

DECODABLE PASSAGES &

Step
2 of 10

comprehension worksheets

Orton
Gillingham

2 Aligned
Hold the Ball
Max gets a ball. Max goes to the
goes to a hall in the mall. "Hold the
Mom. Max holds the ball in the hall
hit the ball in the hall. Max holds
Max goes to a tall wall in the
ball!" calls Mom. Max did not ho
hit the ball at the tall wall. Th
the hall. "Get the
s. Mom gets
ts the ball
the mo

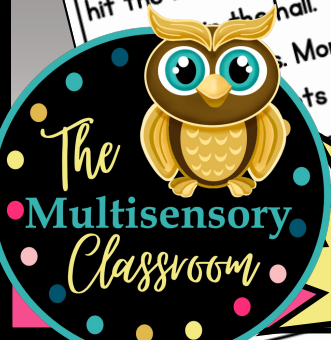
2.3 Aligned
The Mess
The hall is full of mud. The tub
full of bugs. The bed is full of f
full of gum. The dog is full of j
mess! Did Jill make the mess?
Did Bess make the mess? "Y
Russ make the mess? "No
the dog! The dog did it!"
mess? "Ruff, ruff," wa
yells Russ.
Up! Run! Fix the m
mop! Pass the rag!
Toss the bugs! Fix

Highlight words that
end with "ff", "ss",
"zz"

2.5 Aligned
Would You Like To...?
Jack tells Zack, "You must pick. Would you like
to mock a sock? Would you like to kick a rock?
Would you like to lick a tack?" Zack tells Jack,
"Yuck! I would not like to mock a sock. I would
not like to kick a rock. I would not like to lick a
tack. Yuck! Yuck! YUCK! BUT... I WOULD like to
peck like a duck. Peck! Peck! PECK!"
Zack tells Jack, "You must pick. Would you like
to mock a buck? Would you like to kick a deck?
"Yuck! I would not like to mock a buck. I would
not like to kick a deck. I would not like to lick a
lock. Yuck! Yuck! YUCK! BUT... I WOULD like to
quack like a duck. Quack! Quack! QUACK!"

Highlight words that
end with "ck" in
them

Sight W



ALIGNED

with

The Multisensory Classroom
Scope and Sequence

decodable passage

LAYOUT

scope and sequence sub-step where passage's focused phonogram/skill is found; "aligned" means story contains only words that have been previously taught

identify words containing focus phonogram/skill

2.3 Aligned

The Mess

The hall is full of mud. The tub is full of bugs. The bed is full of fuzz. The rug is full of gum. The dog is full of jam. It is a BIG mess! Did Jill make the mess? "Not I!" Jill yells. Did Bess make the mess? "Not I!" Bess yells. Did Russ make the mess? "Not I!" yells Russ. "Get the dog! The dog did it!" Did the dog make the mess? "Ruff, ruff," wags the dog. "Bad dog!" yells Russ.

Up! Run! Fix the mess! Mom will fuss! Get the mop! Pass the rag! Rub the rug! Pull the gum! Toss the bugs! Fix the bed! Get rid of the mess!

Highlight words that end with "ff", "ss", "ll", "zz"

Sight Words:
the, is, of, make

Color a star each time you read



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9

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

23

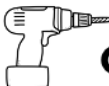

Name: _____



Why is the hall a mess?

Why is the rug a mess?

Who gets blamed for the mess?

Write "ff," "ll," "ss," or "zz" to complete the word.

 dri _____  me _____

 cli _____  bu _____

Illustrate your favorite sentence from the story

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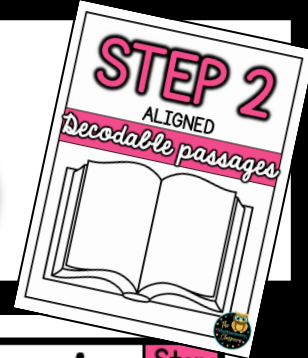
phonogram/skill
card that
corresponds
with decodable
passages

