Blackline Masters for Instruction and Assessment

Level I

Sheila Clark-Edmands
## INTRODUCTION

Interactive Whiteboard Activities

## BLACKLINE MASTERS FOR INSTRUCTION

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Introduction

The S.P.I.R.E.® Blackline Masters for Instruction and Assessment are provided in both a spiral-bound book and a CD-ROM. The CD-ROM also supplies an answer key for select pages, but otherwise the content is the same. You may use whichever format is most convenient for you. All Blackline Masters (BLMs) are cited at point-of-use in the Teacher’s Guide.

The BLMs are organized in two sections: Instruction and Assessment. The Instruction BLMs are essential to the lessons in the Teacher’s Guide; without them, the lessons do not adhere to the fidelity of S.P.I.R.E.’s instructional plan. The Assessment BLMs provide ongoing formative assessment, a final cumulative test for the level, and summary forms for recording and reporting.

INTERACTIVE WHITEBOARD ACTIVITIES

Interactive Whiteboards (IWBs) are becoming more available to a greater number of classrooms, and IWB activities can provide engagement and a large interactive format for instructional modeling and practice. While any material on the S.P.I.R.E.® Blackline Masters CD-ROM can be used on an IWB, we particularly recommend activities using the Phoneme Segmentation Sheet, the Phoneme-Grapheme Sheet, the Word Find Sheet in the Introductory Lessons, and the graphic organizers in the Reinforcing Lessons. These would work especially well in settings with large groups.
Blackline Masters for Instruction

LESSON PLANNERS
These blank planners are available for both types of lessons: Introductory and Reinforcing. The Planners supplement the Teacher’s Guide Steps Overview pages and allow teachers to create their own lessons for each concept.

KEY WORD CONCEPT SHEETS
These sheets introduce each new concept to students. Used in Step 1 of every Introductory Lesson, these large illustrations can be held up for the lesson and then displayed as a reminder of the concept.

PHONEME SEGMENTATION SHEET
Students will use this sheet, as well as white and green circle-shaped markers, for phonemic awareness activities in Step 2. The circles are used to represent phonemes: white for consonant sounds and green for vowel sounds. Students may also use blue syllable rectangles as they segment sounds in each syllable of a word. You may wish to model these activities using the identical large magnetic Phoneme Segmentation Sheet and circles, available as a S.P.I.R.E. ancillary.

SIGHT WORD CARDS
These cards match the red ones in the Word Cards pack and should be printed, if possible, on red card stock. They give students the opportunity for individual daily practice with and reinforcement of high-utility, “stop and remember” words.

DECODABLE 1 WORD CARDS
These cards match the green ones in the Word Cards pack and should be printed, if possible, on green card stock. They give students the opportunity for individual daily practice with and reinforcement of fully decodable, “go-right-ahead-and-read-them” words.
**DECODABLE 2 WORD CARDS**

These cards match the yellow ones in the Word Cards pack and should be printed, if possible, on yellow card stock. They give students the opportunity for individual daily practice with and reinforcement of words with less common pronunciations. These words should be approached with caution, since one or more of their letter-sound relationships are unexpected, given what is already known about more common pronunciations for those letters.

**SMALL LETTERS**

Copy the Small Letters onto the appropriate colored paper or card stock (consonants on white, vowels on green, welded sounds on yellow) and then cut out. Magnetic tape can be applied to the letters so they can be used on a metal surface. Students use the Small Letters for word-building activities in Step 3. Alternately, students may use a Magnet Board and Letters or the Small Letter Cards (preprinted on appropriately-colored card stock) both of which are available as S.P.I.R.E. ancillaries.

**WORD FIND SHEETS**

The Word Find Sheets are used in Step 6 of the Introductory Lessons. Students read and circle all of the new concept words they can find on a Word Sheet, mark them in green, and then read them aloud.

**DICTATION PAPER**

At Level 1, there are five different types of Dictation Paper for use in Steps 7, 9, and 10, allowing for differentiation of student and lesson characteristics:

1. **Traffic Light Dictation Paper** is useful for students who still struggle with letter formation and need reminders about directing their lines and curves. Have students color the traffic light red, yellow, and green, and use those words in your directions. (For example, say: *The lowercase w begins at the yellow line...*) There are five lines available for writing on this paper.

2. **Full Lesson Sounds and Words Dictation Paper** allows for ten sounds and ten words, the usual number dictated in lessons.

3. **Full Lesson Sentence Dictation Paper** has ten lines for ten sentences.
4. **Short Lesson Dictation Paper** allows for five sounds, five words, and two sentences on one sheet of paper and can be used for Reinforcing Lessons, lessons less than 60 minutes long, and lessons for students whose writing is particularly labored.

5. **Classification Dictation Paper** is useful when giving two example words that contrast (e.g., a short a word and a short i word). Have students write each example (e.g., *hat* and *hit*) at the top of a column. Students then write dictated words in one column or the other.

**GRAPHIC ORGANIZERS**

These blank graphic organizers should be used in Step 6 of the Reinforcing Lessons to enhance comprehension of the reading passages. Annotated versions of the organizers are found in Step 6 of the Teacher’s Guide under Comprehension Activities.

**CONCEPT MASTERY FLUENCY DRILLS**

Recommended as part of Step 4, the Concept Mastery Fluency Drills reinforce new concepts and develop automaticity with decodable words in order to build fluency in reading. The drills can be used instructionally with students needing more reading practice with certain concepts.

On the BLMs, a concept is underlined on the first three lines to cue the student. Beginning with the fourth line, the underlining is dropped.

There are many ways in which the drills can be used for reading practice:

- Students can read to an instructional aide.
- Students can read to each other in pairs.
- Students can read to parent or sibling at home.
- The drills can be done as a choral reading.
- Display a copy of the drill using an overhead projector or other technology. Point to the words and read orally in unison with students.
Blackline Masters for Assessment

CONCEPT MASTERY FLUENCY DRILLS
These drills, described above in their instructional role, can also be used as an assessment of automaticity.

Administration
When used for assessment, the drills should be conducted only once per sitting, as a second immediate reading would not be an indication of true automaticity but rather of short-term memory.

First reading: Make two copies of the Fluency Drill. Keep one to use as a recording form and place one in front of the student.

Review the first three lines with the student, then begin a one-minute timed drill starting with the fourth line.

Have the student read words from left to right. Do not stop the student, even if an error is made.

Indicate errors above any misread words on the recording form. Write SO above words that were sounded out and SC above words that the student self-corrects. Sounded-out and self-corrected words are counted as correct.

