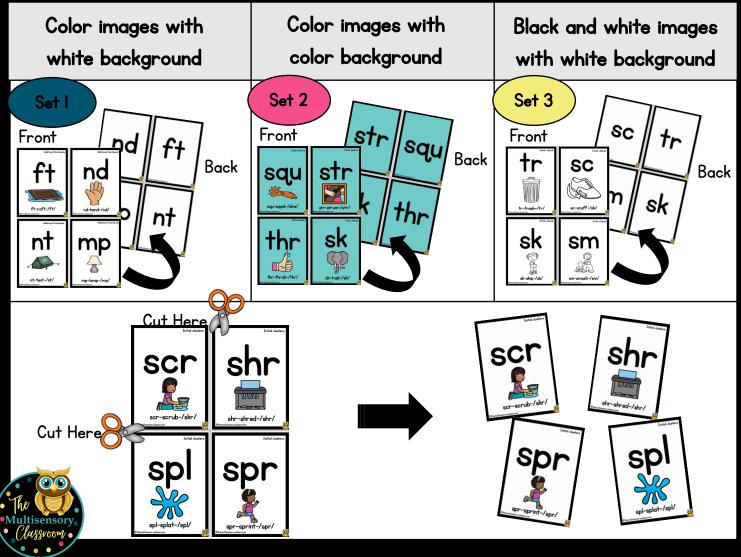


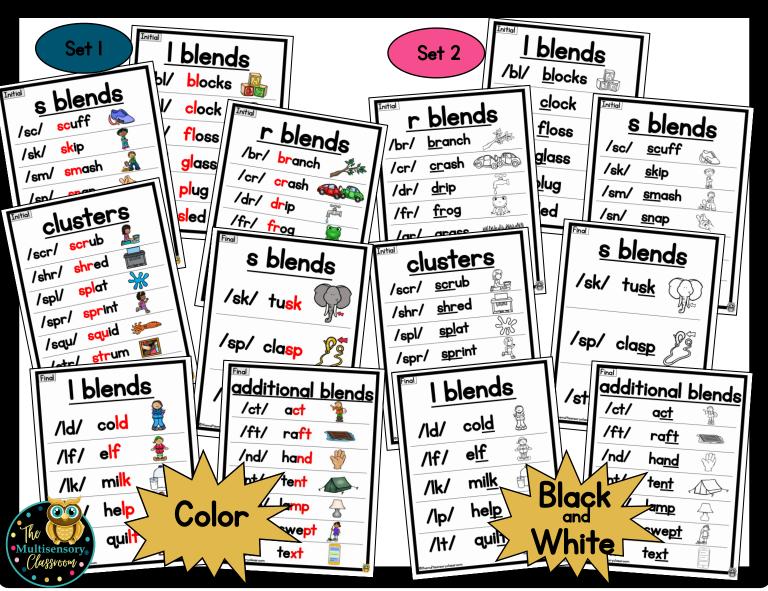


Cards may be printed single-sided (just the front) or double-sided (front and back)



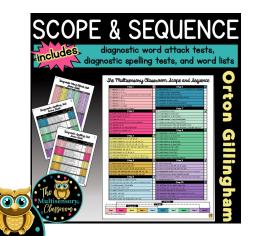


## 2 sets of 7 posters





All sets of blends are covered in The Multisensory Classroom Scope and Sequence; may also be used separately



