

# DECODABLE PASSAGES &

Step  
3 of 10

comprehension worksheets

**Spot and Skip**

Spot is a bass. Spot likes to swim. Swish, he skids and swims with skill. Today he scans to find a crab. Spot likes to eat crabs as a snack. He wants a crab snack today. Sniff! Sniff! Is that a crab Spot smells? Did Spot find a crab? Yes! Spot DID find a crab! Spot smacks his lips. He wants the crab snack. "Yum! Yum! I will snack on a crab today!" Spot skims to the crab. But Skip the crab sees Spot. "Scat, bass! I do not want to be a snack for you!" Skip snaps at Spot. Snip! Snip! He snaps and smacks Spot's fin. Spot swims off in a flash. Spot will not eat Skip today. Skip will not be a snack for Spot.

Will Spot eat? Spot finds a small bug. It is not as good as a crab. But get a snack!

Color a star each time you read

**The Tall Cliff**

...s, and Slim got on the path. The cliff—a big, tall cliff. Can Clem, Floss, the top? Plod, plod, puff, puff. The slick. Clem, Floss, and Slim slip in and Slim get glum. But Clem, Floss, t. Slosh, slosh, puff, puff. Clem, and puff. Get to the top! Do slosh, huff.

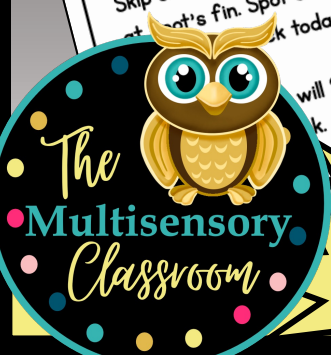
Then... m get to the top! Flop! Clem, on the path. Clem is glad s glad to get to the top. top. Clem, Floss, and Slim

Color a star each time you read

**The Elf and the Elk**

...with a little hut by a tall cliff. Galt felt snug nself. He had a bed with a thick quilt. He had a ut his milk, fish, and chips. He had a shelf that as snug as a bug in his little hut. out of milk. He got up from under his snug quilt ay I will go out to a shop. I must get some kilt and his belt. Then Galt set out at a brisk help!" ome!" Galt said to himself with a yelp. if and his stick all set to hit at it. "I will is... it is... an elk?" talf, it let out a big SNUFF! When Galt big YELP! "Do you want to eat me?" ulp. "Do you want to eat ME?" o not eat elk." elk. "I eat moss and grass. But I must go to the shop for milk." big bulk of moss and grass. snug little hut. But he will k on the path. They trot and k.

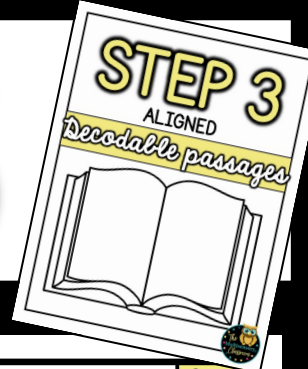
Color a star each time you read



ALIGNED with The Multisensory Classroom Scope and Sequence

orton  
Gillingham

# INCLUDES



stories include  
 phonograms/skills taught  
 in step 3 of  
*The Multisensory  
 Classroom Scope and  
 Sequence*

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Step 3

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**included**

*The Multisensory Classroom Scope and Sequence*

**sold separately**



decodable  
passage

# LAYOUT

scope and  
sequence sub-  
step where  
passage's  
focused  
phonogram/skill  
is found

identify words  
containing focus  
phonogram/skill

3.4 Aligned

## The Squid and the Sprat

clusters
her
they
play
does
her
they
play
does
her
they
play
does

Squish the Squid gets up from her bed in the shrub. With a stretch of her gills and a splash of her fins, Squish swims off to find Sprig the Sprat.

Sprig the Sprat is a little fish. She is small and flat. Squish the Squid is big and tall. But they are pals and like to play.

Squish splashes with thrill when she finds Sprig. They play and swim and then find Splod the Cod. Splat! They splash Splod the Cod, but Splod does not want to play. He yells a shrill, "Scram!" and snaps at Squish and Splod. They swim off fast!

They play in the rocks and find Thrass the Bass. Splat! They splash Thrass the Bass, but Thrass does not want to play. He yells a cross, "Scat!" and nips at Squish and Splod. They swim off in a flash!

They play in the mud and find Stram the Clam. Splat! They splash Stram the Clam. Stram the Clam does not say "scram." Stram the Clam does not say "scat." Stram the Clam splits her shell to look at Squish and Sprig.