Subsequent readings: Have the student begin reading with the first line and read for one minute.

Scoring and Reporting
First reading: Subtract the number of errors from the total number of words read; this provides a baseline for comparison with subsequent readings. Help the student record this information on the Progress Report. Have the student write the date at the top of the first column and draw a line indicating the number of words read correctly. If desired, the student can write the number of words read correctly in the column and/or color the column.

Subsequent readings: Each drill is repeated and charted on the Progress Report three to five times. One Progress Report can be used to record the initial and subsequent readings.
DECODING ASSESSMENTS

The Decoding Assessments are individual oral reading tests used to demonstrate specific concept acquisition and to inform diagnostic teaching. Two Assessments (Forms A and B) are provided for each concept. They can be used to:

- clarify results from the Initial Placement Assessment.
- determine which words or word patterns need further instruction.
- determine when students are ready to progress to the next concept.

Marked student copies should be dated and filed in the student’s daily work binder when completed.

Administration

Each Decoding Assessment can be used as a pretest (before teaching to see if students need instruction on a particular concept) or as a posttest (after a lesson to see if students are ready to move on to the next concept and to measure progress). Administration is the same in both cases.

Make two copies of the Decoding Assessment. Keep one to use as a recording form and place one in front of the student.

Single word reading: Have the student read words from left to right. Do not stop the student, even if an error is made.

Indicate errors above any misread words on the recording form. Write SO above words that were sounded out and SC above words that the student self corrects. Sounded-out and self-corrected words are counted as correct.

If the student completes Single Word Reading with at least 50 percent accuracy, continue to Sentence/Phrase Reading.

Sentence reading: Administer in the same manner, marking mistakes, sounded-out, and self-corrected words on the recording form. Count only the words for the target concept. In the CD-ROM version, the answer key indicates which words contain target concepts.

Scoring and Reporting

If percentages are needed, count the number of misread target words in both Single Word Reading and Sentence Reading and subtract from the total number of target words. Sounded-out and self-corrected words should be counted as correct but noted for further remediation. (See “Sounded-out words” on the next page.) Divide the number of target words incorrect by the number of target words correct to get an accuracy percentage.
**Introduction**

**Sounded-out words:** If a student consistently sounds out words without automaticity, but reads correctly, incorporate additional automaticity practice. This can be done using Fluency Drills, Word Cards, or by rereading passages in the Reader and/or reading the Illustrated Decodable Readers.

**Misread words:** Misread words should be incorporated in subsequent S.P.I.R.E. lessons during Step 3 (Word Building), Step 9 (Spelling), and/or Step 10 (Sentence Dictation). You may also want to write misread words on a sheet and have the student practice decoding them, using them orally in a sentence, or writing sentences with the words.

**Disfluent reading:** Students who read the phrases and sentences with a lack of expression will need additional practice to improve fluent and expressive reading. This can be done with story rereads.

**Pretest results:** Students demonstrating at least 80 percent accuracy can skip the tested concept and move on to the next concept. If 80 percent accuracy is not achieved, conduct the lessons for that concept, beginning with the Introductory Lesson.

**Posttest results:** Students demonstrating at least 80 percent accuracy can move on to the next concept. If 80 percent accuracy is not achieved, conduct any unused Reinforcing Lessons for that concept until 80 percent accuracy is attained. You may also use the Appendix in the Teacher’s Guide to create a new Reinforcing Lesson(s) until 80 percent accuracy is attained.

**QUICK CHECKS**

For use as informal formative assessment, there is one Quick Check per lesson. Quick Checks can be used at the end-of-class as a “ticket out the door.” Their purpose is to ensure the students understand the concept. The Quick Checks also provide data for progress monitoring/differentiating instruction and for evaluating instruction.

Each Quick Check consists of reading four target decodable words, two phrases, and two sentences. The phrases and sentences incorporate the target concept with other decodable words and sight words. There are four Quick Checks on a BLM page.

**Administration of Quick Checks**

For each student assessed, make two copies of the Quick Checks, one for the student and one for you. Cut along the dotted lines and use the appropriate Quick Check for the lesson. Have the student read the words, phrases, and sentences while you record their responses.
Indicate errors above any misread words on the recording form. Write SO above words that were sounded out and SC above words that the student self-corrects. Correct answers include sounded-out and self-corrected words, and the entire phrase or sentence.

**POST-LEVEL ASSESSMENT**
The Post-Level Assessment should be administered upon each student’s completion of Level 1 to find out if the student has achieved 80 percent mastery of the level's concepts. The assessment has four components:

- A decodable word assessment list that includes all the concepts in Level 1
- A list of sentences that includes the level’s decodable and sight words
- A decodable reading passage that includes the level’s decodable and sight words
- Decodable short-answer questions about the passage for assessment of comprehension and vocabulary

**Administration for Decodable Words and Sentences**
Make two copies of the Assessment. Keep one to use as a recording form, and place one in front of the student.

Have the student read words from top to bottom. The student must read the entire sentence correctly. In the CD-ROM version, the answer key indicates the level's decodable and sight words.

Indicate errors above any misread words on the recording form. Write SO above words that were sounded out and SC above words that the student self-corrects. Sounded-out and self-corrected words are counted as correct.

Informally keep time as the student reads. Kindergarten and first grade students should take no longer than three seconds to identify high-frequency words. Older students should take no longer than one second. If the student takes additional time to identify a word but reads the word correctly, mark T above the word.

**Administration for Reading Passage and Short-Answer Questions**
Make two copies of the Assessment. Keep one to use as a recording form, and place one in front of the student. Based on the student’s needs, the passage and/or questions can be administered orally or silently.
Indicate errors above any misread words on the recording form. Write SO above words that were sounded out and SC above words that the student self corrects. Sounded-out and self-corrected words are counted as correct.

Informally keep time as the student reads. Kindergarten and first grade students should take no longer than three seconds to identify high-frequency words. Older students should take no longer than one second. If the student takes additional time to identify a word but reads the word correctly, mark T above the word.

Based on students’ needs, answers to the short-answer questions can be given in phrases or complete sentences.

The answer key provided on the CD-ROM indicates in the passage which concepts and sight words are taught at this level. Complete sentence answers to the short-answer questions are also supplied in the answer key.

**Scoring and Reporting**

Sounded-out and self-corrected words should be counted as correct but noted for further remediation. Words that take students additional time to identify should also be noted.

If a student consistently sounds out decodable words without automaticity, but reads correctly, incorporate additional automaticity practice. This can be done utilizing Fluency Drills, green and yellow Word Cards, or story rereads.

