

KITS 1-7 SCOPE AND SEQUENCE

The Multisensory Letter Introductions and Concepts chart lists the graphemes and concepts in the order in which they are to be taught. Multisensory Letter Introductions teach the letters and letter clusters (graphemes) that stand for speech sounds in English words. Concepts provide additional information that enables students to read and spell with the graphemes. There are also irregular words listed in the Concepts section; they are optional presentations and are listed to indicate the earliest possible time each can be resented. Directions for teaching the irregular words are found in the relevant *Reading Practice Guides*.

Each of the concepts usually requires knowledge of a minimum number of multisensory letter introductions before it can be presented, and often has other prerequisites listed. It is essential to refer to prerequisites listed in the Concept Teaching Instructions before teaching that concept.

This Multisensory Letter Introductions and Concepts chart may be reproduced and used for recording which graphemes and concepts have been taught to a particular class or student.

Student/Class _____ Date Kit 1 Instruction Began: _____

KIT 1 MULTISENSORY LETTER INTRODUCTIONS AND CONCEPTS

MULTISENSORY LETTER INTRODUCTIONS	CONCEPTS
	<input type="checkbox"/> 1 I, M, F Positions <input type="checkbox"/> 2 Vowels and Consonants
<input type="checkbox"/> 1 <u>i</u> = (ĭ) <input type="checkbox"/> 2 <u>t</u> = (t) <input type="checkbox"/> 3 <u>p</u> = (p)	<input type="checkbox"/> 3 Syllables
<input type="checkbox"/> 4 <u>n</u> = (n)	<input type="checkbox"/> 4 Open and Closed Syllables <input type="checkbox"/> 5 Accent <input type="checkbox"/> 6 Open, Accented Syllables <input type="checkbox"/> 7 Reading Doubled Consonants
<input type="checkbox"/> 5 <u>s</u> = (s)	<input type="checkbox"/> 8 Coding Closed Syllables <input type="checkbox"/> 9 Base Word and Suffix
<input type="checkbox"/> 6 <u>a</u> = (ă)	<input type="checkbox"/> 10 Coding and Reading Plurals <input type="checkbox"/> 11 Reading Final <u>ss</u> <input type="checkbox"/> 12 The Unaccented Word <u>a</u> <input type="checkbox"/> 13 Recognizing Sentences and Phrases
<input type="checkbox"/> 7 <u>z</u> = (z)	<input type="checkbox"/> 14 Situation Reading: <u>s</u> = (s) or (z) <input type="checkbox"/> 15 Two Sounds for Suffix <u>s</u> : (s) or (z) <input type="checkbox"/> 16 Word Spelling Formula: Spelling Derivatives (Suffix <u>s</u>)
<input type="checkbox"/> 8 <u>l</u> = (l)	<input type="checkbox"/> 17 Reading Possessives and Contractions
<input type="checkbox"/> 9 <u>d</u> = (d)	<input type="checkbox"/> 18 Irregular Word Concept: <u>said</u>
<input type="checkbox"/> 10 <u>f</u> = (f)	<input type="checkbox"/> 19 Word Spelling Formula: Spelling Base Words Ending in <u>ff</u> , <u>ll</u> , <u>ss</u>
<input type="checkbox"/> 11 <u>h</u> = (h)	<input type="checkbox"/> 20 Begin a Spelling Notebook

