

Elementary Alphabetic Phonics
Schedule I Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>History of Language</p> <ul style="list-style-type: none"> • Students will understand the history of language • Students will understand the development of spoken language - primary • Students will understand the development of written language – secondary • Students will understand the invention of the alphabet – two-dimensional symbols for speech sounds • Students will understand the methods of teaching an alphabetic language • Students will understand the need for remedial language training • Students will understand the clarification of goals • Students will understand the definition of specific developmental dyslexia and/or other learning disorders • Students will understand the projection of training in reading, writing, spelling, oral expression • Students will understand the importance of alphabet as a sequencing tool – letter names • Students will understand the visual recognition of letter shapes (block capitals) • Students will understand the tactile recognition of letter shapes (three-dimensional block capitals)-use • Students will utilize the missing letter deck, first segment • Students will recite alphabet in set sequence with named rhythm and accent • Students will understand the spatial and directional sequencing of letters – “before” and “after” concepts; left and right; • Students will identify the initial, medial, and final letters of the alphabet 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • 3-D Alphabet Sequencing • Alphabet Games • Oral Language Activities • Phonemic Awareness Activities 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) <ul style="list-style-type: none"> • Language Basics by Payne Education Center • Cards and Decks • Curriculum Graph • Alphabet Strips, Mats and 3-D Letters <ul style="list-style-type: none"> • SmartBoard • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework <ul style="list-style-type: none"> • Tests • Quizzes • AP Bench Mark Measures <ul style="list-style-type: none"> • Class participation

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<p>Reading Concepts</p> <ul style="list-style-type: none"> • Students will understand the multisensory introduction of first ten lower case letters – i, t, p, n, s, a, l, d, f, h • Students will understand basic diacritical markings and utilize them accordingly • Students will understand the concept of letter names – lower case printed letters • Students will understand the concept of rhythm and accent in recitation of sequential alphabet • Students will understand the concept of reading – translating symbol into sound • Students will understand the concept of key words • Students will understand the use of code to indicate pronunciation – symbol-sound equation • Students will understand the concept of blending sounds • Students will understand the concept of situation of vowel affecting its pronunciation • Students will understand the concept of adjacent letter affecting pronunciation for any letter • Students will understand the concept of reading doubled consonants • Students will understand the concept of base word • Students will understand the concept of initial, medial, final position in sequential alphabet and in base words • Students will understand the concept of syllable – open, closed • Students will daily review letters previously introduced • Students will understand the concept of open sound – vowel • Students will understand the concept of blocked sound – consonant • Students will understand the 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • Introduction of Letters through Multisensory Discovery Procedures • Coding/Reading Practice Activities 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) • Language Basics by Payne Education Center • Cards and Decks • Bench Mark Measures, Curriculum Graph, Drillable Syllables, Skeleton Dictionary • Writing Frames, Alphabet Strips, Mats and 3-D Letters, MTA Readers • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework • Tests • Quizzes • AP Benchmark Measures • Class participation

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<p>concept of voiced and unvoiced consonant</p> <ul style="list-style-type: none"> • Students will understand the phrase concept – blending words in logical groups (oral level) • Students will understand the sentence concept – blending words to express thought (oral level) • Students will develop understanding of reading fluency through listening to teacher’s smooth, rhythmic reading • Students will understand the concept of regular words for reading • Students will understand the concept of irregular or learned words for reading • Students will understand the concept of voiced and unvoiced s in plurals • Students will understand the concept of nonsense words and detached syllables (or Ootian words) • Students will understand emphasis on oral verbal expression or recorded speech as a prelude to reading two-dimensional symbols • Students will understand the emphasis on mechanics and precision in reading • Students will understand Word-Spelling Formulas IA, IIA (lass, hill, sniff; cats, dogs) through reading 				
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<p>Handwriting</p> <ul style="list-style-type: none"> • Students will understand basic cursive letter approach and release • Students will understand the introduction to multisensory cursive writing and letter strokes of first ten letters • Students will understand and practice rhythmic oral and push-pull exercises – on chalkboard and large paper • Students will understand appropriate writing position and pencil grip • Students will understand the tactile tracing of letter shapes on velours, desk top, texture, salt trays, gel boards • Students will develop understanding of correlation of print-cursive letter shapes by tracing cursive over print • Students will develop ability to join cursive letters – tracing and/or copying • Students will write to dictation letter names in sequence • Students will write to dictation letter sounds in sequence • Students will utilize copy procedure to copy monosyllabic words (defer for severely blocked students) • Students will develop ability to accurately copy numbers. 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • W.O.W. activities • Skywriting activities • Copy procedure activities 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) • Language Basics by Payne Education Center <ul style="list-style-type: none"> • Cards and Decks • Bench Mark Measures, Curriculum Graph, Drillable Syllables, Skeleton Dictionary • Writing Frames, Alphabet Strips, Mats and 3-D Letters, MTA Readers • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework <ul style="list-style-type: none"> • Tests • Quizzes