If a student attempts to sound out sight words, incorporate additional automaticity practice using the red Word Cards.

If the student repeatedly misreads Decodable 1 or 2 words within a specific concept, administer the Decoding Assessment for that concept to determine if additional instruction is required.

In the CD-ROM version, the answer key indicates concept and sight words taught at this level.

**ASSESSMENT SUMMARY FORMS**

The Concept Assessment Summary Form can be customized for each student and new concept. Use this form to record results from Decoding Assessments A and B and up to five Quick Checks. You may need to make additional copies of the form to record the results of additional Quick Checks. The Post-Level Assessment Summary Form can be used to record the results of a student’s Post-Level Assessment. This page will only need to be copied and used once, at the end of Level 1.
1. Phonogram Cards  5 minutes

Review Phonograms:

New Concept: _______

☐ Key Word Concept Sheet  ☐ Phonogram Card
☐ Key Word Card (Level 1)  ☐ Small Letter

2. Phonological Awareness  5 minutes

Words:

__________ (to ____________)

__________ (to ____________)

__________ (to ____________)

__________ (to ____________)

__________ (to ____________)

Other:

3. Word Building  5 minutes

☐ Magnet Board  ☐ Phoneme-Grapheme Sheet

1. 

2. 

3. 

4. 

5. 

4. Decoding and Sentence Reading  10 minutes

Reader _______  Page _______

Extra Practice: Concept Mastery Fluency Drill #: ___

5. Prereading  5 minutes

Phoneme–Grapheme Analysis Word:

6. Reading  15 minutes

Word Find Sheet ________________

Sentences:

1. 

2. 

3. 

4. 

5. 

7. Sound Dictation  2 minutes

1. 6.

2. 7.

3. 8.

4. 9.

5. 10.

8. Prespelling  3 minutes

Word: ______________________

9. Spelling  5 minutes

1. 6.

2. 7.

3. 8.

4. 9.

5. 10.

10. Sentence Dictation  5 minutes

1. 

2. 

Independent Work

Workbook page ________

Other:
**1. Phonogram Cards** 5 minutes

Phonograms:

Decodable Words:

Sight Words:

**2. Phonological Awareness** 5 minutes

Words:

__________ (to ____________)

__________ (to ____________)

__________ (to ____________)

__________ (to ____________)

__________ (to ____________)

Other:

**3. Word Building** 5 minutes

- Magnet Board
- Phoneme-Grapheme Sheet

1.
2.
3.
4.
5.

**4. Decoding and Sentence Reading** 10 minutes

Reader ________ Page ________

Extra Practice: Concept Mastery Fluency Drill #:____

**5. Prereading** 5 minutes

Phoneme–Grapheme Analysis Word:

______________________________

Other:

**6. Reading Comprehension** 15 minutes

Reader ________ Page ________

Reading Selection ______________

**7. Sound Dictation** 2 minutes

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

**8. Prespelling** 3 minutes

Word: _______________________

**9. Spelling** 5 minutes

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

**10. Sentence Dictation** 5 minutes

1.

2.

**Independent Work**

Workbook page ________

Other:
ax
hit
up
e

bed
sh

ship
ch

chin
This pig is not thin.
wh

whisk
ang

sang

ong

strong

ing

ring

ung

stung

Key Word Concept Sheet

S.P.I.R.E.® Level 1 © SSI • May Be Duplicated
ank

bank

onk

honk

ink

wink

unk

trunk
Key Word Cards

a

ax

a

ax

a

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Key Word Cards
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Key Word Cards
This pig is not thin.
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</tbody>
</table>

**Key Word Cards**
the
has
a
I
The
is
his
was
to
do

said
what

you
who

into
of
Decodable 1 Word Cards

had  ran

and  man

can  at

am  an
Decodable 1 Word Cards
last
past
fast
ask
land
hand
stand
sit
Decodable 1 Word Cards

- trip
- milk
- top
- got
- box
- not
- on
- dog
lot

spot

stop

soft

drop

hot

lost

from
bug
run
fun
sun
cut
but
up
must
jump  just
men  set
let  get
red  end
yet	yes
met
ten
bed	went
send	sent
left
kept
help
best
west
felt
ship
shop
Decodable 1 Word Cards

- shut
- wish
- dish
- fish
- rush
- such
- much
- lunch
that  than
with  them
when  which
then
hang
thing

bring
sing

long
hung

swing
spring
bank  thank

sink  think

drink  trunk

pink  drank
skunk
The following Small Letters are to be photocopied onto the appropriate colored paper and then cut out. If you wish, apply magnetic tape to them so that they can be used for word-building on a metal surface.
<table>
<thead>
<tr>
<th>P</th>
<th>B</th>
<th>T</th>
<th>D</th>
<th>K</th>
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aioueAIE
OUE
Photocopy These Small Letters on Yellow Card Stock
jug mud up on
stunt cub
sun
lap
CUT
CAB
crush
lap
plug
plus but
GYM
drum
past
sob
in
sip
jump
wit
Public
cot cut kid
just bus past
past
must

Word Find Sheet
S.P.I.R.E.® Level 1 © SSI • May Be Duplicated
when  whisk  hen
this    WET   branch
shin    WIN   whim
much    SHELF stand
which   chip
whelk
whip    him
stop    wish
trust
shop
rash
such
with
West

Word Find Sheet
S.P.I.R.E.® Level I © SSI • May Be Duplicated
snug  ran  rang
hand
rig  
HANG  SAG  sprang  hands
rag  JAG
clam
got
bang  ban
ang
clang
if
Dan
nest
nag
gas
STAG
pen
guts
and

Word Find Sheet
S.P.I.R.E.® Level | © SSI • May Be Duplicated
sank  pant  sang  wing

bank  tan

plank  gong

Ken  plan

rung  plod

drank  KIN

thanks  an  sand

hands  than  not  thank
honk  wink  Hank
hung  SONG  bonk
blond  LINK  ink  got
bank  conk
blink  an
on  rank  spank  Don
kink  conk
STING  drink
lost  sang  strong  bonk
sunk  

hunk  

sap  

SUN  

shrunken  

hung  

bunch  

thank  

trunk  

Honk  

chunk  

bunk  

CLANK  

rink  

shrink  

chip  

dunk  

RUNG  

skip  

runs  

bun  

dunk  

run  

Clunk  

skunk  

wink  

Junk  

sink  

Drink  

junk  

Skin  

pink  

Lunch  

lets
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<th>Words</th>
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Name: ____________________________  Date: ____/____/____

Sentences

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Sentences

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Cause and Effect

What | Why
--- | ---

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Compare and Contrast: Venn diagram
Drawing Conclusions