MULTISENSORY LETTER INTRODUCTIONS AND CONCEPTS
Kit 2

MULTISENSORY LETTER INTRODUCTIONS	CONCEPTS
<input type="checkbox"/> 12 <u>g</u> = (g) <input type="checkbox"/> 13 <u>ng</u> = (ng) <input type="checkbox"/> 14 <u>o</u> = (ɔ)	<input type="checkbox"/> 21 Final <u>o</u> in Monosyllables
<input type="checkbox"/> 15 <u>k</u> = (k) <input type="checkbox"/> 16 <u>n</u> = (ng)	<input type="checkbox"/> Irregular word: <i>of</i> <input type="checkbox"/> 22 (ng) Spelled Digraph <u>ng</u> or <u>n</u>
<input type="checkbox"/> 17 <u>c</u> = (k)	<input type="checkbox"/> Irregular Words: <i>to, do</i> <input type="checkbox"/> 23 Suffix <u>ing</u> <input type="checkbox"/> 24 Syllable Division: vc' cv <input type="checkbox"/> 25 Initial or Medial (k) Spelled <u>k</u> or <u>c</u> <input type="checkbox"/> 26 Spellings of Suffixes do not Change
<input type="checkbox"/> 18 <u>ck</u> = (k)	<input type="checkbox"/> Irregular Word: <i>oh</i> <input type="checkbox"/> 27 Spelling Derivatives: Base Word Spelling Unchanged (<i>standing</i>) <input type="checkbox"/> 28 Final (k) Spelled Digraph <u>ck</u>
<input type="checkbox"/> 19 <u>m</u> = (m) <input type="checkbox"/> 20 <u>r</u> = (r) <input type="checkbox"/> 21 <u>oo</u> = (ɔ) <input type="checkbox"/> 22 <u>oo</u> = (o)	<input type="checkbox"/> Irregular Words: <i>Mr., Mrs., Ms., Dr.</i> <input type="checkbox"/> 29 Spelling Derivatives: Base Word Spelling Unchanged (<i>cooking</i>)
<input type="checkbox"/> 23 <u>b</u> = (b) <input type="checkbox"/> 24 <u>th</u> = (ʈ) <input type="checkbox"/> 25 <u>th</u> = (th) <input type="checkbox"/> 26 <u>e</u> = (ɛ)	<input type="checkbox"/> 30 Initial or Medial (k) Spelled <u>k</u> before <u>e</u> or <u>i</u>

Student/Class _____

MULTISENSORY LETTER INTRODUCTIONS AND CONCEPTS

MULTISENSORY LETTER INTRODUCTIONS	CONCEPTS
	<input type="checkbox"/> 31 Final <u>e</u> in Monosyllables <input type="checkbox"/> Irregular Words: <i>are, the</i> <input type="checkbox"/> 32 Suffix <u>less</u>
<input type="checkbox"/> 27 <u>y</u> = (y)	<input type="checkbox"/> Irregular Words: <i>they, they're, their</i> <input type="checkbox"/> 33 Suffix <u>ness</u> <input type="checkbox"/> 34 Spelling Derivatives: Base Word Spelling Unchanged (<i>bigness</i>)
<input type="checkbox"/> 28 <u>j</u> = (j) <input type="checkbox"/> 29 <u>u</u> = (ũ)	<input type="checkbox"/> Irregular words: <i>friend, does</i> <input type="checkbox"/> Irregular words: <i>you, you'll, you're, your, yourself</i> <input type="checkbox"/> 35 Initial or Medial (k) Spelled <u>c</u> Before <u>a</u> , <u>o</u> , <u>u</u> , and any Consonant
<input type="checkbox"/> 30 <u>v</u> = (v)	<input type="checkbox"/> Irregular Words: <i>to, do</i>
<input type="checkbox"/> 31 <u>w</u> = (w)	<input type="checkbox"/> Irregular Word: <i>two</i> Usage: <i>to, too, two</i>
<input type="checkbox"/> 32 <u>x</u> = (ks)	
<input type="checkbox"/> 33 <u>qu</u> = (kw)	
<input type="checkbox"/> 34 <u>z</u> = (z)	