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<p>Spelling Concepts</p> <ul style="list-style-type: none"> • Students will understand the concept of spelling (symbol for sound) – orally, then written • Students will understand the concept of open and closed syllable, long and short vowel sounds • Students will understand the introduction of structured procedures for spelling words (S.O.S.) • Students will understand the concept of “regular” or “probable” spelling of speech sounds in initial, medial, and final positions of base words • Students will understand concept of base words • Students will understand the concept of suffix • Students will understand the concept of noun in relation to spelling the plural • Students will understand the concept of spelling generalizations through utilization of the instant spelling deck • Students will understand the concept of “regular” and “irregular” word (“learned word”) for spelling • Students will understand the introduction to spelling of new speech sounds – (ī), (t), (p), (n), (s), (ā), (l), (d), (f), (h) • Students will understand the introduction to oral spelling – bee or game • Students will understand the introduction to spelling pronunciation or words as opposed to colloquial pronunciation of running speech • Students will spell simple phonetic words utilizing letter cards. • Students will be introduced to written spelling games – spelling pyramids, crossword puzzles • Students will understand and begin to utilize Word-Spelling Formulas IA, IIA 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • Oral Spelling Tasks • Written Spelling Tasks • Various multisensory spelling activities 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) • Language Basics by Payne Education Center • Cards and Decks • Bench Mark Measures, Curriculum Graph, Drillable Syllables, Skeleton Dictionary • Writing Frames, Alphabet Strips, Mats and 3-D Letters, MTA Readers • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework <ul style="list-style-type: none"> • Tests • Quizzes

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<p>Listening and Verbal Expression</p> <ul style="list-style-type: none"> • Students will develop ability understand literature when read by the teacher • Students will develop oral expression skills through discussion of pictures, current events, activities • Students will understand the emphasis on creating interest in language – word etymology, semantics • Students will participate in activities and games to promote precision of oral expression • Students will participate in activities and games to promote precision of listening and interpretation of oral language • Students will understand the emphasis diction or the “spelling” pronunciation of words in isolation • Students will understand the emphasis on precise location in the mouth and throat of the sounds of spoken english – • Students will understand the imitation, use of mirror, echolalia • Students will understand the emphasis on phrasing and rhythm in speaking • Students will understand the introduction to awareness of voice placement, tone, pitch, and rate of speaking in conversation • Students will understand the effect of accent on encoding of variations in word pronunciation • Students will develop appropriate echo speech (student echoes teacher’s speech sounds, words, phrases, sentences) • Students will understand and participate in choral speech – lyrics of popular songs, poems, proverbs, quotations 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • Activities and games designed to promote listening and oral expression skills 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) • Language Basics by Payne Education Center <ul style="list-style-type: none"> • Cards and Decks • Bench Mark Measures, Curriculum Graph, Drillable Syllables, Skeleton Dictionary <ul style="list-style-type: none"> • Writing Frames, Alphabet Strips, Mats and 3-D Letters, MTA Readers • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework <ul style="list-style-type: none"> • Tests • Quizzes