Main Idea and Details

Graphic Organizers

S.P.I.R.E.® Level I © SSI • May Be Duplicated
Sequencing

#1

#2

#3
had ran an and man can at and ran man had
and can ran at had an man and at can ran
at can had and at man ran can an and ran
and man and at can man at and ran at had
an ran at had can had and at and can had
ran had and at and ran at ran can man can
an man can an ran had ran and man and at
had ran can ran at and can man and had an
at and at had at and ran can man ran can
an man at and can and man ran and had an
at ran had and had can had can ran and at
at and ran at can had and can ran man an
ran at am an can had am an ran and had am ran can an at and had at can an am ran had am ran can am had at had am and an and can ran at had and am ran am had an at and can an am ran can had at am ran at had ran am can am had and am had at had am an am and can ran and ran had ran am at and had at can an can an am had am ran can ran am had at had am and an am and ran at had and can am ran had am an at and am ran at can an can had ran am can had ran had and at am had am
had hand sand sad and land ask had sand sad land
hand had and ask hand sand sad had and land ask
land had and land ask and sand hand sad ask hand
sand had and sand sad land ask had sad hand and
land ask sand ask land had and land sad had land
ask hand sad sand land sad and had and sand hand
had sand sad sand and hand had land ask sad land
and ask hand had hand sand sad had and land ask
and land hand sad ask land had and sand ask hand
had sad land ask sand and hand sand had sad and
sad ask and land had land ask land sand land had
ask hand sand hand sad sand sad land and had and
ask fast hand past land stand and fast past hand ask land stand and stand fast hand and past land past fast hand land stand and fast past and stand past stand ask and past hand ask past stand land hand fast stand past stand hand fast past stand and land fast ask fast past past fast stand past ask and past hand and past stand fast hand ask past ask land fast past stand and hand and fast stand land past stand past hand and land fast stand and past stand ask hand land past and fast stand past ask stand and land stand hand past hand fast past past stand land ask fast stand hand fast and fast past stand and past fast past ask hand and past stand past
Concept Mastery Fluency Drill 2: /ı˘/
11 words per row / 12 rows / 132 words
sit it in if did him hid if in it sit hid him did in if did him sit it hid him in if it sit him hid did in him hid did it sit him did if sit it in hid in if sit hid him in if hid sit hid sit if did it hid if it sit hid him in it sit hid did him sit in if hid him did it him it in sit in him sit if did hid if it if it in if him hid did sit him in hid sit it in him did it did if sit hid in if sit him hid in if sit if hid sit hid hid if in it sit it did it hid him sit
trip milk lift drip slip six fix milk slip fix drip
fix six lift milk drip trip drip fix slip lift milk
lift drip slip six lift milk six fix milk slip six
six lift fix drip milk slip fix trip milk drip slip
lift fix slip six milk trip drip milk drip fix lift
slip lift milk drip six lift six slip six fix milk
six fix milk drip lift trip slip milk drip slip fix
milk drip fix slip fix lift six lift trip drip milk
drip lift fix six slip lift six milk six milk slip
fix six drip lift drip slip fix slip milk trip milk
fix milk slip six trip milk lift drip lift drip fix
drip milk slip six lift milk lift slip six fix six
at it in an if am and in if at am
and if in at am an it it at am if
at it in am and an it an if am and
if in and am an if at it at am it
at in and an it at if am if it am
and an it am if at am an it at it
an am at it in if in if at and am
in if at an and if it at am it am
it at am in an and an and if it am
am an if in if it and at it at am
at if at in an and it am it if am
an and am it if an if at am at it
got on hot top not box lot box top on lot
lot box not top hot on got not hot got hot
top not box on hot not top hot on got not
not box lot hot top on not got lot box top
hot top on got not box lot box top on got
box not lot box top on lot got on hot top
box hot top got top on not on lot box lot
not hot top hot lot got box not on got hot
not box top on hot got not top hot not on
on not box lot box lot got top hot top not
on lot got not box got hot top on top box
box lot got top box on hot top not lot on
soft from spot stop lost drop lost spot soft drop stop
from stop lost drop soft spot lost soft from stop drop
spot stop lost drop from spot stop lost drop from spot
from spot stop soft lost drop lost stop spot soft drop
lost drop from stop soft drop spot stop lost soft from
drop spot stop lost spot from stop lost from spot drop
stop lost from soft spot soft spot drop stop lost drop
drop soft from stop soft from lost spot drop lost stop
spot stop lost stop lost drop spot from drop spot from
lost from stop lost spot soft spot drop stop soft drop
from spot stop lost stop drop soft drop from lost soft
stop lost spot stop drop spot lost from spot from drop
lost last list on in an not in list lost last not an in on list last lost an on not in last list on in an not lost last list in on in last lost list not in list lost on last an list in not an on lost on not an in last an not lost last list on list last in on in last list lost an on in not lost last in list lost an on in on not an not in list last lost last on in last list an in not list on lost on list not in last lost last an in list not an in on lost list in not an on last last in lost last list an on in not list on

