

**The Writing Road to Reading High-Level Scope and Sequence** (copyright Diane McCarty, 2003-2009)  
**for child just beginning Spalding Methodology**

Phase	Phonograms	Spelling / Dictation	Writing	Reading	Time	Date
1	teach first 26 phonograms orally @4/day teach proper letter formation and practice+B7; develop fine-motor skills Create Chart 1				1 week	
2	teach phonograms 27-45 orally @ 1-2/day  continue fine-motor skill develop.  play games with phono cards to reinforce child's knowledge	begin spelling words in Sections A-G by dictation modeling  teach syllabication, rules, markings as they come up  update Vowel section of Chart 1  create Charts 2, 3, 4, 14		read daily to student	6 weeks	
Be sure enough time has been allotted for fine motor skill development (@ 6 weeks assuming daily practice) before proceeding.						
3	quiz phonograms 1-45 and note any of difficulty				2 days	
4	review any phonograms of difficulty  dictate selected phonograms to include with day's EAL words	dictate words in Section A-G for notebook writing @20/week; include markings and rule explanations  daily reading of prior dictation  include weekly reviews/quizzes  update any Charts as applicable	teacher model and discuss simple sentences to demonstrate understanding of word meaning  child create simple oral sentences on selected EAL words  give child plenty of time learn and demonstrate understanding	read daily to student; discuss precise language, emotional appeal, characters, setting, plot	5 weeks	
Reminder: Do a Spelling Assessment Test every month and record scores (see SAM)					1 day	

\* keep all words on wall chart for child to read daily as more are added until the child is ready for Phase 4.

Chart 1: Consonant / Vowel Chart (rules 1-6)

Chart 2: Multi-level Phonograms

Chart 3: 5 "er" Chart (rule 8)

Chart 4: Silent Final E Jobs (rule 7)

Chart 14: Homo -nym, -graph, -phone Chart

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5	<p>teach phonograms 46-70 for notebook @ 4/day</p> <p>dictate any necessary review phonograms used in the day's word dictation</p>	<p>address any problem areas</p> <p>daily reading of prior dictation</p> <p>begin dictation Section H (73 words) based on SAM results @ 20/week</p> <p>include weekly reviews/quizzes</p> <p>create Charts 12, 13; update others</p>	<p>teacher model written sentences discuss subject/action and punctuation/sentence types</p> <p>child writes simple sentences</p> <p>give child plenty of time learn and demonstrate understanding</p>	<p>teacher reads daily to child; child begins reading level-appropriate books; be able to answer literary substance questions per Phase 4</p>	5 weeks	
6	<p>review any phonograms of difficulty</p> <p>dictate any review phonograms for each day's word dictation</p>	<p>address any problem areas</p> <p>daily reading of prior dictation</p> <p>begin dictation Section I (90 words) or based on SAM results @ 20/week</p> <p>include weekly reviews/quizzes</p> <p>update any Charts as needed</p>	<p>teacher model and explain related sentences relating to one topic</p> <p>child writes related sentences using EAL words learned</p> <p>give child plenty of time learn and demonstrate understanding</p>	<p>teacher reads daily to child; child continues reading level-appropriate books; be able to answer literary substance questions per Phase 4</p>	5 weeks	
7	<p>review any phonograms of difficulty</p> <p>dictate any review phonograms for each day's word dictation</p>	<p>address any problem areas</p> <p>daily reading of prior dictation</p> <p>begin dictation Section J (105 words) or based on SAM results @ 20/week</p> <p>include weekly reviews/quizzes</p> <p>update any Charts as needed</p>	<p>teacher model and explain compound sentences</p> <p>child writes compound sentences using EAL words learned</p> <p>give child plenty of time learn and demonstrate understanding</p>	<p>teacher reads daily to child; begins the process of modeling how to identify the 3 different types of writings (informative-narrative / informative / narrative) using McCall-Crabbs stories; child continues reading level-appropriate books</p>	6 weeks	

Chart 12: Contraction Chart  
 Chart 13: Synonym / Antonym Chart

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8	review any phonograms of difficulty  dictate any review phonograms for each day's word dictation	address any problem areas  daily reading of prior dictation  begin dictation Section K (120 words) or based on SAM results @ 20/week  include weekly reviews/quizzes  create Charts 5, 7; update others	teacher model and explain conjunctive and complex sentences  child writes conjunctive and complex sentences  give child plenty of time learn and demonstrate understanding	teacher reads daily to child; continues the process of modeling how to identify the 3 different types of writings (informative-narrative / informative / narrative) using McCall-Crabbs stories; child continues reading level-appropriate books	7 weeks	
9	review any phonograms of difficulty  dictate any review phonograms for each day's word dictation	address any problem areas  daily reading of prior dictation  begin dictation Section L (133 words) or based on SAM results @ 20/week  include weekly reviews/quizzes  create Charts 6, 10; update others	teacher models and explains the 7 parts of speech (noun, verb, pronoun, adjective, adverb, conjunction, preposition)  child writes sentences and id's the 7 parts of speech.  give child plenty of time to learn and demonstrate understanding	teacher reads daily to child; child identifies the type of writing based on Phases 7 and 8; child continues reading level-appropriate books	8 weeks	
10	review any phonograms of difficulty  dictate any review phonograms for each day's word dictation	address any problem areas  daily reading of prior dictation  begin dictation Section M (123 words) or based on SAM results @ 20/week  include weekly reviews/quizzes  create Charts 8, 9; update others	teacher models and explains the basic composition writing process using organizers beginning with I-N type  child writes simple I-N composition  give child plenty of time to learn and demonstrate understanding	teacher reads daily to child; child identifies the type of writing based on Phases 7 and 8; child continues reading level-appropriate books	7 weeks	