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

Step 2

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

Sub-step	Phonogram/Skill	Passage Title	K5	Grade 1	Grade 2	Grade 3
2.1	suffix: -s as /s/	Six Kids	RF. K.3.C; RF. K.4	RF. 1.2.B; RF. 1.3.B RF. 1.3.G; RF. 1.3.F RF. 1.4	RF. 2.3.D; RF. 2.3.F; RF. 2.4	RF. 3.3.A; RF. 3.3.D
2.1	suffix: -s as /z/	Jill's Dog	RF. K.3.C; RF. K.4	RF. 1.2.B; RF. 1.3.B RF. 1.3.G; RF. 1.3.F RF. 1.4	RF. 2.3.D; RF. 2.3.F; RF. 2.4	RF. 3.3.A; RF. 3.3.D
2.2	glued sound: an	Dan Carl	RF. K.3.C; RF. K.4	RF. 1.2.B; RF. 1.3.B RF. 1.3.G; RF. 1.4	RF. 2.3.D; RF. 2.3.F; RF. 2.4	RF. 3.3.D; RF. 3.4.A RF. 3.4.C
2.2	glued sound: am	A Bad Bun	RF. K.3.C; RF. K.4	RF. 1.2.B; RF. 1.3.B RF. 1.3.G; RF. 1.4	RF. 2.3.D; RF. 2.3.F; RF. 2.4	RF. 3.3.D; RF. 3.4.A RF. 3.4.C
2.2	glued sound: all	Hold the Ball	RF. K.3.C; RF. K.4	RF. 1.2.B; RF. 1.3.B; RF. 1.3.G; RF. 1.4	RF. 2.3.D; RF. 2.3.F; RF. 2.4	RF. 3.3.D; RF. 3.4.A RF. 3.4.C
2.3	floss rule: f, l, s, z	The Mess	RF. K.3.C; RF. K.4	RF. 1.2.B; RF. 1.3.B; RF. 1.3.G; RF. 1.4	RF. 2.3.D; RF. 2.3.F; RF. 2.4	RF. 3.3.D; RF. 3.4.A RF. 3.4.C
2.4	syllable division: VC/CV (two closed syllables)	Where is the Muffin?	RF. K.3.C; RF. K.4	RF. 1.2.B; RF. 1.3.B; RF. 1.3.D; RF. 1.3.E; RF. 1.3.G; RF. 1.4	RF. 2.3.D; RF. 2.3.F; RF. 2.4	RF. 3.3.D; RF. 3.4.A RF. 3.4.C
2.5	digraph: ck	Would You Like to...?	RF. K.3.C; RF. K.4	RF. 1.2.B; RF. 1.3.A; RF. 1.3.B; RF. 1.3.G; RF. 1.4	RF. 2.3.D; RF. 2.3.F; RF. 2.4	RF. 3.3.D; RF. 3.4.A RF. 3.4.C
2.5	digraph: wh	Whack, Whiz, Wham	RF. K.3.C; RF. K.4	RF. 1.2.B; RF. 1.3.A; RF. 1.3.B; RF. 1.3.G; RF. 1.4	RF. 2.3.D; RF. 2.3.F; RF. 2.4	RF. 3.3.D; RF. 3.4.A RF. 3.4.C
2.6	digraph: th (unvoiced/voiced)	Moth on the Path	RF. K.3.C; RF. K.4	RF. 1.2.B; RF. 1.3.A; RF. 1.3.B; RF. 1.3.G; RF. 1.4	RF. 2.3.D; RF. 2.3.F; RF. 2.4	RF. 3.3.D; RF. 3.4.A RF. 3.4.C
2.6	digraph: sh	Little Fish	RF. K.3.C; RF. K.4	RF. 1.2.B; RF. 1.3.A; RF. 1.3.B; RF. 1.3.G; RF. 1.4	RF. 2.3.D; RF. 2.3.F; RF. 2.4	RF. 3.3.D; RF. 3.4.A RF. 3.4.C
2.7	digraph: ch	Chad's Chips	RF. K.3.C; RF. K.4	RF. 1.2.B; RF. 1.3.A; RF. 1.3.B; RF. 1.3.G; RF. 1.4	RF. 2.3.D; RF. 2.3.F; RF. 2.4	RF. 3.3.D; RF. 3.4.A RF. 3.4.C
2.7	trigraph: tch	Mitch at Bat	RF. K.3.C; RF. K.4	RF. 1.2.B; RF. 1.3.A; RF. 1.3.B; RF. 1.3.G; RF. 1.4	RF. 2.3.D; RF. 2.3.F; RF. 2.4	RF. 3.3.D; RF. 3.4.A RF. 3.4.C
2.8	suffix: -es	A Picnic Song	RF. K.3.C; RF. K.4	RF. 1.2.B; RF. 1.3.A; RF. 1.3.B; RF. 1.3.E; RF. 1.3.F; RF. 1.3.G; RF. 1.4	RF. 2.3.D; RF. 2.3.F; RF. 2.4	RF. 3.3.D; RF. 3.4