Concept Mastery Fluency Drill 3a: /ā/ /ī/ /ō/
11 words per row / 12 rows / 132 words
up fun bug sun but run cut but bug up sun
cut run but sun bug fun up fun run cut run
bug sun but run cut but fun but bug up sun
fun bug but run up sun bug sun cut but up
but sun fun run up cut run run bug fun cut
fun but run bug bug up sun cut but sun but
sun but up but bug fun run bug cut sun up
fun run sun bug cut cut run but run fun up
fun but but run cut bug sun up but sun bug
sun bug bug but run fun up cut but up sun
run bug up cut but sun fun run run fun cut
run sun cut bug but fun but but sun bug up
must bump jump trust just dust hump bump trust hump dust just trust jump bump must dust trust jump trust just dust hump bump must dust trust trust just dust jump must dust hump bump jump just trust must dust jump hump bump dust bump dust hump jump dust bump trust just bump must bump jump must just dust trust bump hump dust dust just hump bump must trust jump trust bump dust hump jump trust just dust trust bump must must dust trust just bump bump bump trust jump hump must dust just trust hump jump bump bump trust bump dust hump jump trust bump bump just jump must dust bump
up at on it in an top at it an up
top an in it on at up in it at top
at on at up in top an on in it on
on it up at an in at an top up it
in it top on in it at an top up at
on at on up at top an in it in on
an top up at in it an up on it at
an on in top it up in top it at at
on at top an at on up in it on in
it in at up at on an up an top it
in an top up it in it top on at at
top an on up in it in on at on at
red  get  end  set  let  yes  get  yet  set  get  red  
get  yes  let  set  end  get  red  end  let  get  yes  
set  let  red  end  get  yes  yet  set  get  red  get  
yes  get  let  get  set  end  yes  red  let  end  get  
let  set  get  get  yes  end  yes  red  get  end  let  
let  get  red  set  get  end  yes  get  yet  set  red  
yes  get  yet  red  set  get  end  let  set  red  get  
let  set  get  red  end  yes  end  get  yes  get  let  
yet  set  red  end  get  red  set  let  get  yes  get  
let  end  get  yes  get  set  get  let  end  yes  red  
end  set  get  get  let  yes  red  get  let  yes  end  
get  let  get  red  set  get  yet  red  end  yes  set
Concept Mastery Fluency Drill 5: /ẽ/
11 words per row / 12 rows / 132 words
went felt left sent send help best felt help went best help send sent left felt went send felt best felt went send left best felt sent help went sent sent left best send help felt left went best felt left felt went help send best sent send left felt help went felt went best help send left felt sent sent went help felt left send best help went sent felt went best help left felt best sent left send went felt left help went best send sent felt help best send help sent left went left felt send best sent help send left best left send felt went felt left felt went best send sent help went help sent
Concept Mastery Fluency Drill 5: /e/  
9 words per row / 12 rows / 108 words
set  sat  sit  bet  bit  bat  get  sat  bet  bat  get
get  bat  bit  bet  sit  sat  set  sit  bit  set  get
sat  sit  set  bet  get  bit  bat  bat  get  sat  bet
sit  get  bit  bet  bat  sit  bit  sat  get  set  set
bat  bit  get  bet  sat  sit  set  set  sit  bit  get
bit  bat  sit  bat  set  bet  get  sat  get  bet  sat
bet  set  sit  sat  bat  bit  get  bet  get  sat  bat
get  bet  bat  sat  bit  sit  set  set  sit  bit  get
set  bet  bat  bat  sat  bet  get  sat  sit  get  bit
bat  bet  sit  bit  sat  get  set  get  bit  sit  set
bit  get  sat  sit  bat  set  sit  bit  get  bet  set
sit  bat  bit  sat  bat  get  set  bet  sat  bet  get

Concept Mastery Fluency Drill 5a: /æ/ /iː/ /ɛ/
ship  shop  wish  rush  dish  fish  shed  shop  dish
shed  fish  dish  rush  wish  shop  ship  wish  fish
dish  fish  rush  ship  wish  shed  rush  dish  shop
wish  rush  ship  dish  shop  dish  fish  shed  shop
rush  ship  shed  fish  dish  shed  rush  shop  wish
dish  rush  fish  ship  shed  rush  wish  shop  dish
wish  ship  dish  fish  shed  fish  dish  shop  rush
dish  shed  wish  fish  rush  ship  shop  wish  shed
fish  dish  fish  ship  rush  dish  wish  shed  shop
rush  wish  dish  ship  shop  shed  rush  fish  shop
shed  rush  shed  ship  dish  rush  fish  wish  shop
dish  fish  wish  ship  rush  shed  rush  dish  shop
Concept Mastery Fluency Drill 6: /sh/
9 words per row / 12 rows / 108 words

rush  cash  dish  shot  shut  shed  ship  cash  rush
ship  shed  shut  shot  dish  cash  rush  shed  dish
cash  dish  shot  shut  rush  cash  shed  ship  shed
shed  shut  dish  cash  ship  shot  rush  shed  cash
shed  shut  ship  dish  shot  rush  shot  cash  shed
shot  shut  cash  cash  dish  rush  ship  shot  shed
cash  shot  shut  rush  shed  ship  dish  shed  shot
shed  shut  ship  shed  cash  shot  dish  rush  cash
cash  shed  shot  shut  dish  shot  rush  ship  shed
cash  shut  dish  shot  shed  ship  dish  shed  rush
rush  shot  ship  dish  shed  cash  shut  shed  shot
shut  cash  dish  rush  shot  shed  ship  shot  shed
bunch such chop chip much chin lunch chip
lunch chin much chip chop such bunch chin
such bunch chip much lunch much chop chin
chop such much lunch chin chip bunch such
chin much chip lunch such chop such bunch
bunch much lunch such chin much chop chip
much chop chin lunch bunch such chop chip
chin chip chop such lunch much bunch chip
bunch much lunch such much chin chop chip
much such chop chin chip lunch such bunch
much chip lunch such bunch chop such chin
bunch much such chip chop chin chip lunch

Concept Mastery Fluency Drill 7: /ch/
8 words per row / 12 rows / 96 words
S.P.I.R.E.® Level 1 © SSI • May Be Duplicated
such much lunch bench chin chop rich chop
rich chop chin bench lunch much such chop
lunch bench such chop rich much chin much
bench rich chop chin lunch such much chin
chin bench chop rich such much lunch chin
bench chop rich much lunch such chin much
much bench chin lunch chop rich such much
much chin bench rich chop chin lunch such
bench such chop lunch much rich chin much
rich chop chin bench lunch chop such much
chop lunch rich such chin bench much lunch
rich such bench much bench chop chin lunch
bath that then path this than them than bath
them than this path then that bath then them
that bath path than them then this that path
than path them then that this bath them then
this path then that bath them then than them
than them that than bath path than them then
bath path than them then bath this path then
this than them path than this then that bath
then that bath this then path that bath them
path then that bath them this than them that
then bath this than that path bath them then
then that bath them then path than them than
when  which  whit  whiz  whisk  whip  which  whim
whip  whim  whisk  whiz  whit  whip  when  which
whit  whiz  whim  whisk  whit  whisk  whim  whisk
whiz  whisk  whit  which  when  whisk  whisk  whiz
whit  which  when  whiz  whip  when  whim  whisk
whiz  whisk  whim  whip  which  whisk  whit  whiz
when  whisk  whit  whiz  whisk  whiz  whisk  whim
when  whisk  whiz  whit  which  when  whisk  whit
which  when  which  whiz  whit  which  when  whip
when  whisk  whit  whiz  whisk  whiz  whisk  whim
when  whisk  whit  whiz  whisk  whiz  whisk  whim
which  whit  whiz  whisk  whim  whiz  whit  which
whit  whiz  whisk  whim  whisk  when  whiz
that chat ship this when chin chop shop that
whip path ship them bench tenth when then bath
which chug cash chin white math shut Seth fish
when shag with munch smash flesh lunch ash thump
chop which moth flinch brush branch inch thrift rich
throb with bench flash fifth much smash this rush
than shed that then branch when moth much flinch
whip ranch trash ship chop punch chum slush shut
fish such bath them lunch thin cash thus chug
path thug inch thus whip when Seth lunch mash
shot mesh bench crunch dash chip such with filth
shop dish stash whisk cloth fish when Beth that
sang rang bang hang fang gang pang bang fang
pang gang fang hang bang rang sang gang rang
rang hang gang sang bang fang pang sang fang
bang fang pang rang hang gang sang hang pang
hang gang sang bang fang pang rang sang bang
fang pang rang hang gang sang bang rang fang
gang sang bang fang pang rang hang pang rang
pang rang hang gang sang bang fang rang gang
sang fang gang bang hang rang pang rang hang
pang fang hang gang rang sang bang bang fang
rang hang pang sang bang gang rang fang gang
fang pang gang pang sang rang hang bang rang

