### Multisensory Structured Literacy: Group Instruction Methodology Materials

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	Morpheme/Con	nective Chart A	
prefix	root	connective	suffix
1. a - (in/into or not)	<b>1. act</b> – (to do)	1. i - short i before consonant	1able/-ible
2 ha - (thoroughly by make)	2. cred – (to believe)	2. i - long e before vowel suffix	2. – al - /ul/ relating to
, , ,	3. fer – (to bear or carry)	<b>3. i</b> - /y/ after I or n	3. – ed - /d//t//id/ past tense
4. de – (down, away from)	<b>4. form</b> – (form, shape)	4. ci, ti, xi - /sh/ before vowel suffix	<b>4. – ent</b> - /int/ one who and state of being
	<b>5. ject</b> – (throw)	5. u/ul - long u	<b>5. – er</b> – one who or to compare
	6. port – (to carry)	6. tu - /choo/	6 est — when comparing three or more things
	7. rupt — (to break)	7. du - /joo/	<b>7. – ful</b> <i>- full</i>
8. ex – (out of, formerly)	8. tract – (pull, drag or draw)		8. – ic – of or reating to
<b>9. in- il- im- ir</b> - (not or in)	<b>9. sist</b> – (stand)		9. – ing – denoting present tense
	10. struct – (build)		<b>10. – ish</b> <i>- like</i>
<b>11. per</b> – (through or completely)			11. – ive – causing or inclined
<b>12. pre -</b> (before or early)			12. – less - without
13. pro – (forward or in favor of)			13. – ly – like, every or how 14. – ment – act of, state of or a thing
<b>14. re-</b> (again or back)			15. – ness – state of being
14.16 (again of back)			<b>16 ous</b> — full of
15. sub – (under or secondary)			17 tion/-sion /shun//zhun/- state of
<b>16. un</b> – (not or the opposite of)			<b>18. – s/es</b> – plurall
			<b>19. – y</b> – being or having

	Morpheme/Con	nective Chart A	
prefix	root	connective	suffix
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	ô.	6.	6.
7.	7.	7.	7.
8.	8.		8.
9.	9.		9.
10.	10.		10.
11			11.
12.			12.
13.			13. 14.
			15.
14.			16.
15.			17.
16.			18.
			19.

# PHONICS SOUND/SYMBOL ORGANIZATION CHART

	ප	Consonants	Digraphs	Short Vowels	Long Vowels	Diphthongs	R Control
-20	Ω		 +	J.	1. a -vcè ai	1. oi -oy	1. ar
2.	J	수 무			-ay eigh		
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9			4. sh ch	4. 0	ea ie -y -ey	-alk dua	
r~:	•—	g -dge -ge				angh	3. or War
 	-			<b>5</b>	-vce		000000000000000000000000000000000000000
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15.	-						] is
16.	>				11123	90 .5	5]
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\$.	×				5. U -VCR		5. ear
19.	>						
20.	7						

## PHONICS SOUND/SYMBOL ORGANIZATION CHART

Consonants	Digraphs	Short Vowels	Long Vowels	Diphthongs	R Control
2.	2	7		9	761 25
3. —				2.	2.
7	3. —	3.	2.		
5.					
9	4,	4,			
7		- E			3.
<u></u>			3.		
9					
10.				3,	4.
12. —					
13. —			4.	4.	
14.					
15.	= ====================================			Į:	
16.				.; 	
17.			[		
18.			5.		5.
19. —					
20,				80	
				AND THE PROPERTY OF THE PROPER	(Antigene operator) and the Control of Contr
And the second s	No.			Combination of letters a sound or combinati	Combination of letters that consistently represents a sound or combination of sounds.

C Language Circle Enterprises, Inc.

Phonics 1

### Direction for using bookmark

Box at top refers to: boxing off affixes/special patterns If boxing off vowel suffix, student determines if doubling/ dropping rule is used

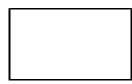
C = Cut student decides if word is multi syllable if it is, Student decides if he uses knowing or trying cutting pattern

I = Identify
If student still has still not figured
out word, he identifies
the syllable using clover

T = Trace
If child has still not figured
out word, he traces over
syllable or particular letter

E = Echo Sometimes child, especially in early stages, benefits from having sounds echoed to him in order to blend word successfully

### Step #1: Box the prefix/suffix







### Step #3:



### Step #4:



### Step #5:



Date	10	12. Bonus Sound				
	, «	6.			8. % 10. 11. 12.	
	vunds: 4	9	pelling		-	
Name	Review sounds: 1.	ற்	Review: spelling		ં લં છં સં છં છં	

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		49 K 69
Sentence Dictation: 1. C 0 P S	rning	_
Sentence . C . D . S	S S New Learning	ં લં છે ત્રં