

DECODABLE

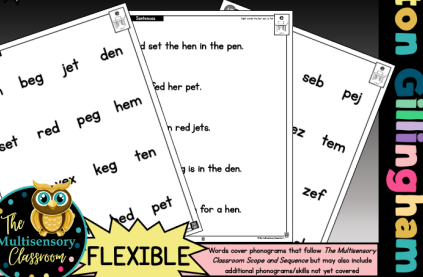
Steps
1-5

Words & Sentences

209 pages of real words, nonsense words, and sentences

DECODABLE Step 1 of 10
Words & Sentences

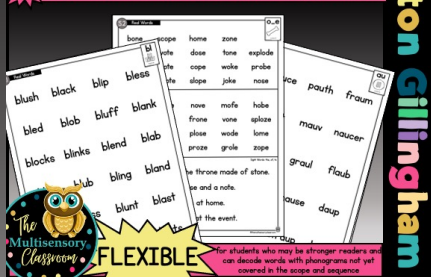
63 pages of real & nonsense words and sentences



FLEXIBLE

DECODABLE Step 2 of 10
Words & Sentences

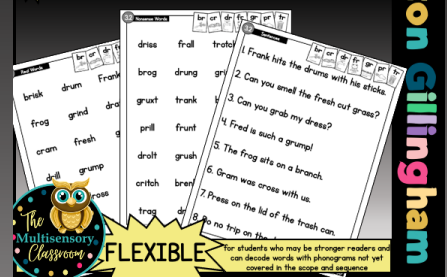
47 pages of real & nonsense words, cumulative words, and sentences



FLEXIBLE

DECODABLE Step 3 of 10
Words & Sentences

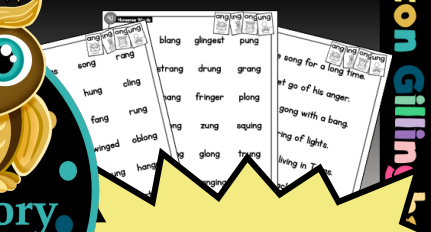
29 pages of real words, nonsense words, and sentences



FLEXIBLE

DECODABLE Step 4
Words & Sentences

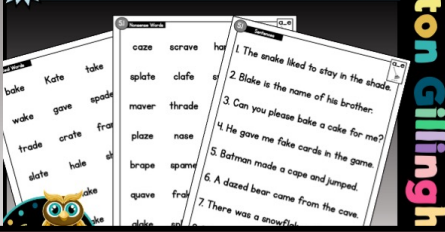
36 pages of real words, nonsense words, and sentences



FLEXIBLE

DECODABLE Step 5
Words & Sentences

34 pages of real words, nonsense words, and sentences



FLEXIBLE

for students who may be stronger readers and can decode words with phonograms not yet covered in the scope and sequence

Orton Gillingham



INCLUDES

includes all phonograms/skills taught in Steps 1-5 of *The Multisensory Classroom Scope and Sequence*

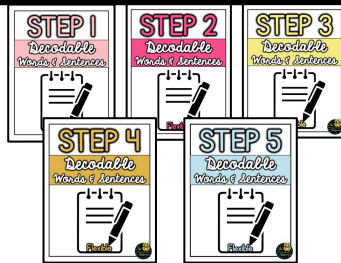


Table of Contents Step 1

Sub-step	Phonogram/Skill	Page #	Sub-step	Phonogram/Skill	Page #
1.1	t aa /t/	1-2	1.4	a oa /o/	33-35
1.1	aa /a/	3-5	1.5	a oa /o/	36-38
1.1	aa /a/	6-8	1.5	m oa /m/	39-40
1.1	naa /n/	9-10	1.5	l oa /l/	41-43
1.2	wa /w/	11-12	1.5	k oa /k/	44-45
1.2	haa /h/	13-14	1.6	r oa /r/	46-48
1.2	daa /d/	15-16	1.6	v oa /v/	49-50
1.2	ea /e/	17-19	1.6	f oa /f/	51-53
1.3	baa /b/	20-22	1.6	j oa /j/	54-55
1.3	ua /u/	23-25	1.7	x oa /x/	56-57
1.3	pa /p/	26-28	1.7	y oa /y/	
1.4	ca /c/	29-30	1.7	z oa /z/	
1.4	ga /g/	31-32	1.7	qu oa /kw/	