Concept Mastery Fluency Drill 10: /ang/
9 words per row / 12 rows / 108 words
sing ring thing king ming ping wing swing bring
bring swing wing ping ming king thing ring sing
ring king ping swing sing thing ming wing bring
thing ming wing bring ring king ping swing sing
king ping swing sing thing ming wing bring ring
ming wing bring ring king ping swing sing thing
ping swing sing thing ming wing bring ring king
wing bring ring king ping swing sing thing ming
swing sing thing ming wing bring ring king ping
bring ring king ping swing sing thing ming wing
king thing ring sing bring swing wing ping ming
thing bring ring swing wing sing ming king ping
gong kong long pong song tong prong chong long
chong prong tong song pong long kong gong song
kong pong tong chong kong pong tong chong kong
long song prong gong long song prong gong long
pong song tong prong gong kong long pong chong
kong long gong song tong long pong chong long
prong chong song long kong pong tong gong song
kong tong pong chong tong chong kong pong kong
long thong gong long song prong song long
song tong pong gong kong prong pong long chong
song long prong chong song gong gong kong pong
tong pong chong tong tong pong chong chong kong
hung lung slung bung flung pung clung strung slung
strung clung pung flung bung slung lung hung flung
bung slung lung hung strung clung pung flung clung
clung strung slung bung flung hung lung pung strung
strung lung hung flung clung pung bung slung flung
hung bung flung pung lung slung clung strung slung
clung bung flung strung lung pung slung hung strung
strung clung bung pung flung slung lung hung clung
slung lung bung hung pung strung clung flung clung
slung clung strung lung pung bung flung hung strung
strung hung flung lung pung bung slung clung flung
bung hung lung slung clung strung flung pung slung
thing long gong sing bring along swing long along
swing along bring sing gong long thing bring swing
gong sing bring along swing sing gong long thing
long gong thing along sing long sing bring swing
long thing along bring sing gong swing gong bring
swing bring sing bring gong long thing sing along
bring along gong thing swing sing along long sing
gong along bring swing long gong swing thing sing
bring gong along sing swing bring long thing gong
along long gong sing thing bring swing sing along
sing swing along long bring swing gong thing bring
bring sing swing gong long gong sing along thing
spring swing thing bring wing prong long swing thing long prong wing bring thing swing spring wing bring thing bring wing long prong long wing thing bring bring wing prong long swing prong bring thing swing prong long thing wing bring spring wing prong swing long prong wing bring wing prong bring long thing thing bring wing prong spring long thing bring swing wing thing swing long bring spring prong wing prong long prong thing prong bring wing long bring thing wing prong bring prong long swing bring thing wing long wing bring spring wing swing bring thing prong thing bring long prong bring long thing wing wing
bank thank Hank lank rank sunk tank yank blank
blank yank tank sunk rank lank Hank thank bank
bank Hank rank tank blank thank lank sunk yank
thank lank sunk yank bank Hank rank tank blank
Hank rank tank blank thank lank sunk yank bank
lank sunk yank bank Hank rank tank blank thank
rank tank blank thank lank sunk yank bank Hank
sank yank bank Hank rank tank blank thank lank
tank blank thank lank sunk yank bank Hank rank
yank bank Hank rank tank blank thank lank sunk
lank Hank thank bank blank yank tank sunk rank
yank sunk lank thank blank tank rank Hank bank
ink  rink  sink  think  wink  link  slink  blink  drink
drink  blink  slink  link  wink  think  sink  rink  ink
rink  think  link  blink  ink  sink  wink  slink  drink
sink  wink  slink  drink  rink  think  link  blink  ink
think  link  blink  ink  sink  wink  slink  drink  rink
wink  slink  drink  rink  think  link  blink  ink  sink
link  blink  ink  sink  wink  slink  drink  rink  think
slink  drink  rink  think  link  blink  ink  sink  wink
blink  ink  sink  wink  slink  drink  rink  think  link
drink  rink  think  link  blink  ink  sink  wink  slink
think  sink  rink  ink  drink  blink  slink  link  wink
ink  wink  link  rink  sink  think  blink  slink  drink
hunk  bunk  dunk  junk  chunk  trunk  punk  stunk  skunk
skunk  stunk  punk  trunk  chunk  junk  dunk  bunk  hunk
bunk  junk  trunk  stunk  hunk  trunk  chunk  punk  skunk
dunk  chunk  punk  skunk  bunk  junk  trunk  stunk  hunk
junk  trunk  stunk  hunk  dunk  chunk  punk  skunk  bunk
chunk  punk  skunk  bunk  junk  trunk  stunk  hunk  dunk
trunk  stunk  hunk  dunk  chunk  punk  skunk  bunk  junk
punk  skunk  bunk  junk  trunk  stunk  hunk  dunk  chunk
stunk  hunk  dunk  chunk  punk  skunk  bunk  junk  trunk
skunk  bunk  junk  trunk  stunk  hunk  trunk  chunk  punk
junk  dunk  bunk  hunk  skunk  stunk  punk  trunk  chunk
chunk  hunk  trunk  stunk  bunk  punk  dunk  skunk  junk
thank  pink  think  drink  bank  sink  skunk  drink  sink  skunk  sink  bank  drink  pink  thank  bank  think  pink  drink  bank  sink  skunk  pink  sink  bank  think  pink  bank  sink  think  thank  pink  drink  pink  sink  skunk  pink  skunk  drink  sink  bank  thank  bank  pink  think  sink  bank  drink  sink  drink  bank  think  pink  skunk  pink  drink  sink  thank  bank  pink  think  sink  skunk  bank  drink  think  pink  skunk  pink  thank  bank  sink  pink  sink  sink  drink  bank  drink  think  pink  skunk  drink  skunk  bank  thank  drink  sink  think  pink  sink  bank  thank  pink  bank  skunk  pink  think  drink  sink  sink  drink  think  pink  sink  bank  pink  skunk  bank