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<p>Auxiliary Skills</p> <ul style="list-style-type: none"> • Students will understand the emphasis on directional orientation – highway signs, symbols, prepositions • Students will understand visual relationships – shapes, sizes, colors, spatial orientation of objects, designs • Students will understand the clarification of names of family relationships – mother, father, aunt, uncle, nephew, niece, cousin, grandfather, grandmother, grandson, granddaughter • Students will understand and name days of weeks, months of year, seasons, time (clock) • Students will understand the clarification of terms – definition, example, title, exercise, label, category, noun, verb, etc. • Students will understand the introduction to concept of rows and columns • Students will develop understanding of necessity of headings on written work – name, date, title, page numbers, • Students will name personal identification and data • Students will be orientated to world map and globe as a background to the study of man’s development of oral and written language • Students will understand exact meanings of prepositions – on, off, over, under, above, beside, after, at, etc. • Students will learn to accept study help from family and tutors and develop appropriate listening and cooperation skills • Students will understand the exact meanings of common homonyms, idioms, current expressions, slang, mathematical terms, basic vocabulary • Students will be introduced to Arabic numbers and Roman numerals 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • Multisensory classroom activities and discussion 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) • Language Basics by Payne Education Center <ul style="list-style-type: none"> • Cards and Decks • Bench Mark Measures, Curriculum Graph, Drillable Syllables, Skeleton Dictionary • Writing Frames, Alphabet Strips, Mats and 3-D Letters, MTA Readers • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework <ul style="list-style-type: none"> • Tests • Quizzes

Elementary Alphabetic Phonics
Schedule II Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>History of Language</p> <ul style="list-style-type: none"> • Students will understand the history of language • Students will appropriately sequence the alphabet (tactile only) • Students will practice (visual, tactile, or oral) alphabet sequencing daily • Students will understand the alphabetizing words on cards • Students will recognize and name letters in random order • Students will understand the introduction to dictionary as a source of information – used principally by teacher • Students will understand appropriate dictionary technique • Students will demonstrate oral understanding of suffixes (vocabulary building) • Students will understand the introduction to sound pictures or word pronunciations with respelling • Students will appropriately utilize quartiles of the dictionary 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • 3-D Alphabet Sequencing Alphabet Games • Oral Language Activities • Phonemic Awareness Activities • Alphabetizing Activities • Quartile/Skeleton Dictionary Activities • Vocabulary Activities 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) • Language Basics by Payne Education Center • Cards and Decks • Bench Mark Measures, Curriculum Graph, Drillable Syllables, Skeleton Dictionary • Writing Frames, Alphabet Strips, Mats and 3-D Letters, MTA Readers • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework • Tests • Quizzes

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<p>Reading Concepts</p> <ul style="list-style-type: none"> • Students will understand the multisensory introduction of rest of alphabet letters – g, o, k, c, m, r, b, e, y, j, u, w, v, x, z, and q • Students will be introduced to word analysis (sound-symbol equation; word pronunciation without respelling) • Students will be introduced to the concept of semantics • Students will understand the digraph concept – two letters representing one sound: ng, ck, oo, th, ee, ai, ay • Students will understand the emphasis on reading both printed letters and cursive letters • Students will understand the introduction to procedures for dividing words with two or more sounded vowels (Syllable Division) • Students will understand the concept of accent in words • Students will understand and demonstrate ability to use Syllable Division Formula II – VCCV • Students will understand the concept of a suffix – s, ing, ed, er, ful, less, ness • Students will understand the concept of a derivative • Students will demonstrate ability to read base words with suffixes • Students will understand the final stable syllable concept – dle, fle, tle • Students will understand concept of suffix ed = (ěd), (d), (t) and accurately read words with suffix ed • Students will understand the concept of combination – two letters regularly combined in one syllable, one of which has an unexpected pronunciation - er, ir, ur, ar, or, qu • Students will be introduced to vowel-consonant-silent e situation – cake, rope, cube, five, athlete; • Students will understand the role 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • Coding/Reading Practice Activities • Introduction of Letters and Concepts through Multisensory Discovery Procedures 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) • Language Basics by Payne Education Center • Cards and Decks • Bench Mark Measures, Curriculum Graph, Drillable Syllables, Skeleton Dictionary • Writing Frames, Alphabet Strips, Mats and 3-D Letters, MTA Readers • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework • Tests • Quizzes

