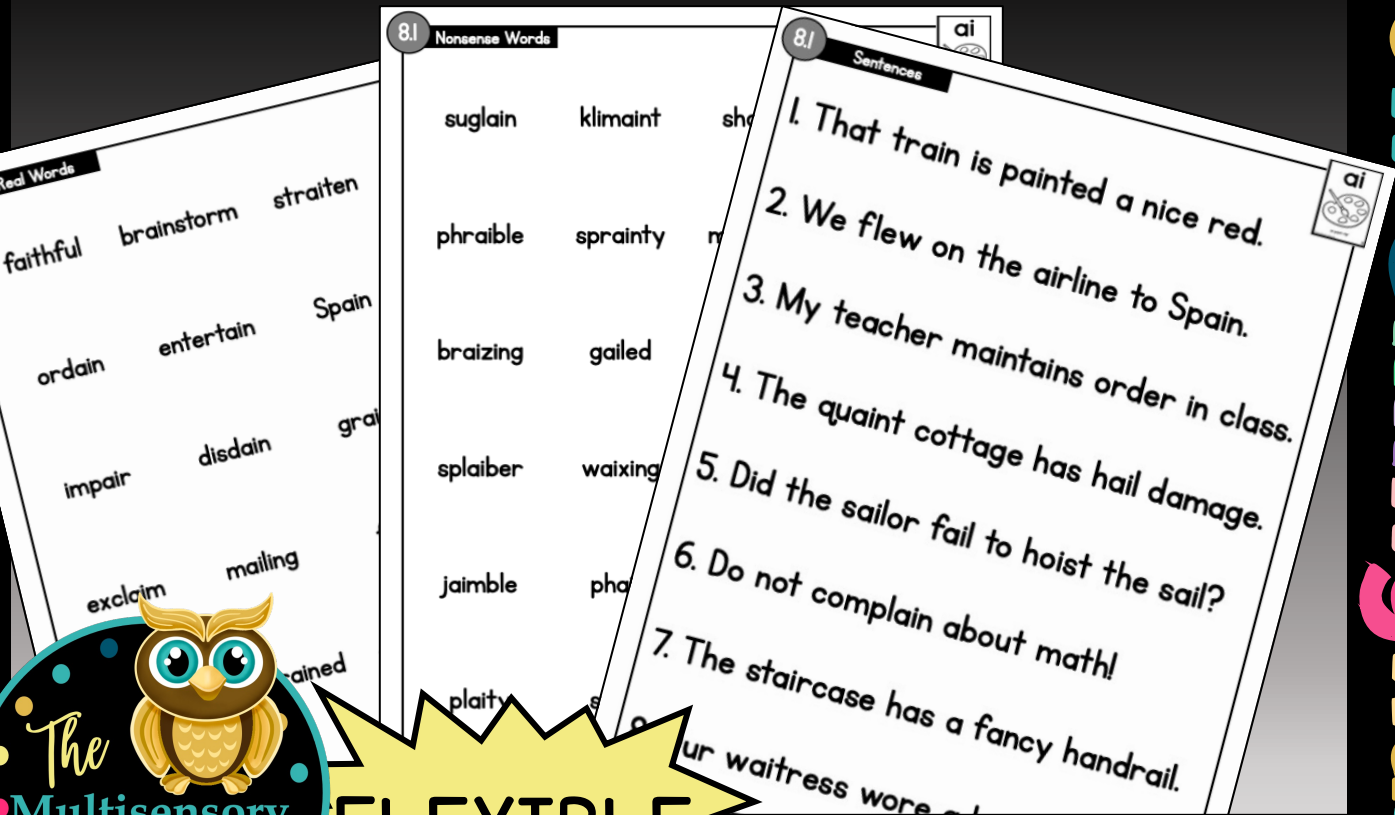


DECODABLE

Step
8 of 10

Words & Sentences

85 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

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

8.1 Real Words

faithful	brainstorm	straiten	braided
ordain	entertain	Spain	brainy
impair	disdain	grains	sustain
exclaim	mailing	fails	painted
sailboat	restrained	waitress	chairman
complain	fair	dainty	maintain