Concept Mastery Fluency Drill 11a: /ank/ /ink/ /unk/ 9 words per row / 12 rows / 108 words
drink blank thank ink stunk wink sank ink wink
sank wink stunk ink thank blank drink thank sank
ink stunk thank wink blank sank drink sank stunk
thank ink drink stunk wink blank ink wink sank
thank wink thank sank blank drink ink sank stunk
sank ink wink stunk blank drink thank stunk thank
blank drink stunk thank sank ink wink stunk thank
ink drink wink sank blank ink thank stunk wink
blank ink stunk drink thank sank thank wink sank
thank wink blank drink sank stunk ink wink blank
drink thank ink blank ink wink stunk sank blank
thank wink drink sank ink sank stunk thank stunk
Name_________________________________________  Age______  Grade______

Teacher______________________________________  Reader______  Concept______  Pg______

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**Concept Mastery Fluency Drills Progress Report**

S.P.I.R.E.® Level I © SSI • May Be Duplicated
<table>
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<th>100</th>
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<th>10</th>
<th>5</th>
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</table>

Concept Mastery Fluency Drills Progress Report

S.P.I.R.E.® Level 1 © SSI • May Be Duplicated
**Form A**

<table>
<thead>
<tr>
<th>man</th>
<th>had</th>
<th>ran</th>
<th>rat</th>
<th>cab</th>
</tr>
</thead>
<tbody>
<tr>
<td>sat</td>
<td>mad</td>
<td>nap</td>
<td>gas</td>
<td>pad</td>
</tr>
<tr>
<td>plan</td>
<td>camp</td>
<td>snag</td>
<td>clap</td>
<td>last</td>
</tr>
<tr>
<td>slab</td>
<td>pant</td>
<td>raft</td>
<td>stamp</td>
<td>stand</td>
</tr>
</tbody>
</table>

The cat has a nap.

The man can pat the cat.

Dan had a grand slam.
Form B

mat    ham    rag    fat    can

tap    man    gap    van    pat

clan    damp    brag    slap    fast

mask    past    fact    clamp    plant

The fat cat is sad.

Dan had a blast.

The cat has the last ham scrap.
Form A

him     hit     wig     pin     dip
fib     bin     mix     spin    dim
spit    milk    grin    snip    hint
skin    risk    crisp   twist   splint

The pit is big.

Tim did swim.

The pig had six figs.

Liz can twist.
Form B

bit  sit  fig  tin  fit
rib  bib  big  fin  rim
spin  silk  grip  slid  mint
skip  fist  brisk  blimp  print

The twins can dig a big pit.

The gift is in his fist.

Liz can print the list.
Form A

<table>
<thead>
<tr>
<th>log</th>
<th>hot</th>
<th>rob</th>
<th>pot</th>
<th>sod</th>
</tr>
</thead>
<tbody>
<tr>
<td>fog</td>
<td>not</td>
<td>ox</td>
<td>sop</td>
<td>dot</td>
</tr>
<tr>
<td>spot</td>
<td>bond</td>
<td>snob</td>
<td>plop</td>
<td>pond</td>
</tr>
<tr>
<td>smog</td>
<td>slob</td>
<td>romp</td>
<td>frog</td>
<td>stomp</td>
</tr>
</tbody>
</table>

Tom did drop the hot dog.

The box is not on top.

Dad can mop the slop.
Form B

fog  cot  job  not  nod
hog  rob  box  sod  cob
blot  fond  slob  plot  blond
glob  slot  loft  frost  stomp

The hog is a slob.

Tom lost his dog in the fog.

Prop the mop on the log.
The pup must run fast.

The cub runs up the stump.

Scrub the rust from the jug.
The cub must hunt.

The mug and cup did bust.

Dump the dust clump in the hut.
Form A

pen  net  bed  keg  hen
bed  hem  pep  den  get
sped  blend  step  kept  fled
bled  spent  help  pest  held

Ben did fret.

Let the pet get in the bed.

Can Ned get ten pens?
Form B

ten   pet   led   beg   den
vex   stem   prep   men   wet
fled   spend   stem   slept   sled
heft   went   kelp   nest   weld

The men slept.

The pet is at the vet.

Chen left at ten.

Bev crept up the steps.
<table>
<thead>
<tr>
<th>ship</th>
<th>shut</th>
<th>shed</th>
<th>shop</th>
<th>shun</th>
</tr>
</thead>
<tbody>
<tr>
<td>shod</td>
<td>shag</td>
<td>shin</td>
<td>sham</td>
<td>shot</td>
</tr>
<tr>
<td>dish</td>
<td>mash</td>
<td>rush</td>
<td>cash</td>
<td>mesh</td>
</tr>
<tr>
<td>clash</td>
<td>swish</td>
<td>flush</td>
<td>flesh</td>
<td>smash</td>
</tr>
</tbody>
</table>

Ron has a gash on his shin.

The shag rug is plush.

Dad had a trip on a ship.

The fish is in the shed.

The ship can splash.

Meg can crush the cup.
The fish is fresh.

The hash is in the dish.

The fresh crust is hot.

Sam can brush the dog.

The tot did sit in the slush.

Tom shut the lid.

The trash is in the shed.
<table>
<thead>
<tr>
<th>chit</th>
<th>chat</th>
<th>chin</th>
<th>chop</th>
<th>chip</th>
</tr>
</thead>
<tbody>
<tr>
<td>chin</td>
<td>chap</td>
<td>chip</td>
<td>crunch</td>
<td>Chad</td>
</tr>
<tr>
<td>munch</td>
<td>stench</td>
<td>rich</td>
<td>much</td>
<td>such</td>
</tr>
<tr>
<td>branch</td>
<td>bunch</td>
<td>brunch</td>
<td>clench</td>
<td>inch</td>
</tr>
</tbody>
</table>

It is fun on a ranch.

Crunch and munch the chips.

Dan can punch the bag.

The man is a chap.

The kids can chit-chat.

The stench is bad.

The pig sat on the bench.
Mom can chop the nuts and chat.

A bunch of kids had lunch.

Tom got punch on his chin.

Liz can chop the branch.

Chen had such fun.
That cut did throb.

This is Ben’s tenth win.

Seth is thin.

Dad and Thad ran on the path.

Mom ran with them.
Seth had broth and then went to bed.

Tom thrust his hand in the cloth vest.

The moth sat on the cloth.

The sloth got to them.