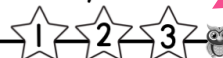
Then... *Scrut, scrut... SPIT!* Stram the Clam spits at Squish and Sprig with a hiss! What a trick! Off go Squish and Sprig with a spin and a splash!

Squish and Sprig have fun and play.

Highlight words that begin with a "consonant cluster"

Sight Words:  
*her, they, play, does*

Color a star each time you read



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7

phonogram/skill  
card that  
corresponds  
with passage  
\*cards can be  
purchased  
separately in The  
Multisensory  
Classroom TPT  
store

re-read to  
increase  
fluency

review sight words  
before story is read



# comprehension worksheet

# LAYOUT

short-answer  
questions to  
assess  
comprehension  
of text

34




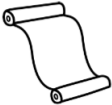


Name: \_\_\_\_\_

What two animals are friends?  
\_\_\_\_\_


Name two animals that don't want to play with Squish and Sprig.  
\_\_\_\_\_

What does Stram the Clam do to Squish and Sprig?  
\_\_\_\_\_

Write the initial consonant clusters to complete the word.

___ed		___at		___id	
___oll		___ing		___ee	

Illustrate your favorite sentence from the story



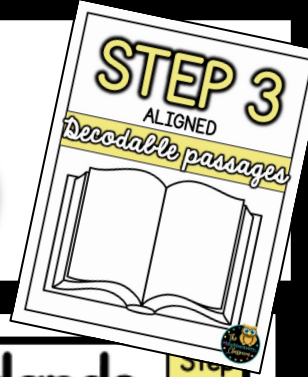
phonogram/skill  
card that  
corresponds  
with decodable  
passages

sentence  
illustration to  
visualize the text

phonics review  
of focused  
phonogram/skill



# INCLUDES



K5- Grade 3  
common core  
standards for  
each decodable  
passage

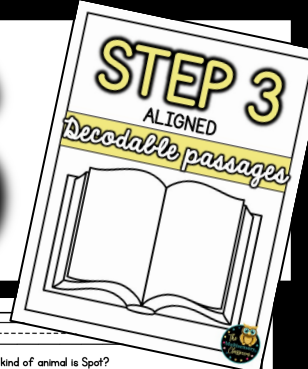
## Common Core Standards

Note: each standard without a letter at the end means that all strands within this standard are included

Sub-step	Phonogram/Skill	Passage Title	K5	Grade 1	Grade 2	Grade 3
3.1	initial l blends	The Tall Cliff	R.F. K.3.C, R.F. K.4	R.F. 1.2.B, R.F. 1.3.B R.F. 1.3.G, R.F. 1.3.F R.F. 1.4	R.F. 2.3.F, R.F. 2.4	R.F. 3.3.D, R.F. 3.4
3.2	initial r blends	A Trip for Prim	R.F. K.3.C, R.F. K.4	R.F. 1.2.B, R.F. 1.3.B R.F. 1.3.G, R.F. 1.3.F R.F. 1.4	R.F. 2.3.F, R.F. 2.4	R.F. 3.3.D, R.F. 3.4
3.3	initial s blends	Spot and Skip	R.F. K.3.C, R.F. K.4	R.F. 1.2.B, R.F. 1.3.B R.F. 1.3.G, R.F. 1.4	R.F. 2.3.F, R.F. 2.4	R.F. 3.3.D, R.F. 3.4
3.4	initial consonant clusters	The Squid and the Sprat	R.F. K.3.C, R.F. K.4	R.F. 1.2.B, R.F. 1.3.B R.F. 1.3.G, R.F. 1.4	R.F. 2.3.F, R.F. 2.4	R.F. 3.3.D, R.F. 3.4
3.5	final s blends	The Best Nest	R.F. K.3.C, R.F. K.4	R.F. 1.2.B, R.F. 1.3.B R.F. 1.3.G, R.F. 1.4	R.F. 2.3.F, R.F. 2.4	R.F. 3.3.D, R.F. 3.4
3.6	final l blends	The Elf and the Elk	R.F. K.3.C, R.F. K.4	R.F. 1.2.B, R.F. 1.3.B R.F. 1.3.G, R.F. 1.4	R.F. 2.3.F, R.F. 2.4	R.F. 3.3.D, R.F. 3.4
3.7	additional final blends	The Shrimp Theft	R.F. K.3.C, R.F. K.4	R.F. 1.2.B, R.F. 1.3.B R.F. 1.3.D, R.F. 1.3.E R.F. 1.3.G, R.F. 1.4	R.F. 2.3.F, R.F. 2.4	R.F. 3.3.D, R.F. 3.4
3.8	suffixes: -ed as /ed/, -ing, -er (unchanging base words)	Barter's Trusted Tracking Sniffer	R.F. K.3.C, R.F. K.4	R.F. 1.2.B, R.F. 1.3.A R.F. 1.3.B, R.F. 1.3.G R.F. 1.4	R.F. 2.3.D, R.F. 2.3.F, R.F. 2.4	R.F. 3.3.A, R.F. 3.3.D, R.F. 3.4



# INCLUDES



**31** *Aligned* **The Tall Cliff**

Clem, Floss, and Slim got on the path. The path led to a cliff—a big, and Slim got to the top? path is wet and slick. Clem the black mud.

