

Multisensory Structured Literacy: Group Instruction Methodology Materials

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c **L** e

O pen

Vowel
teams

magic **E**

Closed

bossy **R**

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

Morpheme/Connective 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.	6.	6.	6.
7.	7.	7.	7.
8.	8.		8.
9.	9.		9.
10.	10.		10.
11.			11.
12.			12.
13.			13.
14.			14.
15.			15.
16.			16.
			17.
		18.	
		19.	

PHONICS SOUND/SYMBOL ORGANIZATION CHART

Consonants	Digraphs	Short Vowels	Long Vowels	Diphthongs	R Control
1. b	1. th	1. a	1. a -vce ai	1. oi -oy	1. ar
2. c k -ck ch	2. ch -tch	2. e ea	-ay eigh		
3. d	3. wh	3. i y	2. e -vce ee	2. au -aw	2. er ur ir
4. f ph	4. sh ch	4. o	ea ie -y -ey	-all wa	wor ear
5. g		5. u		-alk qua	
6. h				augh	3. or
7. j g -dge -ge					
8. l			3. i -vce		
9. m -mb -mn			-ie -y	3. oo -ew	4. ar+r
10. n kn			-igh -ind	ui -ue	ar+v
11. p					er+r
12. qu					er+v
13. r wr			4. o -vce	4. ou ow	ear
14. s c			oo -ow -oe		air
15. t			-old -oll	5. oo	
16. v					
17. w					
18. x			5. u -vce		5. ear
19. y					
20. z					

PHONICS SOUND/SYMBOL ORGANIZATION CHART

Consonants	Digraphs	Short Vowels	Long Vowels	Diphthongs	R Control
1. _____	1. _____	1. _____	1. _____ _____	1. _____	1. _____
2. _____	2. _____	2. _____	_____		
3. _____	3. _____	3. _____	2. _____ _____	2. _____ _____	2. _____ _____
4. _____	4. _____	4. _____	_____	_____	_____
5. _____		5. _____	3. _____ _____	_____	3. _____ _____
6. _____			_____		
7. _____			_____		
8. _____			_____		
9. _____			_____		
10. _____			_____		
11. _____			_____		
12. _____			_____		
13. _____			_____		
14. _____			_____		
15. _____			_____		
16. _____			_____		
17. _____			_____		
18. _____			_____		
19. _____			_____		
20. _____			_____		

☐ Combination of letters that consistently represents a sound or combination of sounds.

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 #2:



Step #3:



Step #4:



Step #5:



Name _____

Date _____

Review sounds:

1. _____ 4. _____ 7. _____ 10. _____

2. _____ 5. _____ 8. _____ 11. _____ Bonus Sound

3. _____ 6. _____ 9. _____ 12. _____ Bonus Sound

Review: spelling

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--	--	--	--	--	--

1. _____ 7. _____

2. _____ 8. _____

3. _____ 9. _____

4. _____ 10. _____

5. _____ 11. _____

6. _____ 12. _____

Sentence Dictation:

1. C _____
O _____
P _____
S _____

2. C _____
O _____
P _____
S _____

New Learning

--	--	--	--	--	--

--	--	--	--	--	--

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____