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<p>other final silent e's play in english words – lapse</p> <ul style="list-style-type: none"> • Students will develop ability to use punctuation as clues to comprehension • Students will be introduced to long vowel at end of accented syllable – apron, iris, equal, opener, unicorn • Students will understand the introduction to use of Syllable Division Formula I – VCV • Students will understand the concept of accented and unaccented final y after a consonant – fly, penny • Students will understand the trigraph concept – igh • Students will understand the concept of n before (k) = (ng) • Students will understand concept of homonym, synonym, and antonym • Students will develop basic phrasing and rhythmic reading skills • Students will understand the concept of blending sentences • Students will understand the introduction of Word-Spelling Formulas IIIA;III B1, III B2,III B3,III C1, - helpful, bigness, filling, cooking, bigger • Students will appropriately echo read to promote rhythm and phrasing • Students will understand the introduction of concept of obvious prefixes – unfit, rerun • Students will understand the influence of w on subsequent a or or in a few common words – watch, world 				
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<p>Handwriting</p> <ul style="list-style-type: none"> • Students will practice superimposition of cursive letter shapes over large printed models • Students will develop large rhythmic writing skills through intensive multisensory practice in tracing and copying individual letters and groups of letters • Students will understand and utilize appropriate letter slant and proportion • Students will develop ability to copy from desk and board – single words, phrases, and simple formulas • Students will be introduced to and will appropriately utilize capital letter forms when lower case forms are secure • Students will further develop understanding and utilization of “blind” writing if needed to relax hand and promote rhythm (eyes closed) • Students will demonstrate ability to trace, copy or write the first half of the alphabet in joined cursive 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • Copy procedure activities • Skywriting activities • W.O.W. activities 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) • Language Basics by Payne Education Center • Cards and Decks • Bench Mark Measures, Curriculum Graph, Drillable Syllables, Skeleton Dictionary • Writing Frames, Alphabet Strips, Mats and 3-D Letters, MTA Readers • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework <ul style="list-style-type: none"> • Tests • Quizzes

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<p>Spelling Concepts</p> <ul style="list-style-type: none"> • Students will begin to develop spelling notebook • Students will understand the concept of digraph – two letters which represent one sound • Students will understand and utilize the Syllable Division Formulas I and (VCCV - napkin, rabbit; VCV – locust) • Students will understand the concept of spelling final stable syllables – consonant le (bubble) • Students will understand and utilize Word-Spelling Formula IIA – simple plurals (cats, dogs) • Students will understand and utilize Word-Spelling Formula IA – doubling of final f, l, s (sniff, hill, lass) • Students will understand and utilize Word-Spelling Formula IIIA – suffixes do not change their spelling (helpful) • Students will understand and utilize Word-Spelling Formula III B1 – adding suffix beginning with a consonant to base word (bigness) • Students will understand and utilize Word-Spelling Formula III B2 – adding suffix to base word ending in two consonants (filling) • Students will understand and utilize Word-Spelling Formula IIIB3 – adding suffix to base word ending in one consonant after two vowels (cooking) • Students will utilize structured dictation procedures – oral level • Students will understand the introduction to spelling of new speech sounds – (g), (ng), (ö), (k), (m), (r), (öo), (b), (th), (th), (ē), (y), (j), (ū), (ē), (w), (êr), (êr), (sh), (ā), (ē), (ī), (ō), (ū), (v), (ks), (z), (âr), (ôr), (kw) • Students will be introduced to the structured procedures for spelling an irregular word • Students will utilize appropriate spelling of final (i) and (i) – penny, fly • Students will be introduced to concept of verb in relation to adding suffixes – ing, ed • Students will begin to develop ability to analyze school spelling lists – recognition of regular and irregular 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • Oral Spelling Tasks • Various multisensory spelling activities • Written Spelling Tasks 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) • Language Basics by Payne Education Center • Cards and Decks • Bench Mark Measures, Curriculum Graph, Drillable Syllables, Skeleton Dictionary • Writing Frames, Alphabet Strips, Mats and 3-D Letters, MTA Readers • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework <ul style="list-style-type: none"> • Tests • Quizzes