Clem, Floss, and Slim and Slim do not quit. Sloss Floss, and Slim huff and not quit! Plod, puff, slosh

Clem, Floss, and Slim Floss, and Slim flop flat to get to the top. Floss is Slim is glad to get to the yell and clap!

Write the initial blend to complete.

\_\_\_\_ock \_\_\_\_\_as \_\_\_\_\_at \_\_\_\_\_ant

Highlight words that begin with an "s" blend.

Sight Words: *her, they, plays, does*

Color a star.

**32** *Aligned* **A Trip for Prim**

Brad was on a trip in his truck. He was to get Prim the pig. Prim the pig got in the back truck. Brad got the truck on the track.

Prim was cross. She did not like the truck. What if the truck goes off the track? What goes CRASH? Prim did fret. "Do not fret, Prim. I will not crash! Grab a nap!" But the trip did on.

Prim was grim. She did not grab a nap. Pr-fret. When the truck did stop, Prim got off. "Prim! I am glad to see you!" said Fran. But Prim mad as a crab.

Fran in a dress did not make Prim grin. It did not make Prim grin. The trim brick hut did Prim grin.

But then... drip, drop, glug, glob. What a MUD! Prim did trot to the mud and got in with a big grin Prim had the

Write the initial r blend to complete the word.

\_\_\_\_ash \_\_\_\_\_idge \_\_\_\_\_ash \_\_\_\_\_ess \_\_\_\_\_ass \_\_\_\_\_og

Illustrate your favorite sentence from the story.

**33** *Aligned* **Spot and Skip**

Spot is a bass. Spot likes to swim. Finish, he skip and swims with skill. Today he scans to find a crab. Spot likes to eat crabs as a snack. He wants a crab snack today. Sniff! Sniff! Is that a crab? Spot smells! Did Spot find a crab? Yes! Spot DID find a crab!

Spot smacks his lips. He wants the crab snack. "Yum! Yum! I will snack on a crab today!" Spot skims to the crab. But Skip the crab sees Spot.

"Scat, base! I do not want to be a snack for you Skip snaps at Spot. Snip! Snip! He snaps and smacks at Spot's fin. Spot swims off in a flash. Spot will not get a crab snack today. Skip will not be a snack for Spot today.

What snack will Spot eat? Spot finds a small but to eat for a snack. It is not Spot is still glad to get a snack.

Write the initial a blend to complete the word.

\_\_\_\_lm \_\_\_\_\_ill \_\_\_\_\_ate \_\_\_\_\_amp \_\_\_\_\_ash \_\_\_\_\_ow

Illustrate your favorite sentence from the story.

**34** *Aligned* **The Squid and the Sprat**

Squish the Squid gets up from her bed in the shrub. With a stretch of her gills and a splash of her fins, Squish swims off to find Sprig the Sprat.

Sprig the Sprat is a little fish. She is small and flat. Squid is big and tall. But they are pals and like to play.

Squish splashes with thrill when she finds Sprig. They swim and then find Splod the Cod. Splod! They splash Splod and Splod. They swim off fast!

They play in the rocks and find Thrass the Bass. Splod splashes Thrass the Bass, but Thrass does not want to play. "Scarf! and me of Squish and Splod. They swim a They play in the mud and find Stram the Clam. Splod Stram the Clam. Stram the Clam does not say "scram." Clam does not say "scat." Stram the Clam splits her the Squish and Sprig.

Then... *Scarf scarf... SPIT!* Stram the Clam splits and Sprig with a hiss! What a trick! Off go Squish and Sprig and a splash!

Squish and Sprig have fun and play.

Write the initial consonant clusters to complete the word.

\_\_\_\_ed \_\_\_\_\_at \_\_\_\_\_oil \_\_\_\_\_ing

Highlight words that begin with a "consonant cluster".

Sight Words: *her, they, plays, does*

Color a star.

**35** *Aligned* **The Best Nest**

"My chick will be here soon," said the hen. "I must get it will be the BEST nest!" With a brisk flap, the hen set of task. Soon she found a wisp of floss. She found a crisp of straw. She found a fresh batch of grass. The hen did think there on her task. She was fast!