Student/Class _____

Date Kit 3 Instruction Began: _____

MULTISENSORY LETTER INTRODUCTIONS AND CONCEPTS
Kit 3

MULTISENSORY LETTER INTRODUCTIONS	CONCEPTS
<input type="checkbox"/> 35 <u>ee</u> = (ē)	<input type="checkbox"/> Irregular Words <i>put, pull, full, bull, pudding</i>
	<input type="checkbox"/> 36 Final (s) Spelled <u>ss</u> <input type="checkbox"/> 37 Final (k) Spelled <u>k</u> <input type="checkbox"/> 38 Syllable Division: vc cv'
<input type="checkbox"/> 36 Final Stable Syllables <u>-ble</u> = (bl) <u>-cle</u> = (kl) <u>-dle</u> = (dl) <u>-fle</u> = (fl) <u>-gle</u> = (gl) <u>-kle</u> = (kl) <u>-ple</u> = (pl) <u>-stle</u> = (sl) <u>-tle</u> = (tl) <u>-zle</u> = (zl)	<input type="checkbox"/> 39 Reading Derivatives: Final Consonant of Base Word Doubled (<i>running</i>) <input type="checkbox"/> 40 More Contractions <input type="checkbox"/> 41 Suffix <u>ed</u> = (ěd), (d), (t) <input type="checkbox"/> 42 Spelling: Doubling Medial Consonants in Base Words (<i>bubble</i>) <input type="checkbox"/> 43 Spelling: Doubling Medial Consonants in Base Words (<i>rabbit</i>)
	<input type="checkbox"/> Irregular Words: <i>truth, once</i> <input type="checkbox"/> 44 <u>a</u> after (w) = (ö) <input type="checkbox"/> 45 Final (d) Spelled <u>d</u> or <u>ed</u> <input type="checkbox"/> 46 Final (t) Spelled <u>t</u> or <u>ed</u>

Student/Class _____

MULTISENSORY LETTER INTRODUCTIONS AND CONCEPTS **Kit 3**

MULTISENSORY LETTER INTRODUCTIONS	CONCEPTS
<input type="checkbox"/> 37 <u>er</u> = (êr)	<input type="checkbox"/> Irregular Word: <i>people</i>
<input type="checkbox"/> 38 <u>ur</u> = (êr) *6 linkages only	<input type="checkbox"/> Irregular Word: <i>muscle</i>
<input type="checkbox"/> 39 <u>ir</u> = (êr) *6 linkages only <input type="checkbox"/> 40 <u>er</u> = (ër)	<input type="checkbox"/> Irregular Words: <i>other, mother, brother, smother, another, nothing</i> <input type="checkbox"/> 47 Suffix <u>er</u> <input type="checkbox"/> 48 Suffixes <u>er</u> and <u>est</u> <input type="checkbox"/> 49 Spelling Derivatives: Base Word Spelling Changed (<i>running</i>) <input type="checkbox"/> 50 Final Silent <u>e</u>
<input type="checkbox"/> 41 <u>sh</u> = (sh)	<input type="checkbox"/> Irregular Words: <i>bush, bushel, push</i> <input type="checkbox"/> Irregular Word: <i>father</i> <input type="checkbox"/> 51 Suffix <u>es</u>
<input type="checkbox"/> 42 <u>a- e</u> = (ā)	<input type="checkbox"/> Irregular Words: <i>four, pour, court, course, gourd</i>
<input type="checkbox"/> 43 <u>i- e</u> = (ī) <input type="checkbox"/> 44 <u>o- e</u> = (ō)	<input type="checkbox"/> Irregular Words: <i>one, come, some, gone</i>
<input type="checkbox"/> 45 <u>u- e</u> = (ū)	<input type="checkbox"/> Irregular Words: <i>sure, done, none</i> <input type="checkbox"/> 52 Spelling Derivatives: Base Word Spelling Unchanged (<i>hopeless</i>)
<input type="checkbox"/> 46 <u>e- e</u> = (ē)	<input type="checkbox"/> Irregular Words: <i>ought, bought, thought, brought</i> <input type="checkbox"/> 53 Suffix <u>en</u>

