

MTA KIT 1 READING INTRODUCTION AND PRACTICE SEQUENCE

NAME/CLASS _____ TEACHER _____

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PREREQUISITES				READING PRACTICES	
DATE	Multisensory Letter Introductions	DATE	Reading Concepts	DATE	
			1: Initial, Medial, Final <i>Concept Review Card 1</i>		Lesson 1: Oral Phoneme Blending
					Identify Letters in Initial, Medial, and Final Positions
			2: Vowels and Consonants <i>Concept Review Cards 2, 3</i>		Lesson 2: Oral Phoneme Blending
					Identify Sounds as Vowels or Consonants
	1: <u>i</u> = (i)				Lesson 3: <u>i</u> = (i) Oral Phoneme Blending
					Identify Letters in Initial, Medial, Final Positions
					Identify Sounds as Vowels or Consonants
	2: <u>t</u> = (t)				Lesson 4: <u>t</u> = (t) Oral Phoneme Blending
					Identify Sounds as Vowels or Consonants
					Reading Blending Practice
	3: <u>p</u> = (p)				Lesson 5: <u>p</u> = (p) Oral Phoneme Blending
					Identify Sounds as Vowels or Consonants
					Student practice 1
			3: Syllables <i>Concept Review Cards 4, 5</i>		Lesson 6: Syllables
					Student practice 2
	4: <u>n</u> = (n)				Lesson 7: <u>n</u> = (n)
					Student practice 3
			4: Open and Closed Syllables <i>Concept Review Cards 6, 7</i>		Lesson 8: Open and Closed Syllables
					Student practice 4
			5: Accent		Lesson 9: Accent
					Student practice 5
			6: Open, Accented Syllables <i>Concept Review Cards 8, 9, 10, 11</i>		Lesson 10: Open, Accented Syllables
					Student practice 6
			7: Reading Doubled Consonants <i>Concept Review Card 14</i>		Lesson 11: Reading Doubled Consonants
					Student practice 7
	5: <u>s</u> = (s)				Lesson 12: <u>s</u> = (s)
					Student practice 8
					Student practice 9
			8: Coding Closed Syllables <i>Concept Review Cards 12, 13</i>		Lesson 13: Coding Closed Syllables
					Practice the coding procedure

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DATE	Multisensory Letter Introductions	DATE	Reading Concepts	DATE	
			9: Base Word and Suffix <i>Concept Review Cards 15, 16, 17</i>		Lesson 14: Base Word and Suffix
					Student practice 10
	6: <u>a</u> = (ã)				Lesson 15: <u>a</u> = (ã)
					Student practice 11
					Student practice 12
					Student practice 13
			10: Coding and Reading Plurals <i>Concept Review Card 18</i> <i>Suffix Card 1</i>		Lesson 16: Coding and Reading Plurals
					Student practice 14
					Student practice 15
			11: Reading Final <u>ss</u> <i>Concept Review Card 19</i>		Lesson 17: Reading Final <u>ss</u>
					Student practice 16
			12: The Unaccented Word <u>a</u> <i>Concept Review Card 20</i>		Lesson 18: The Unaccented Word <u>a</u>
					Student practice 17
					Student practice 18
			13: Recognizing Sentences and Phrases <i>Concept Review Cards 21, 22</i>		Lesson 19: Recognizing Sentences and Phrases
					Student practice 19
					Student practice 20
	7: <u>s</u> = (z)				Lesson 20: <u>s</u> = (z)
					Student practice 21
			14: Situation Reading <u>s</u> = (s) or (z) <i>Concept Review Cards 23, 24</i>		Lesson 21: Situation Reading <u>s</u> = (s) or (z)
					Student practice 22
					Student practice 23
			15: Two Sounds for Suffix <u>s</u> <i>Concept Review Card 25</i>		Lesson 22: Two Sounds for Suffix <u>s</u>
					Student practice 24
					Student practice 25
	8: <u>l</u> = (l)				Lesson 23: <u>l</u> = (l)
					Student practice 26
					Student practice 27

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DATE	Multisensory Letter Introductions	DATE	Reading Concepts	DATE	
			17: Reading Possessives and Contractions <i>Concept Review Cards 26, 27</i>		Lesson 24: Reading Possessives and Contractions
					Student practice 28
					Student practice 29
	9: <u>d</u> = (d)				Lesson 25: <u>d</u> = (d)
					Student practice 30
					Student practice 31
					Student practice 32
			18: Irregular Word Concept: <u>said</u> <i>Concept Review Card 28</i> <i>Irregular Word Card 1</i>		Lesson 26: Irregular Word Concept: <u>said</u>
					Student practice 33
					Student practice 34
	10: <u>f</u> = (f)				Lesson 27: <u>f</u> = (f)
					Student practice 35
					Student practice 36
					Student practice 37
					Student practice 38
	11: <u>h</u> = (h)				Lesson 28: <u>h</u> = (h)
					Student practice 39
					Student practice 40
					Lesson 29: Kit 1 Review
					Student practice 41
					Student practice 42
					Student practice 43
					Student practice 44
					Student practice 45

After all Kit 1 multisensory letter introductions have been taught, a few Kit 2 multisensory letter introductions may be introduced (no more than 1 or 2 per week) before Kit 1 Reading Mastery Check has been passed. **Do not introduce any Kit 2 Concepts or begin any Kit 2 Reading Practices until Kit 1 Reading Mastery Check has been passed.** Practice Kit 1 Reading Practices only until students have passed Reading Mastery Check 1. Administer Reading Mastery Check 1 as soon as all reading practices have been completed with an average of 90% accuracy and a fluency rate of 2 or more. When Reading Mastery Check 1 has been passed, begin teaching Kit 2 reading concepts only and begin Kit 2 Reading practice.