The hen did grasp all the bits of floss, cloth, and grass thrust and peck the bits in a ball. Then she did thrust and bat flat like a disk. When it was dusk, the hen did stop. There it was! There was the nest. It was the BEST nest. That on her nest for a nap. As soon as she got up, she did bad smell. Sniff, sniff. "Yuck! What is it?" said the hen in must get it. This nest is not the best nest with that smell! The hen did peck here and there in the nest. Sniff, sniff. "I found it!" the hen said with a gasp. "There it is! It black moth!" Snip, snap. With a quick job of her bill, the hen of that pest!

And soon the hen had her chick. The chick was little and red crest. The hen did clasp the little chick in a big hug. "Y the best chick!" said the hen. "And here is the best nest for

Write the final i blend to complete the word.

whi\_\_\_\_\_ l\_\_\_\_\_ cla\_\_\_\_\_ tu\_\_\_\_\_ de\_\_\_\_\_ ve\_\_\_\_\_

Highlight words that end with an "i" blend.

Sight Words: *here, soon, found, there*

Color a star each time you read.

**36** *Aligned* **The Elf and the Elk**

Galt was an elf with a little hut by a tall cliff. Galt felt snug in his little hut by himself. He had a bed with a thick quilt. He had a hutch where he could put his hold his clock. Galt was as and said to himself, "Today I milk." Galt put on his milk trim.

But Galt got a shock! "I to himself with a gulp. "Could it be a wolf? Help! CRASH! CRASH!" Here it He held rocks all set to peat soon find out what / it is! When the elk got to look get a look at the elk, he let Galt said with a gulp.

"No, yuck!" said the elk. With a grin, Galt said, "Well, I do not eat elf, cannot find you."

"I will help you," said G Soan. Galt had his milk, and Galt still likes to be by often come out to help his b until it is dusk, when the

Write the final l blend to complete the word.

e\_\_\_\_\_ she\_\_\_\_\_ m\_\_\_\_\_ be\_\_\_\_\_ e\_\_\_\_\_ he\_\_\_\_\_

Highlight words that end with an "l" blend.

Illustrate your favorite sentence from the story.

**37** *Aligned* **The Shrimp Theft**

Trent sat on a raft in the sand. It was a grand spot! The sand was soft. The wind was fresh, and the sun was hot. His Brent sent him a shrimp dish, which Trent kept by him on his He had a plan to get a rest, and then to chomp on the shrimp.

As Trent slept a bandit saw his shrimp. With skill, the bandit snuck to the shrimp and then swept far away with a swift sw Trent felt a sudden draft of wind and a bump of the raft on up. Who was it? He did not see who it was, but what he DID was a dish with not a shrimp left! "Where is my shrimp?" Trent wept. "Who did this do? Who did this theft? I will hunt for suspect, and I will find him!"

Not far away in the sand, Trent saw a dog, a man, a kid, his mom, and a kid with his dad. "Who is the suspect? I cannot tell!" Trent said with a grunt. Trent sat in a slump. Trent felt dumps. He could not tell who the bandit was.

But next Trent saw that in the sand by his raft there was a print. Not a dog print. Not a man print. Not a kid print. "That big ho!" said Trent with a gasp. "The suspect did not come by I must look up for the suspect!"

With a bend of his neck, Trent sent his hunt for the sus up, up, up! He kept it up until... what did he find? Look! The gull with a clump of shrimp in its bill. And as Trent did rest of gull, the last of the shrimp went in the gull's neck with a big With a swift flap and a smug call, the gull went far away to for the next habit. "It was the gull! The gull did the theft. As THAT is a FACT! Trent said with a stamp of his leg. "On my r trip to the sand, I will eat my shrimp and THEN get my nap!"

Write the initial sh blend to complete the word.

bu\_\_\_\_\_ ele\_\_\_\_\_ ra\_\_\_\_\_ ha\_\_\_\_\_ a\_\_\_\_\_ hu\_\_\_\_\_

Highlight words that end with any additional blends.

Sight Words: *saw, away, who, for*

Color a star each time you read.

**38** *Aligned* **Baxter's Trusted Tracking Sniffer**

Baxter the dog rested on his soft bed. A passing wisp of a small loaded on his trusted tracking sniffer. With a jump, he grunted and set up, kicking his legs and testing the wind.

"What is that thrilling smell? I must find it!" he said, snorting and taking his legs. Baxter snuffed fast. His trusted tracking sniffer led him a path that went down the hill. Down the path Baxter went, hunting for the thrilling smell.