Student/Class _____

Date Kit 4 Instruction Began: _____

MULTISENSORY LETTER INTRODUCTIONS AND CONCEPTS**Kit 4**

MULTISENSORY LETTER INTRODUCTIONS	CONCEPTS
	<input type="checkbox"/> 54 Review Word Spelling Formulas <input type="checkbox"/> 55 Medial (k) Spelled <u>ck</u> <input type="checkbox"/> 56 Final (k) Spelled <u>ke</u>
<input type="checkbox"/> 47 <u>y</u> = (ī)	<input type="checkbox"/> 57 Final (ī) Spelled <u>y</u>
<input type="checkbox"/> 48 <u>y</u> = (ĩ)	<input type="checkbox"/> Irregular Words: <i>any, many</i> <input type="checkbox"/> 58 Final (ĩ) Spelled <u>y</u>
<input type="checkbox"/> 49 <u>igh</u> = (ī) *6 linkages only	<input type="checkbox"/> Irregular Words: <i>were, tonight</i> <input type="checkbox"/> 59 Initial or Medial (k) Spelled <u>k</u> before <u>e</u> , <u>i</u> , <u>y</u> <input type="checkbox"/> 60 Final (v) Spelled <u>ve</u> <input type="checkbox"/> Irregular Words: <i>give, live, have</i> <input type="checkbox"/> 61 Suffix <u>ly</u> <input type="checkbox"/> 62 Suffix <u>y</u> <input type="checkbox"/> Irregular Words: <i>who, whom, whose</i> <input type="checkbox"/> 63 Medial (ē) Spelled <u>e</u> – <u>e</u>
<input type="checkbox"/> 50 <u>ay</u> = (ā)	<input type="checkbox"/> Irregular Words: <i>says, today, bayou</i> <input type="checkbox"/> 64 Final (ā) Spelled Digraph <u>ay</u>
<input type="checkbox"/> 51 <u>ai</u> = (ā) 6 linkages only	<input type="checkbox"/> Irregular Word: <i>eye</i> <input type="checkbox"/> Irregular Words: <i>goes, could, should, would, couldn't, shouldn't, wouldn't</i> <input type="checkbox"/> 65 Initial (z) Spelled <u>z</u>
<input type="checkbox"/> 52 <u>a</u> = (ā)	<input type="checkbox"/> Irregular Word: <i>answer</i>
<input type="checkbox"/> 53 <u>e</u> = (ē)	<input type="checkbox"/> Irregular Words: <i>only, buy</i>

Student/Class _____

MULTISENSORY LETTER INTRODUCTIONS AND CONCEPTS **Kit 4**

MULTISENSORY LETTER INTRODUCTIONS	CONCEPTS
<input type="checkbox"/> 54 <u>i</u> = (ī)	<input type="checkbox"/> Irregular Words: <i>waste, haste, paste, hasty</i>
<input type="checkbox"/> 55 <u>o</u> = (ō)	<input type="checkbox"/> Irregular Words: <i>there, therefore</i> <input type="checkbox"/> 66 Syllable Division: v'cv
<input type="checkbox"/> 56 <u>u</u> = (ū)	<input type="checkbox"/> Irregular Words: <i>love, dove, shove, glove, above</i>
<input type="checkbox"/> 57 <u>ar</u> = (är)	<input type="checkbox"/> Irregular Words: <i>been, pretty, toward</i> <input type="checkbox"/> 67 Final (k) Spelled <u>c</u>
<input type="checkbox"/> 58 <u>or</u> = (ôr)	<input type="checkbox"/> Irregular Words: <i>don't, won't</i>
<input type="checkbox"/> 59 <u>or</u> = (ër)	<input type="checkbox"/> 68 (ër) Spelled <u>or</u> <input type="checkbox"/> Irregular Word: <i>wolf</i> <input type="checkbox"/> 69 <u>a</u> after (kw) = (ö) <input type="checkbox"/> 70 (ö) after (w) Spelled <u>a</u> <input type="checkbox"/> 71 Spelling Final (ks): Base Words and Derivatives
<input type="checkbox"/> 60 <u>ar</u> = (ër) * 6 linkages only	<input type="checkbox"/> Irregular Words: <i>sugar, bury, busy, business</i> <input type="checkbox"/> 72 Syllable Division: v'ccv <input type="checkbox"/> 73 Spelling Long Vowels in Open, Accented Syllables
<input type="checkbox"/> 61 <u>or</u> = (ër) * 6 linkages only	<input type="checkbox"/> Irregular Words: <i>island, women, sword</i>