Chart 5: 1-to-1 rule (rule 9)  
 Chart 7: Final E Dropping Chart (rule 11)  
 Chart 9: Dismiss L rule (rule 21 & 22)

Chart 6: 2-to-1 rule (rule 10)  
 Chart 8: Y's Exchanging Rule (rule 24)  
 Chart 10: ei / ie Chart (rule 12)

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11	<p>review any phonograms of difficulty</p> <p>dictate any review phonograms for each day's word dictation</p>	<p>address any problem areas</p> <p>daily reading of prior dictation</p> <p>begin dictation Section N (110 words) or based on SAT results @ 20/week</p> <p>include weekly reviews/quizzes</p> <p>create Chart 11; update others</p>	<p>teacher models and explains the process for writing an Informative composition</p> <p>child writes simple I composition</p> <p>give child plenty of time to learn and demonstrate understanding</p>	<p>teacher reads daily to child; child identifies the type of writing based on Phases 7 and 8; child continues reading level-appropriate books</p>	6 weeks	
12	<p>review any phonograms of difficulty</p> <p>dictate any review phonograms for each day's word dictation</p>	<p>address any problem areas</p> <p>daily reading of prior dictation</p> <p>begin dictation Section O (132 words) or based on SAT results @ 20/week</p> <p>include weekly reviews/quizzes</p> <p>update Charts as applicable</p>	<p>teacher models and explains the process for writing a Narrative composition</p> <p>child writes simple N composition</p> <p>give child plenty of time to learn and demonstrate understanding</p>	<p>teacher reads daily to child; child identifies the type of writing based on Phases 7 and 8; child continues reading level-appropriate books</p>	8 weeks	
13	<p>review any phonograms of difficulty</p> <p>dictate any review phonograms for each day's word dictation</p>	<p>address any problem areas</p> <p>daily reading of prior dictation</p> <p>begin dictation Section P (113 words) or based on SAT results @ 20/week</p> <p>include weekly reviews/quizzes</p> <p>update Charts as applicable</p>	<p>child writes one composition per week - any style he chooses</p>	<p>teacher reads daily to child; child continues reading level-appropriate books</p>	6 weeks	

Chart 11: ti / si / ci Chart

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14	review any phonograms of difficulty  dictate any review phonograms for each day's word dictation	address any problem areas  daily reading of prior dictation  begin dictation Section Q (127 words) or based on SAT results @ 20/week  include weekly reviews/quizzes  update Charts as applicable	child writes one composition per week - any style he chooses  child should be able to identify type, parts of speech, and proper punctuation	teacher reads daily to child; child continues reading level-appropriate books	7 weeks	
15	same procedures as Phase 14	same procedures as Phase 14 using Section R (125 words)	same procedures as Phase 14	same procedures as Phase 14	7 weeks	
16	same procedures as Phase 14	same procedures as Phase 14 using Section S (125 words)	same procedures as Phase 14	same procedures as Phase 14	7 weeks	
17	same procedures as Phase 14	same procedures as Phase 14 using Section T (125 words)	same procedures as Phase 14	same procedures as Phase 14	7 weeks	
18	same procedures as Phase 14	same procedures as Phase 14 using Section U (125 words)	same procedures as Phase 14	same procedures as Phase 14	7 weeks	
19	same procedures as Phase 14	same procedures as Phase 14 using Section V (125 words)	same procedures as Phase 14	same procedures as Phase 14	7 weeks	
20	same procedures as Phase 14	same procedures as Phase 14 using Section W (125 words)	same procedures as Phase 14	same procedures as Phase 14	7 weeks	
21	same procedures as Phase 14	same procedures as Phase 14 using Section X (125 words)	same procedures as Phase 14	same procedures as Phase 14	7 weeks	
22	same procedures as Phase 14	same procedures as Phase 14 using Section Y (125 words)	same procedures as Phase 14	same procedures as Phase 14	7 weeks	
23	same procedures as Phase 14	same procedures as Phase 14 using Section Z (125 words)	same procedures as Phase 14	same procedures as Phase 14	7 weeks	

SAM=Spalding Assessment Manual

Assessment Information

Daily: quiz each day's prior new words randomly; note any of difficulty

Weekly: EAL spelling test and phonogram quiz; note any of difficulty to include for next week's review/test

Weekly: Comprehension assessment using McCall-Crabbs books; record scores

Monthly: Spelling Assessment test using SAM lists and directions; record scores; adjust teaching objectives accordingly

Quarterly: Reading Level Assessment using Dr. Fry's How to Teach Reading; record scores

Last Updated: 7/2/09

