:	-	-	I/P	CP
...explain and apply the principle of assimilation.	-	-	I/P	CP
...explain the Latin reasons for doubled consonants in English.	-	-	I/P	CP
...explain the Latin reasons for silent letters in English.	-	-	I/P	CP
...explain the Latin reasons for English pronunciations.	-	-	I/P	CP
...explain how Latin base words determine the correct suffix to use:	-	-	I/P	CP
<i>-ant</i> or <i>-ent</i> , <i>-ance</i> or <i>-ence</i> , <i>-ancy</i> or <i>-ency</i> , <i>-able</i> or <i>-ible</i>	-	-	I/P	CP
...use dictionary for derivative histories.	-	-	I/P	CP
...explain how French changes Latin spellings to form English words.	-	-	I/P	CP
...write and analyze additional 553 English words with Latin components.	-	-	I/P	CP
...write and analyze additional 512 English words with Latin components.	-	-	-	I/P
...understand the tools and principles of 90% of English vocabulary with the two styles of spelling.	-	-	I/P	CP

All Latin vocabulary and spelling principles will be fully developed and mastered in *The LATIN Road* study.