Student/Class _____ Date Kit 5 Instruction Began: _____

MULTISENSORY LETTER INTRODUCTIONS AND CONCEPTS **Kit 5**

MULTISENSORY LETTER INTRODUCTIONS	CONCEPTS
	<input type="checkbox"/> 74 Suffix <u>ful</u> <input type="checkbox"/> 75 Reading Derivatives: Dropping Final <u>e</u> (<i>hoping</i>) <input type="checkbox"/> 76 Final (s) Spelled <u>se</u>
<input type="checkbox"/> 62 <u>oi</u> = (oi)	<input type="checkbox"/> Irregular Words: <i>build, built, biscuit</i>
<input type="checkbox"/> 63 <u>oy</u> = (oi)	<input type="checkbox"/> Irregular Words: <i>bullet, bully, bushel, butcher cushion</i> <input type="checkbox"/> 77 (oi) Spelled <u>oi</u> and Final <u>oy</u> <input type="checkbox"/> 78 Prefix and Affix Concepts <input type="checkbox"/> 79 Prefixes <u>un</u> , <u>in</u> , <u>im</u> <input type="checkbox"/> 80 Spelling Derivatives: Base Word Spelling Changed (<i>hoping</i>)
<input type="checkbox"/> 64 <u>wh</u> = (hw)	<input type="checkbox"/> Irregular Words: <i>floor, door, where, what</i> <input type="checkbox"/> 81 Prefixes <u>dis</u> , <u>mis</u> <input type="checkbox"/> 82 Syllable Division: vc´v <input type="checkbox"/> Irregular Words: <i>move, prove, movies, lose</i> <input type="checkbox"/> 83 Prefixes <u>sub</u> , <u>super</u> <input type="checkbox"/> 84 Initial <u>wr</u> = (r)
<input type="checkbox"/> 65 <u>ch</u> = (ch)	<input type="checkbox"/> Irregular Word: <i>spinach</i>
<input type="checkbox"/> 66 [tion = (shŭn)	<input type="checkbox"/> 85 Accent in Longer Words <input type="checkbox"/> 86 <u>e</u> , <u>o</u> , <u>u</u> in Open, Unaccented Syllables <input type="checkbox"/> 87 Prefixes <u>under</u> , <u>over</u>
<input type="checkbox"/> 67 <u>tch</u> = (ch)	<input type="checkbox"/> 88 (ch) Spelled <u>ch</u> and Final <u>tch</u> <input type="checkbox"/> Irregular Words: <i>honor, humble, hour</i> <input type="checkbox"/> 89 (ch) Spelled <u>ch</u> and Final <u>tch</u> or <u>ch</u>

Student/Class _____

MULTISENSORY LETTER INTRODUCTIONS AND CONCEPTS Kit 5

MULTISENSORY LETTER INTRODUCTIONS	CONCEPTS
<input type="checkbox"/> 68 <u>sion</u> = (shǔn)	<input type="checkbox"/> 90 Prefixes <u>inter</u> , <u>self</u> <input type="checkbox"/> 91 Spelling Derivatives: Adding Consonant Prefixes to Base Words: <i>misspell</i>
<input type="checkbox"/> 69 <u>ea</u> = (ē) * 6 linkages only	<input type="checkbox"/> Irregular Words: <i>bruise, cruise, juice, suit, nuisance, fruit</i>
<input type="checkbox"/> 70 <u>sion</u> = (zhǔn)	<input type="checkbox"/> 92 Pronouncing <u>i</u> Before Final Stable Syllables <input type="checkbox"/> 93 Final Stable Syllable <u>sion</u> = (shǔn), (zhǔn)
<input type="checkbox"/> 71 <u>ou</u> = (ou)	<input type="checkbox"/> Irregular Words: <i>scene, scent, science, scissors</i>
<input type="checkbox"/> 72 <u>ow</u> = (ou)	<input type="checkbox"/> Irregular Words: <i>flood, blood</i> <input type="checkbox"/> 94 (ou) Spelled <u>ou</u> and Final <u>ow</u> <input type="checkbox"/> 95 Reading <u>ind</u> , <u>ild</u> , <u>old</u> Word Patterns
<input type="checkbox"/> 73 <u>a</u> = (ǔ)	<input type="checkbox"/> Irregular Word: <i>aisle</i> <input type="checkbox"/> 96 Prefixes <u>a</u> , <u>re</u> <input type="checkbox"/> 97 Spelling <u>ind</u> , <u>ild</u> , <u>old</u> Word Patterns <input type="checkbox"/> 98 Prefixes <u>pre</u> , <u>pro</u>
<input type="checkbox"/> 74 <u>c</u> = (s)	<input type="checkbox"/> Irregular Word: <i>often</i> <input type="checkbox"/> 99 <u>c</u> = (k) or (s) <input type="checkbox"/> 100 Medial (s) Spelled <u>s</u> or <u>c</u> <input type="checkbox"/> 101 Final (s) Spelled <u>ce</u> <input type="checkbox"/> 102 Silent <u>t</u> after <u>s</u> (<i>whistle, listen</i>) <input type="checkbox"/> 103 Medial (k) Spelled <u>ck</u> or <u>cc</u> <input type="checkbox"/> 104 Spelling Derivatives: Adding Vowel Prefixes to Base Words (<i>precook</i>)