A snikle saw Baxter passing by and twisted to stop him. "Where are you rushing to, Baxter?" the snake said, hissing at him. "You must stop and tell me!" But Baxter did not stop for the hissing snake. He kept his trusted sniffer down on the path and went faster.

A fish saw Baxter passing by and tilted its wings to stop him. "Where are you rushing to, Baxter?" the fish said, swishing at him. "You must stop and tell me!" But Baxter did not stop for the swishing fish. He kept his trusted sniffer down on the path and went faster.

A frog saw Baxter passing by and shifted its leg to stop him. "Where are you rushing to, Baxter?" the frog said, jumping at him. "You must stop and tell me!" But Baxter did not stop for the jumping frog. He kept his trusted sniffer down on the path and went faster.

At last Baxter's trusted tracking sniffer led him to the thrilling smell. There it was—a man grilling hot dogs! Baxter lifted his trusted tracking sniffer to the man, whining and yelping. Will the man toss a hot dog to Baxter? Will Baxter get his wish?

"Here you go, Baxter!" said the man, tossing a hot dog to Baxter. With a jump and a snap, Baxter got the falling hot dog. Gulp! Down the hot dog went. What a good hunter—Baxter's trusted tracking sniffer makes him!

Write the initial b blend to complete the word.

\_\_\_\_\_me \_\_\_\_\_ that kind of animal was Baxter? \_\_\_\_\_ that caused Baxter to get up from his bed? \_\_\_\_\_ that did Baxter smell? \_\_\_\_\_ write each word by adding -ed, -er, and -ing suffix. \_\_\_\_\_ hunt \_\_\_\_\_ blend \_\_\_\_\_ dust \_\_\_\_\_

Highlight words that end with suffixes -ed, -er, or -ing.

Sight Words: *downs, find*

Color a star each time you read.

Illustrate your favorite sentence from the story.

**The Multisensory Classroom**

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bu\_\_\_\_\_ ele\_\_\_\_\_ ra\_\_\_\_\_ ha\_\_\_\_\_ a\_\_\_\_\_ hu\_\_\_\_\_

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Write the initial sh blend to complete the word.

bu\_\_\_\_\_ ele\_\_\_\_\_ ra\_\_\_\_\_ ha\_\_\_\_\_ a\_\_\_\_\_ hu\_\_\_\_\_

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**39** *Aligned* **Baxter's Trusted Tracking Sniffer**

Baxter the dog rested on his soft bed. A passing wisp of a small loaded on his trusted tracking sniffer. With a jump, he grunted and set up, kicking his legs and testing the wind.

"What is that thrilling smell? I must find it!" he said, snorting and taking his legs. Baxter snuffed fast. His trusted tracking sniffer led him a path that went down the hill. Down the path Baxter went, hunting for the thrilling smell.

A snikle saw Baxter passing by and twisted to stop him. "Where are you rushing to, Baxter?" the snake said, hissing at him. "You must stop and tell me!" But Baxter did not stop for the hissing snake. He kept his trusted sniffer down on the path and went faster.

A fish saw Baxter passing by and tilted its wings to stop him. "Where are you rushing to, Baxter?" the fish said, swishing at him. "You must stop and tell me!" But Baxter did not stop for the swishing fish. He kept his trusted sniffer down on the path and went faster.

A frog saw Baxter passing by and shifted its leg to stop him. "Where are you rushing to, Baxter?" the frog said, jumping at him. "You must stop and tell me!" But Baxter did not stop for the jumping frog. He kept his trusted sniffer down on the path and went faster.

At last Baxter's trusted tracking sniffer led him to the thrilling smell. There it was—a man grilling hot dogs! Baxter lifted his trusted tracking sniffer to the man, whining and yelping. Will the man toss a hot dog to Baxter? Will Baxter get his wish?

"Here you go, Baxter!" said the man, tossing a hot dog to Baxter. With a jump and a snap, Baxter got the falling hot dog. Gulp! Down the hot dog went. What a good hunter—Baxter's trusted tracking sniffer makes him!

Write the initial b blend to complete the word.

\_\_\_\_\_me \_\_\_\_\_ that kind of animal was Baxter? \_\_\_\_\_ that caused Baxter to get up from his bed? \_\_\_\_\_ that did Baxter smell? \_\_\_\_\_ write each word by adding -ed, -er, and -ing suffix. \_\_\_\_\_ hunt \_\_\_\_\_ blend \_\_\_\_\_ dust \_\_\_\_\_

Highlight words that end with suffixes -ed, -er, or -ing.

Sight Words: *downs, find*

Color a star each time you read.

Illustrate your favorite sentence from the story.