Table of Contents Step 2

Sub-step	Phonogram/Skill	Page #
2.1	suffix: -e oa /e/	1-3
2.1	suffix: -s oa /z/	4-6
2.2	glued sound /t/	7-9
2.2	glued sound /m/	10-12
2.2	glued sound /n/	13-15
2.3	flax rule: f, l, s, z	16-22
2.4	syllable division VC/CV (two closed syllables)	23-25
2.5	digraph ck	26-28
2.5	digraph wh	29-30
2.6	digraph sh	31-33
2.6	digraph th (unvoiced/voiced)	34-38
2.6	digraph ch	39-41
2.6	trigraph tch	42-44
2.6	suffix: -es	45-47

Table of Contents Step 3

Sub-step	Phonogram/Skill	Page #
3.1	initial blends	
3.2	initial blends	7-9
3.4	initial consonant clusters	10-12
3.5	final blends	13-15
6	final blends	16
7	additional final blends	19
8	suffixes: -ed as /ed/, -ing, -er (unchanging base words)	22

Table of Contents Step 4

Sub-step	Phonogram/Skill	Page #
4.1	Glued sound /ng	1-2
4.1	Glued sound /ng	3-4
4.1	Glued sound /ng	5-6
4.1	Glued sound /ng	7-8
4.1	Glued sound /ng	9-11
4.2	Glued sound /nk	12-13
4.2	Glued sound /nk	14-15
4.2	Glued sound /nk	16-17
4.2	Glued sound /nk	18-19
4.2	Glued sound /nk	20-22
4.3	Exception glued sound /id, /nd	23-24
4.3	Exception glued sound /id, /nd	25-26
4.3	Exception glued sound /id, /nd	27-28
4.3	Exception glued sound /id, /nd, /ld, /ld, /ld, /st	29-31
4.4	Suffix rule double rule (l-i) with -en, -est	32-34
4.5	Suffix rule double rule (l-i) with -en, -est	35-36

Table of Contents Step 5

Sub-step	Phonogram/Skill	Page #
5.1	a_e	1-3
5.1	e_e	4-5
5.1	i_e	6-8
5.2	o_e	9-11
5.2	u_e	12-13
5.2	Combined VCe	14-16
5.3	e_e /z/	17-19
5.4	Suffix Rule silent-e rule	20-22
5.5	Syllable Division compound words	23-25
5.6	Suffix: -ed as /d/	26-28
5.7	Suffix: -ed as /t/	29-31
5.8	Suffix: -ed as /ed/, /d/, /t/	32-34

The Multisensory Classroom Scope and Sequence

2nd Grade

Step 1 Step 2 Step 3 Step 4 Step 5 Step 6 Step 7 Step 8 Step 9 Step 10

The Owl Multisensory Classroom

included

sold separately

INCLUDES



Common Core Standards Step 1

Notes: Each standard without a letter of the word means that all phonemes within the standard are included.

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
1.1	t	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
1.2	l	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
1.3	b	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
1.4	g	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Common Core Standards Step 2

Notes: Each standard without a letter of the word means that all phonemes within the standard are included.

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
2.1	uffle - u or /u/	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
2.2	glad sound on	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
3.1	initial blends	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
3.2	initial blends	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
3.3	initial blends	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
3.4	initial consonant clusters	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
3.5	final blends	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
3.6	final blends	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Common Core Standards Step 3

Notes: Each standard without a letter of the word means that all phonemes within the standard are included.

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
3.1	Shed sound onp	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
3.2	Shed sound onk	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
3.3	Shed sound onl	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
3.4	Shed sound onr	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Common Core Standards Step 4

Notes: Each standard without a letter of the word means that all phonemes within the standard are included.

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
4.1	aa	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
4.2	aa	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
4.3	aa	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Sub-step	Phonogram/Skill	KS	Grade 1	Grade 2	Grade 3
4.4	aa	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03	RF.02.04.01.01 RF.02.04.01.02 RF.02.04.01.03

Flexible

Instructions for Orton Gillingham Decodable Word Lists and Sentences

To use with *The Multisensory Classroom Scope and Sequence* or any reading curriculum:
Find the sub-step on *The Multisensory Classroom Scope and Sequence* that contains the phonogram or skill and then locate the page of words and sentences with the same sub-step number and phonogram/skill.

Each step is divided into multiple sub-steps; each sub-step introduces one or more phonograms or skill(s).
Sub-step 'l' glued sounds: ing, eng, ung

FLEXIBLE

Decodable Word Lists and Sentences

Scope and sequence sub-step numbers are in the upper left corner of each page.
Images of the focus phonogram or skill card is in the upper right corner of each page. These cards (sold separately) introduce keywords, pictures, and sounds for every phonogram taught in *The Multisensory Classroom Scope and Sequence*.