Student/Class _____

Date Kit 6 Instruction Began: _____

MULTISENSORY LETTER INTRODUCTIONS AND CONCEPTS
Kit 6

MULTISENSORY LETTER INTRODUCTIONS	CONCEPTS
	105 <input type="checkbox"/> Reading Derivatives: Changing <u>y</u> to <u>i</u> <i>(carried, carrying)</i> 106 <input type="checkbox"/> Latin Stems
75 <input type="checkbox"/> <u>ow</u> = (ō)	107 <input type="checkbox"/> (ũ) Spelled <u>u</u> or <u>a</u> and Final <u>a</u> 108 <input type="checkbox"/> Syllable Division: v cv' <input type="checkbox"/> Irregular Word: <i>tomorrow</i> 109 <input type="checkbox"/> Final (ō) Spelled <u>ow</u>
76 <input type="checkbox"/> <u>oa</u> = (ō) *6 linkages only	<input type="checkbox"/> Irregular Words: <i>conquer, masquerade, mesquite</i>
77 <input type="checkbox"/> <u>oe</u> = (ō) *6 linkages only	<input type="checkbox"/> Irregular Words: <i>though, although, dough</i>
78 <input type="checkbox"/> <u>au</u> = (au)	110 <input type="checkbox"/> Spelling Derivatives: Changing <u>y</u> to <u>i</u> (<i>carried, carrying</i>) 111 <input type="checkbox"/> Final (s) Spelled <u>se</u>
79 <input type="checkbox"/> <u>aw</u> = (au)	<input type="checkbox"/> Irregular Word: <i>broad</i>
80 <input type="checkbox"/> <u>a</u> = (au)	112 <input type="checkbox"/> (au) Spelled <u>au</u> or <u>a</u> , and Final <u>aw</u>

Student/Class _____

Date Kit 6 Instruction Began: _____

MULTISENSORY LETTER INTRODUCTIONS AND CONCEPTS

Kit 6

MULTISENSORY LETTER INTRODUCTIONS	CONCEPTS
81 <input type="checkbox"/> <u>g</u> = (j)	<input type="checkbox"/> Irregular Words: <i>get, gift, girl, giggle, gild, gilt, giddy, gear</i> 113 <input type="checkbox"/> <u>g</u> = (g) or (j) 114 <input type="checkbox"/> Changing <u>y</u> to <u>i</u> and Adding <u>es</u> 115 <input type="checkbox"/> Silent Letters <input type="checkbox"/> Irregular Words: <i>calm, palm</i> 116 <input type="checkbox"/> Initial or Medial (j) Spelled <u>j</u> or <u>g</u>
82 <input type="checkbox"/> <u>dge</u> = (j) 83 <input type="checkbox"/> Final <u>ge</u> = (j)	117 <input type="checkbox"/> Final (j) Spelled <u>dge</u> or <u>ge</u> 118 <input type="checkbox"/> Syllable Division: vcccv <input type="checkbox"/> Irregular Words: <i>tomb, knowledge</i>
84 <input type="checkbox"/> <u>ea</u> = (ě) *6 linkages only	119 <input type="checkbox"/> French Suffix <u>ous</u> 121 <input type="checkbox"/> Spelling Medial or Final (z) 122 <input type="checkbox"/> French Suffix <u>age</u>
85 <input type="checkbox"/> <u>ie</u> = (ē) *6 linkages only	<input type="checkbox"/> Irregular Words: <i>touch, trouble, double, young, couple, country, cousin, courage, southern</i>
86 <input type="checkbox"/> <u>ue</u> = (ū)	123 <input type="checkbox"/> Final (ū) Spelled <u>ue</u> <input type="checkbox"/> Irregular Words: <i>shoe, canoe</i>