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<p>Listening and Verbal Expression</p> <ul style="list-style-type: none"> • Students will understand the emphasis on phrasing in reading – reading “as if you are talking to a friend” • Students will be introduced to word origins as an aid to building vocabulary and to the promotion of the interest in language • Students will be introduced to characters and stories in classic literature • Students will be introduced to concept of precise oral recitation of basic definitions and concepts for comprehension • Students will participate in discussion of current events and seasonal subjects • Students will be introduced to concept of simple composition and demonstrate ability to identify main idea, general points and details, and blending of sentences into paragraph by answering “wh” questions • Students will develop ability to make appropriate choice of words to clarify meaning • Students will develop ability to identify feelings and reactions and to relate them to others • Students will develop ability to utilize punctuation as signals to the reader • Students will further develop listening comprehension skills 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • Activities and games designed to promote listening and oral expression skills 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) • Language Basics by Payne Education Center • Cards and Decks • Bench Mark Measures, Curriculum Graph, Drillable Syllables, Skeleton Dictionary • Writing Frames, Alphabet Strips, Mats and 3-D Letters, MTA Readers • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework • Tests • Quizzes

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<p>Auxiliary Skills</p> <ul style="list-style-type: none"> • Students will develop ability to identify simple parts of speech and grammar essentials • Students will develop understanding of the United States map – orientation of states, major mountains, rivers, etc. • Students will be oriented to world map – latitude, longitude, equator, major countries, time zones • Students will establish a system for accurate recording of homework assignments and for organization of home study time • Students will develop an understanding on the role of voice projection, manners, gestures etc. in student’s ability to influence others • Students will understand the practical utilization of rows and columns • Students will understand the practical utilization of specific terms regularly used in the classroom • Students will understand the practical utilization of alphabetizing as a cataloging device 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • Multisensory classroom activities and discussion 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) • Language Basics by Payne Education Center <ul style="list-style-type: none"> • Cards and Decks • Bench Mark Measures, Curriculum Graph, Drillable Syllables, Skeleton Dictionary <ul style="list-style-type: none"> • Writing Frames, Alphabet Strips, Mats and 3-D Letters, MTA Readers • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework <ul style="list-style-type: none"> • Tests • Quizzes

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Schedule III Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>History Of Language</p> <ul style="list-style-type: none"> • Students will understand the history of language, alphabet in sequence (oral, visual, tactile only), and dictionary technique • Students will successfully write entire alphabet in joined cursive • Students will alphabetize letters and words (to the point of automaticity) • Students will utilize guide-word dictionary • Students will understand the introduction of all cursive capital letter shapes • Students will locate words in the dictionary - teacher reads definitions • Students will continue to develop understanding of the semantics of words • Students will continue vocabulary development through increased understanding of the meanings of affixes • Students will continue vocabulary development through introduction of basic Latin stems (Greek prefixes) • Students will understand the continuation of emphasis on word etymologies • Students will understand the historical development and etymological make-up of the English language (Anglo-Saxon, French, Latin, etc.) 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • 3-D Alphabet Sequencing Alphabet Games • Oral Language Activities • Phonemic Awareness Activities • Alphabetizing Activities • Quartile/Skeleton Dictionary Activities • Vocabulary Activities • Connected Cursive Activities 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) • Language Basics by Payne Education Center • Cards and Decks • Bench Mark Measures, Curriculum Graph, Drillable Syllables, Skeleton Dictionary • Writing Frames, Alphabet Strips, Mats and 3-D Letters, MTA Readers • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework • Tests • Quizzes