Step 1	$\checkmark$	Step 6
1.1 alphabet: t, i, s, n		6.1 open syllables: _e, _i, _o, _u, _y (/ī/-1 syllable, /ĕ/- 2 syllables)
l.2 alphabet:w,h,d,e		6.2 syllable concept: open syllable
1.3 alphabet: b, u, p		6.3 syllable division: V/CV and VC/V
1.4 alphabet: c, k		6.4 syllable division: VCCV as V/CCV or VCC/V
1.5 alphabet: a, m, l, g, o		6.5 consonant -le: short vowel
1.6 alphabet:r,v,f,j		6.6 consonant -le: long vowel (open syllable)
1.7 alphabet: x, y, z, q(u)		6.7 syllable concept: consonant -le syllable
1.8 syllable concept: closed syllable		6.8 syllable division: consonant -le
Step 2	$\checkmark$	Step 7
2.1 suffix: -s (as /s/ and /z/)		7.1 r-controlled: ar (/ar/), or & ore (/or/)
2.2 glued sounds: all, am, an		7.2 r-controlled: er, ir, & ur (/er/)
2.3 floss rule: f, l, s, z		7.3 syllable concept: r-controlled syllable
2.4 syllable division: VC/CV (2 closed syllables)		7.4 syllable division: VC/CCV and VCC/CV
2.5 digraphs: ck, wh		7.5 additional sounds: initial and final soft c (/s/)
2.6 digraphs: sh, th (voiced/unvoiced)		7.6 additional sounds: initial and final soft g; trigraph: dge (/j/)
2.7 digraph: ch; trigraph: tch		Step 8
2.8 suffix:-es		8.1 vowel teams: ai & ay (/ā/)
Step 3	$\checkmark$	8.2 vowel teams: ea, ee, & ey (/ē/)
3.1 initial   blends: bl-, cl-, fl-, gl-, pl-, sl-		8.3 vowel teams: ie & igh (/ī/)
3.2 initial r blends: br-, cr-, dr-, fr-, gr-, pr-, tr-		8.4 vowel teams: oa, oe, & ow (/ō/)
3.3 initial s blends: sc-, sk-, sm-, sn-, sp-, st-, sw-		8.5 vowel teams: ue, ui, & ew (/ōō/)
3.4 initial clusters: scr-, shr-, spl-, spr-, squ-, str-, thr-		8.6 vowel teams: oo (/öö/, /öŏ/)
3.5 final s blends: -sk, -sp, -st		8.7 vowel teams: ou & ow (/ou/)
3.6 final   blends: -ld, -lf, -lk, -lp, -lt		8.8 vowel teams: oi & oy (/oi/)
3.7 additional final blends: -ct, -ft, -nd, -nt, -mp, -pt, -xt		8.9 vowel teams: au & aw (/ŏ/)
3.8 suffixes: -ed (/ed/), -er, -ing (unchanging base words)		8.10 syllable concept: vowel-team syllable
Step 4	$\checkmark$	Step 9
4.1 glued sounds: ang, ing, ong, ung		9.1 suffix rule: y rule
4.2 glued sounds: ank, ink, onk, unk		9.2 connections: words with are, is, would
4.3 exception glued sounds: ild, ind, old, oll, olt, ost		3 creations: words with have, not, will
4.4 suffix rule: doubling rule (1-1-1) with -ed, -er, -ing		it able words: 3 sylables-all syllable types (no schwa, accented syllables)
4.5 suffix rule: doubling rule (1-1-1) with -en, -est	- (	a commonal sound: schwa (2-syllable words)
Step 5		2.6 multisyllable words: 3 syll bles- all syllable types (with schwa)
5.1 VCe: a_e (/ā/), i_e (/ī/)		9.7 syllable division: V/V
5.2 VCe: e_e (/ē/), o_e (/ō/), u_e (/ōō/, /ū/)		
5.3 syllable concept: VCe syllable		10.1 suffixes
5.4 suffix rule: silent e rule		10.2
5.5 syllable division: compound words (closed & VCe syllable words		vanphs: ch (/k/), ph (/f/)
5.6 suffix: -ed (/d/)		anced vowel teams: ea (/ĕ/), eigh (/ā/), ie (/ē/)
5.7 suffix: -ed (/t/)		10.5 advanced r-controlled: air, are, & ear (/âr/), ear (/er/, /êr/), wor (/wer/)
5.8 suffix review: -ed review (/ed/, /d/,		10.6 silent letters: kn, lf, mb, wr
		2 <sup>nd</sup> Grade +
		I <sup>et</sup> Grade
Kindergarten		
	Step 5	5 Step 6 Step 7 Step 8 Step 9 Step

## 4 Blend Sizes Available in The Multisensory Classroom Store