Student/Class _____

Date Kit 7 Instruction Began: _____

MULTISENSORY LETTER INTRODUCTIONS AND CONCEPTS
Kit 7

MULTISENSORY LETTER INTRODUCTIONS	CONCEPTS
	<input type="checkbox"/> Irregular Word: <i>through</i> 123 <input type="checkbox"/> Singular and Plural Possessive Nouns <input type="checkbox"/> Irregular Words: <i>tough, enough</i>
87 <input type="checkbox"/> <u>ie</u> = (ī) * 6 linkages only	124 <input type="checkbox"/> Reading vc v´ Words
88 <input type="checkbox"/> <u>o</u> = (ũ) *6 linkages only 89 <input type="checkbox"/> <u>ph</u> = (f) *6 linkages only	125 <input type="checkbox"/> Reading v´v and v v´ Words <input type="checkbox"/> Irregular Words: <i>caught, taught, daughter, naughty, distraught, slaughter</i>
90 <input type="checkbox"/> <u>ch</u> = (k) * 6 linkages only	126 <input type="checkbox"/> Reading v ccv´ Words 127 <input type="checkbox"/> Medial Greek <u>γ</u> = (ĩ) or (ĩ) (<i>gym, hydrant, type</i>) 128 <input type="checkbox"/> Greek Roots <input type="checkbox"/> Irregular Words: <i>scythe, rhyme, rhythm</i> 129 <input type="checkbox"/> Reading Three-Syllable Words
91 <input type="checkbox"/> <u>ei</u> = (ē) * 6 linkages only	130 <input type="checkbox"/> Final Stable Syllables Beginning with <u>ti</u> and <u>ci</u> : <i>cial, tial, cian, tian, cient, tient, cious, tious, cience</i> 131 <input type="checkbox"/> Final Stable Syllables <u>dure</u> and <u>ture</u> <input type="checkbox"/> Irregular Words: <i>sought, thought, cough, trough</i>

Student/Class _____

MULTISENSORY LETTER INTRODUCTIONS AND CONCEPTS

Kit 7

MULTISENSORY LETTER INTRODUCTIONS	CONCEPTS
92 <input type="checkbox"/> <u>ey</u> = (ē)	132 <input type="checkbox"/> Digraph <u>ey</u> = (ā)
93 <input type="checkbox"/> <u>eu</u> = (ū) * 6 linkages only	
94 <input type="checkbox"/> <u>ew</u> = (ū) *6 linkages only	<input type="checkbox"/> Irregular Words: <i>change, strange, range, danger, ranger, angel</i>
95 <input type="checkbox"/> <u>ea</u> = (ā) *6 linkages only	<input type="checkbox"/> Irregular Words: <i>earn, learn, earth, search, early, hearse, yearn</i>
96 <input type="checkbox"/> <u>eigh</u> = (ā) * 6 linkages only	<input type="checkbox"/> Irregular Word: <i>straight</i>
97 <input type="checkbox"/> <u>ei</u> = (ā) * 6 linkages only	133 <input type="checkbox"/> Possessives of Definite Pronouns 134 <input type="checkbox"/> Possessives of Indefinite Pronouns <input type="checkbox"/> Irregular Words: <i>forfeit, foreign</i>
98 <input type="checkbox"/> <u>ou</u> = (oo) * 6 linkages only	<input type="checkbox"/> Irregular Words: <i>autumn, column, hymn</i> <input type="checkbox"/> Irregular Words: <i>soul, shoulder, boulder</i>
99 <input type="checkbox"/> <u>ch</u> = (sh) *6 linkages only	<input type="checkbox"/> Irregular Words: <i>pearl, bear, pear, swear, tear, wear</i> 135 <input type="checkbox"/> Stable French Endings: <u>ace</u> , <u>ate</u> , <u>ain</u> , <u>ice</u> , <u>ile</u> , <u>ine</u> , <u>ise</u> , <u>ite</u> , <u>ive</u> , <u>esque</u> , <u>ique</u>
100 <input type="checkbox"/> <u>a</u> = (ö) * 6 linkages only	136 <input type="checkbox"/> Reading Words of Four or More Syllables