Barrier indicates REAL words, NONSENSE words or SENTENCES.

Flexible pages are intended for students who may be stronger readers and can decode words with phonograms not yet covered in the scope and sequence.

Step 4 Example:

- clanging gangway mango twang
- mustang rang slang bangout
- dangle anger sprang fang
- janger quanger snangle vanged
- kangdall swango tranger drang
- planging smang flang zangdare

Please do not get so angry.
2. I sprang up when the doorbell rang.
3. Where is your favorite hangout?
4. That song has a fun twang to it.
5. I heard the clang of dishes.
6. Have you ever tried a mango?
7. Carlo can dance the tango.
8. I have such anger about the trip.



K5- Grade 3 Common Core standards for each sub-step included

Detailed instructions for use with *The Multisensory Classroom Scope and Sequence*

decodable

FLEXIBLE real & nonsense words

LAYOUT

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

includes REAL word list, NONSENSE word list and SENTENCES for each phonogram/skill

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

5.1 Real Words a_e

bake	Kate	take	dates
wake	gave	spade	craze
trade	crate	frame	rate
slate	hale	shade	Blake
cake	snake	dazed	name
made	flake	late	quake
drape	stake	cape	brave

Flexible

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5.1 Nonsense Words a_e

caze	scrave	hame	shaze
splate	clafe	swate	grale
maver	thrade	drake	shrake
plaze	nase	skame	flade
brape	spame	flane	zane
quave	frake	vabe	glame

Flexible

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5.1 Sentences a_e

1. The snake liked to stay in the shade.
2. Blake is the name of his brother.
3. Can you please bake a cake for me?
4. He gave me fake cards in the game.
5. Batman made a cape and jumped.
6. A dazed bear came from the cave.
7. There was a snowflake in her face.
8. It's fun to wade into the cool waves.

Flexible

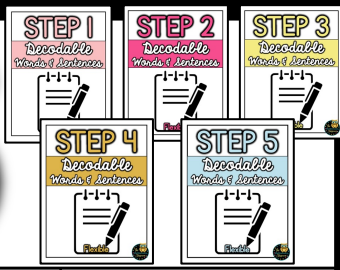
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Step 5 Example

all real & nonsense word lists are flexible for students who may be stronger readers and can decode words with phonograms not yet covered in the scope and sequence



INCLUDES



The snake liked to stay in the water.

I. These blocks are made of concrete.

stripe white lime mile

blike plime cripe

I. Do you think limes grow on vines?

2. Mike likes to ride his nice bike.

1. We almost froze to death.

2. A stone broke the glass.

3. The thick smoke made me cough.

muse June cube flume

2. June is not the time to prune trees.

3. There was an ice cube in my shoe.

shine skate cute

grete hize quoke

1. We can glide without the brakes.

2. Kate has a cute white mule.

3. I like to slide down the rope.

4. She fell in the slime on the bike.

as phase nose

deposi is prison

these Jim's desire

splars shers flase

muns os clemosit

busic grison lisen

phise nea cl

he is Duke.

1. Ken's brother is now in prison.

2. The car is hers.

3. I can't resist buying this pair of shoes.

4. It was wise of him to read the instructions.

quoted raking crated

baker takes paving

rated biting stripes

baded rikes kaving

mubing slaping shazed

codec joted strabes cated

bedrock cavemen fishhooks herself

armpit inside lifelike

medjoc bamnoe

quimiyit cloffding

zopfute yintoce omdet sw

taverog shublete roket

strumlife dibemun stram

bracktilll slimdurt gletev

1. Why are tadpoles in the sandbox?

2. Springtime baseball is the best.

3. You can park inside the carport.

starred tamed raved canned

toned spilled hummed pegged

yelled cloned offered craved

billed waved shamed planed

1. Dan has not packed yet for the trip.

2. She slowly sipped her green tea.

3. I was there when the car crashed.

4. Who wiped the table?

5. He pitched a perfect ball.

6. She hoped he would succeed.

7. We raced home to get the mail.

8. Have you kissed your brother?

clucked raced barked crashe

crased

sipped packed coped hushe

swacked b

jipped churked kraced fern

blumped procked fripped shed

1. After we landed, we raced home.

2. They just added my name to the list.

3. Why were flowers planted here?

4. He blended and chilled the drink.

5. I packed and then grabbed my bag.

6. After it rained, we were drenched.

7. When they spotted us, they smiled.

8. Who framed this painted picture?

Step 5 Examples