Flexible

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8.1 Nonsense Words

suglain	klimaint	shainty	draiphed
phraible	sprainty	mairblane	blaisky
braizing	gailed	zaister	craich
splaiber	waixing	draich	squaidy
jaimble	phails	waig	swaizen
plaity	smaid	klaiding	graidle

Flexible

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8.1 Sentences

1. That train is painted a nice red.
2. We flew on the airline to Spain.
3. My teacher maintains order in class.
4. The quaint cottage has hail damage.
5. Did the sailor fail to hoist the sail?
6. Do not complain about math!
7. The staircase has a fancy handrail.
8. Our waitress wore a braided pigtail.

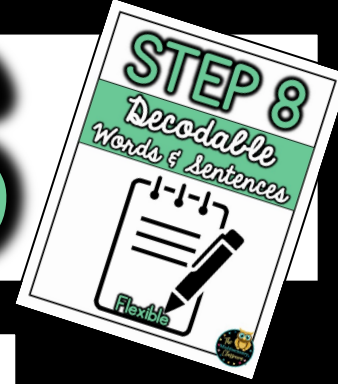
Flexible

©themultisensoryclassroom

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



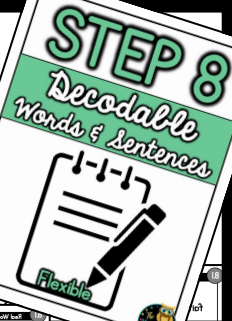
K5- Grade 3
common core
standards for
each sub-step
included in these
words lists

Common Core Standards Step 8					
Note: each standard without a letter at the end means that all strands within this standard are included					
Sub-step	Phonogram/Skill	K5	Grade 1	Grade 2	Grade 3
8.5	Vowel Teams: ur	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.5	Vowel Teams: ew	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.5	Vowel Teams: ue, ui, & ew	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.6	Vowel Teams: oo	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.6	Vowel Teams: oo	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.6	Vowel Teams: oo & oo	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.7	Vowel Teams: ou	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.7	Vowel Teams: ow	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.7	Vowel Teams: ou & ow	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.8	Vowel Teams: oi	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.8	Vowel Teams: oy	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.8	Vowel Teams: oi & oy	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.9	Vowel Teams: ou	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.9	Vowel Teams: ow	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.9	Vowel Teams: ou & ow	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4

Common Core Standards Step 8					
Note: each standard without a letter at the end means that all strands within this standard are included					
Sub-step	Phonogram/Skill	K5	Grade 1	Grade 2	Grade 3
8.1	Vowel Teams: ai	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.1	Vowel Teams: ay	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.1	Vowel Teams: ai & ay	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.2	Vowel Teams: ea	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.2	Vowel Teams: ee	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.2	Vowel Teams: ey	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.2	Vowel Teams: ea, ee, & ey	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.3	Vowel Teams: ie	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.3	Vowel Teams: igh	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.3	Vowel Teams: ie, igh	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.4	Vowel Teams: oa	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.4	Vowel Teams: oe	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.4	Vowel Teams: ow	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.4	Vowel Teams: oa, oe, & ow	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4
8.5	Vowel Teams: ue	RF. K.3.G, RF. K.4	RF. 1.2.B, RF. 1.3.B RF. 1.3.G, RF. 1.4	RF. 2.3.F, RF. 2.4	RF. 3.3.C-0, RF. 3.4



INCLUDES



A dense collage of numerous decodable word cards and sentence strips. Each card typically includes a word, a sentence, and a small graphic or icon. The cards are arranged in a grid-like pattern, overlapping slightly. The words and sentences are designed to be read and used in various ways, as indicated by the 'Flexible' label in the top right. The cards cover a wide range of common words and simple sentences, such as 'The cat sat on the mat', 'I saw a big red car', and 'The boy is playing in the park'.

