

# MTA KIT 5 READING INTRODUCTION AND PRACTICE SEQUENCE

NAME/CLASS \_\_\_\_\_ TEACHER \_\_\_\_\_

Page 1 of 4

PREREQUISITES				READING PRACTICES			
DATE	Multisensory Letter Introductions	DATE	Reading Concepts	DATE	Supplementary Reading Guide	DATE	Reading Practice Guide
			74: Suffix <u>ful</u>		#1		#1
			75: Reading Derivatives: Dropping Final <u>e</u> (hoping) CRC #88		#2 #3 #4		#2 #3
	62: <u>oi</u> = (oi) CRC #90						
			Irregular words: <i>build</i> , <i>built</i> , <i>biscuit</i>				
	63: 64: <u>oy</u> = (oi)				#5 #6		#4 #5
			Irregular words: <i>bullet</i> , <i>bully</i> , <i>bushel</i> , <i>butcher</i> , <i>cushion</i>				
			78: Prefix and Affix Concepts CRC #93, #94				
			79: Prefixes <u>un</u> , <u>in</u> , <u>im</u> <b>Begin Prefix Deck</b>		#7 #8		#6 #7
	64: <u>wh</u> = (hw)				#9		#8
			Irregular words: <i>floor</i> , <i>door</i> , <i>where</i> , <i>somewhere</i> , <i>what</i>				
			81: Prefixes <u>dis</u> , <u>mis</u>		#10		#9
			82: Syllable Division: vc'v CRC #96				<b>Begin Syllable Division Practices</b>
	65: <u>oo</u> = (oō)				#11 #12		#10 #11
			Irregular words: <i>move</i> , <i>prove</i> , <i>movies</i> , <i>lose</i>				
			83: Prefixes <u>sub</u> , <u>super</u>		#13		#12 #13

# MTA KIT 5 READING INTRODUCTION AND PRACTICE SEQUENCE

NAME/CLASS \_\_\_\_\_ TEACHER \_\_\_\_\_

Page 2 of 4

PREREQUISITES				READING PRACTICES			
DATE	Multisensory Letter Introductions	DATE	Reading Concepts	DATE	Supplementary Reading Guide	DATE	Reading Practice Guide
			84: Initial wr = (r) CRC #97		#14		#14
	66: ch = (ch)				#15		#15
			Irregular word: <i>spinach</i>				
	67: [tion = (shun) Concept Review Card #98				#16 #17 #18		#16 #17 #18
			85: Accent in Longer Words CRC #99				
			86: e, o, u in Open, Unaccented Syllables CRC #100				
			87: Prefixes <u>under</u> , <u>over</u>		#19		#19 #20
	68: tch = (ch)				#20 #21		#21
			Irregular words: <i>honor</i> , <i>humble</i> , <i>hour</i>				
	69: [sion = (shun)* 6 linkages CRC #104				#22		#22
			90: Prefixes <u>inter</u> , <u>self</u>		#23		#23 #24
	70: <u>ea</u> = (ē)* 6 linkages				#24		#25
			Irregular words: <i>bruise</i> , <i>cruise</i> , <i>juice</i> , <i>suit</i> , <i>nuisance</i> , <i>fruit</i>				
	71: [sion = (zhun)						
			92: Pronouncing i before Final Stable Syllables CRC #108, #109				#26

**MTA KIT 5 READING INTRODUCTION AND PRACTICE SEQUENCE**

NAME/CLASS \_\_\_\_\_ TEACHER \_\_\_\_\_

Page 3 of 4

PREREQUISITES				READING PRACTICES			
DATE	Multisensory Letter Introductions	DATE	Reading Concepts	DATE	Supplementary Reading Guide	DATE	Reading Practice Guide
			93: Final Stable Syllable <u>sion</u> = (shun), (zhun) CRC #110		#25		#27 #28
	72: <u>ou</u> = (ou)						
			Irregular words: <i>scene, scent, science, scissors</i>				
	73: <u>ow</u> = (ou)				#26 #27		#29 #30 #31
			Irregular words: <i>blood, flood</i>				
			95: Reading <u>ind</u> , <u>ild</u> , <u>old</u> Word Patterns CRC #113		#28		#32
	74: <u>a</u> – (ō)						#33
			Irregular word: <i>aisle</i>				
			96: Prefixes <u>a</u> , <u>re</u>				
			98: Prefixes <u>pre</u> , <u>pro</u>		#29		#34 #35
	75: <u>c</u> = (s)				#30		
			Irregular word: <i>often</i>				
			99: <u>c</u> = (k) or (s) CRC #114, #115		#31 #32		#36 #37
			102: Silent <u>t</u> after <u>s</u> (whistle, listen) CRC #118		#33 #34		#38 #39

# MTA KIT 5 READING INTRODUCTION AND PRACTICE SEQUENCE

NAME/CLASS \_\_\_\_\_ TEACHER \_\_\_\_\_

Page 4 of 4

Reading Practice Guide: VC'V Syllable Division Practices							
Date	Pattern/Code	Date	Word List	Date	Review	Date	Context
	1		3		4		
	2				5		
					6		

**NOTE:** If all of these syllable division practices are completed before the other Kit 5 reading practices, re-read these syllable division practices at least once a week to maintain skill and develop automaticity.

Preparation for Reading Mastery Check, Reading Practice Guide			
Date	Review Practices	Date	Context
	1		#5, page 1
	2		#5, page 2
	3		#5, page 3
	4		#5, page 4
			#5, page 5

**NOTE:** If students are still not meeting mastery criteria for these practices, begin re-reading all Kit practices until mastery criteria is met.

Administer Kit 5 Reading Mastery Check as soon as all Kit 5 reading practices have been completed with an average of 90% accuracy and a fair degree of fluency.

After Kit 5 Reading Mastery Check has been passed, begin teaching Kit 6 multisensory letter introductions and reading concepts.