Elementary Alphabetic Phonics Schedule III Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
<p>Reading Concepts</p> <ul style="list-style-type: none"> • Students will understand the multisensory introduction of regular additional responses to single letters in new situations: a = (ũ); a = (au); g = (j); o = (ũ); a = (ô) and (ö) • Students will understand the multisensory introduction of new digraphs and trigraphs – ch, tch, ea, oa, oe, au, aw, dge, ue, ie, ph, ei, ey, eu, ew, ti, si, ci • Students will understand the introduction of french digraph pronunciation of ou – soup • Students will understand the multisensory introduction of digraph pronunciation of ow – snow • Students will understand the multisensory introduction of diphthongs – oi, ou, oy, ow • Students will understand the introduction of words with VCV, VCCCV, and VV syllable division patterns – Syllable Division Formulas I, III, and IV • Students will understand the introduction of silent w before r – write • Students will understand the introduction of “kind-old” words (wild, mild, cold, bold) • Students will understand the introduction of Word-Spelling Formula III C2 words – hoping • Students will understand the introduction of suffix y – sunny • Students will understand the introduction of obscure a – banana • Students will understand the concept of diphthong – two sounded vowels in a single syllable in which the sounds blend • Students will understand the introduction of Word-Spelling Formula VA, VB, and VC words – prefixes (misspell, irregular, reenter) • Students will understand the concept of hard and soft c – cup, cent 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • Coding/Reading Practice Activities • Introduction of Letters through Multisensory Discovery Procedures 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) • Language Basics by Payne Education Center • Cards and Decks • Bench Mark Measures, Curriculum Graph, Drillable Syllables, Skeleton Dictionary • Writing Frames, Alphabet Strips, Mats and 3-D Letters, MTA Readers • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework • Tests • Quizzes

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<ul style="list-style-type: none"> • Students will understand the introduction of learned words ending in –stle (whistle) • Students will understand the introduction of Word-Spelling Formula IIB – plurals of words ending in sibilant sounds (glasses, boxes, churches, buzzes, ashes) • Students will understand the concept of hard and soft g – goat, giraffe • Students will understand the introduction of words with initial silent k and g – knee and gnat • Students will understand the introduction of quadrigraph eigh – eight • Students will understand the introduction of ti, si, ci, pronounced (sh) before a vowel • Students will understand the introduction of final stable syllables – tion, -sion, - cial, -cian, - ciant, -cious • Students will understand the introduction of new response to oo – moon • Students will understand the introduction of greek ph, y, ch – phone, gym, school • Students will understand the introduction of greek y – consonant-e – type • Students will understand the introduction of french ch – chef • Students will understand the multisensory introduction of combination wh • Students will understand the introduction of Word-Spelling Formula III C1 words – beginning • Students will understand the introduction of Word-Spelling Formula IV A, IV B, and IV C words – ship’s, cap’s, hers 				
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<p>Handwriting</p> <ul style="list-style-type: none"> • Students will further develop joined cursive writing skills. • Students will understand the continued introduction and practice of capital letter forms • Students will understand the introduction to paragraph copy – notebook – simple definitions and rules • Students will demonstrate the gradual reduction of width of spaces between lines as student gains fine motor control • Students demonstrate smooth, swinging strokes and rhythm – fluency in writing • Students will consistently demonstrate appropriate writing position • Students will appropriately trace cursive models over print 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • Copy procedure activities • Dictation activities • Skywriting activities • W.O.W. activities 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) • Language Basics by Payne Education Center <ul style="list-style-type: none"> • Cards and Decks • Bench Mark Measures, Curriculum Graph, Drillable Syllables, Skeleton Dictionary • Writing Frames, Alphabet Strips, Mats and 3-D Letters, MTA Readers • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework <ul style="list-style-type: none"> • Tests • Quizzes

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<p>Spelling Concepts</p> <ul style="list-style-type: none"> • Students will demonstrate appropriate spelling skills in dictation tasks (sentences and paragraphs) • Students will understand the Word-Spelling Formulas II B; IIIA, IIIB, IIIC; IV A, IVB; VA, and VB – (glasses, babies, bigness, jumping, bigger, ship’s, caps, misspell) • Students will understand the introduction of regular spelling of new sounds – (oi), (ōō), (ch), (hw), (ou), (au) • Students will demonstrate recognition of “regular” and “irregular” words for spelling and spell appropriately • Students will demonstrate understanding of the relationship of syllable division to spelling longer words (words with final stable syllables and derivatives) • Students will understand the Syllable Division Formulas I, II,III, IV words and demonstrate appropriate spelling of said words. • Students will understand the introduction of new situation spellings for previously introduced sounds – (ũ) = a; (s) = c; • Students will understand the (j) = dge; (j) = ge; (ō) = ow; (ū) = ue; (ô) = a • Students will demonstrate ability to spell “kind-old” words • Students will demonstrate ability to spell final stable syllables – (shŭn), (zhŭn), (shǎl), (shǎn), (shǎnt), (shŭs) 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • Oral Spelling Tasks • Various multisensory spelling activities • Written Spelling Tasks 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) • Language Basics by Payne Education Center • Cards and Decks • Bench Mark Measures, Curriculum Graph, Drillable Syllables, Skeleton Dictionary • Writing Frames, Alphabet Strips, Mats and 3-D Letters, MTA Readers • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework • Tests • Quizzes

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<p>Listening and Verbal Expression</p> <ul style="list-style-type: none"> • Students will demonstrate ability to copy sentences and paragraphs in notebook. • Students will demonstrate ability to write to oral dictation paragraphs to establish concept of blending sentences. • Students will understand the introduction to variations in verbal expression – exposition, description, essay, fiction • Students will understand the introduction to composition through echolalia and structured oral recitation or relation of an incident • Students will understand the introduction to creative writing – haiku, short imaginative stories, poems • Students will understand the introduction to recognition of fact, judgement, opinionion, inference, propaganda • Students will understand the emphasis on iconic listening – translating auditory stimuli into vivid, memorable mental pictures • Students will understand the introduction to writing a personal log – recording informal thoughts and ideas • Students will understand the introduction to use of mnemonic devices to aid memory of words and names – acronyms, silly sentences, poems, songs • Students will understand the analysis of paragraphs and compositions for recognition of form and effectiveness 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • Activities and games designed to promote listening and oral expression skills 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) • Language Basics by Payne Education Center • Cards and Decks • Bench Mark Measures, Curriculum Graph, Drillable Syllables, Skeleton Dictionary • Writing Frames, Alphabet Strips, Mats and 3-D Letters, MTA Readers • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework • Tests • Quizzes

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<p>Auxiliary Skills</p> <ul style="list-style-type: none"> • Students will understand the emphasis on spelling the names of days of the week, months of year, states in U.S., etc. and demonstrate increased accuracy in said tasks. • Students will be guided in discovering special talents and aptitudes • Students will be guided toward flexibility of thinking as opposed to literal interpretation of words and ideas • Students will develop ability to understand and use idioms and figures of speech 	<p>This course is individually paced and meets 5 days/wk 60 min/day</p>	<ul style="list-style-type: none"> • Multisensory classroom activities and discussion 	<ul style="list-style-type: none"> • Foundations for Literacy, Situation Spelling, Situation Reading (Aylett Royall Cox) • Multisensory Teaching of Basic Language Skills (Judith R. Birsh) • Language Basics by Payne Education Center <ul style="list-style-type: none"> • Cards and Decks • Bench Mark Measures, Curriculum Graph, Drillable Syllables, Skeleton Dictionary <ul style="list-style-type: none"> • Writing Frames, Alphabet Strips, Mats and 3-D Letters, MTA Readers • Various manipulatives designed to develop mastery of skills 	<ul style="list-style-type: none"> • Teacher Observation • Homework <ul style="list-style-type: none"> • Tests • Quizzes