Jan went to a thrift shop.
Form A

whim  whit  whet  which  when
when  whet  whit  whisk  whelp
whisk  whiz  whip  when  which
which  whip  whippet  whelk  whet

Which man lost a hat?

When can Jim get in bed?

Tim is a whiz kid!

Mom has a whisk.

Jed is a whiz at math.

I got it on a whim.

Which kid is Stan?

Whip it with a whisk.

Get the whelk from the sand.
Which dog is fast?

The whip is red.

Beth is a whiz with a whisk.

When can Jim get lunch?

Bob did a jump on a whim.

Dan’s dog is a whippet.

Which man is rich?

The whisk is on the shelf.

Dad lost the whip.
### Form A

<table>
<thead>
<tr>
<th>rang</th>
<th>swing</th>
<th>song</th>
<th>slung</th>
<th>pang</th>
</tr>
</thead>
<tbody>
<tr>
<td>king</td>
<td>prong</td>
<td>flung</td>
<td>bang</td>
<td>sting</td>
</tr>
<tr>
<td>long</td>
<td>swung</td>
<td>slang</td>
<td>thing</td>
<td>wing</td>
</tr>
<tr>
<td>slung</td>
<td>sprang</td>
<td>string</td>
<td>fang</td>
<td>lung</td>
</tr>
</tbody>
</table>

Sing a song.

The bug had a long wing.

The gang is fast.

Dad sat on the top rung.

Mom hung up.

The dog had a big fang.

Jan swung on a swing.
Form B

long    swung    slang    thing    strong
rang    swing    song   Cling    pang
slung   sprang   string   prong    lung
king    prong    flung    bang    sting

Jed sang a long song.

Deb can bring the string.

Dad did bang the gong.

Tim flung his hat.

The plant sprang up.

A bug sting is not fun.
The gas stank.

Do not honk.

Cash is in the bank.

Sit on the bunk bed.

The plank will shrink.

Tom drank the pink milk.

The junk is in the sink.
Form B

<table>
<thead>
<tr>
<th>tank</th>
<th>sink</th>
<th>bonk</th>
<th>chunk</th>
<th>plank</th>
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<tbody>
<tr>
<td>rink</td>
<td>honk</td>
<td>drunk</td>
<td>crank</td>
<td>pink</td>
</tr>
<tr>
<td>stunk</td>
<td>sank</td>
<td>drink</td>
<td>drank</td>
<td>lank</td>
</tr>
<tr>
<td>kink</td>
<td>plunk</td>
<td>flank</td>
<td>brink</td>
<td>skunk</td>
</tr>
</tbody>
</table>

Link the hands.

The ship sunk.

The skunk stinks.

Hank drank it.

A chunk of mud is on the mat.

Plunk it in the trunk.

The tot can blink.
<table>
<thead>
<tr>
<th>Quick Check Lesson 1</th>
<th>Quick Check Lesson 1a</th>
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</thead>
<tbody>
<tr>
<td>ax  tag  at  fast</td>
<td>map  yam  tap  rag</td>
</tr>
<tr>
<td>a tan ram  tap the lad</td>
<td></td>
</tr>
<tr>
<td>The man had a van.</td>
<td>The bag has a tab.</td>
</tr>
<tr>
<td>An ant ran at the cat.</td>
<td>Jan can clap.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quick Check Lesson 1b</th>
<th>Quick Check Lesson 1c</th>
</tr>
</thead>
<tbody>
<tr>
<td>had  am  sand  last</td>
<td>wag  plant  hand  ant</td>
</tr>
<tr>
<td>at bat  ran fast</td>
<td>tan hat  damp sand</td>
</tr>
<tr>
<td>Stan is glad.</td>
<td>Jan swam at camp.</td>
</tr>
<tr>
<td>Dad had ham and a yam.</td>
<td>Stand at the mat and stamp.</td>
</tr>
</tbody>
</table>
Quick Checks

The twins can split the milk.

The kid has six big twigs.

His pig can tip the rim.

Sam and the band
the raft at camp

Nan stands at bat.

Al can wax the cab.

Jan ran past the stand.

Sam can pat the cat.

Jan ran past the stand.

The twins slid.

His pig can tip the rim.

Sit in it

If six

Flip the lid

Hit big lip

Hid

Hit big lip

Bite his lip

Al can wax the cab.

Sam and the band
the raft at camp

Nan stands at bat.

Sam can pat the cat.

Jan ran past the stand.

The twins can split the milk.
### Quick Check Lesson 2c

- **Quick Check Lesson 2c**
  - **fix**
  - **fib**
  - **skit**
  - **pig**
  - **wind**
  - **trip and slip**

- **Dad can fit the splint.**
- **A pig and an ant sat in a pit.**

### Quick Check Lesson 2b

- **Quick Check Lesson 2b**
  - **list**
  - **hip**
  - **sip milk**
  - **twist and stamp**

- **Jim is sad.**
- **Dip the pin in the gas cap.**

### Quick Check Lesson 2e

- **Quick Check Lesson 2e**
  - **lift**
  - **milk**
  - **drip**
  - **mint plant**

- **Jim has a bad hit.**
- **Sand can spin and drift.**

### Quick Check Lesson 2d

- **Quick Check Lesson 2d**
  - **did**
  - **trim**
  - **if**
  - **big bad pig**

- **The cat spit at Tim.**
- **Jan’s rag bin has a silk print in it.**
Quick Checks

Quick Check Lesson 3a

dot  dog  top  cod

Stop and hop lit the log
Mom can dip the cob in the pond.
The pig can spot an ox in the fog.
I can nod at the dog on the stand.

Quick Check Lesson 3b

not  box  rob  blog

Jim did drop the damp pot.
A big fox can romp.
The big man has a hot rod and a van.
Jim did drop the damp pot.

Quick Check Lesson 3c

slop  got  fox  smog

A big fox can romp.
Mom can dip the cob in the pond.
I can nod at the dog on the stand.
A big fox can romp.

Quick Check Lesson 3

ox  hop  log  stop

blot the spot tap on the box
A big fox can romp.
A big fox can romp.

not  box  rob  blog

got the job frost on the plant
The pig can spot an ox in the fog.
A big fox can romp.
A big fox can romp.
Quick Check Lesson 3d

<table>
<thead>
<tr>
<th>got</th>
<th>drop</th>
<th>dog</th>
<th>slot</th>
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</table>

a spot on the pants
a plop in the pond

The tot did sob.
I did spot the lost fox.

Quick Check Lesson 3e

<table>
<thead>
<tr>
<th>sob</th>
<th>drop</th>
<th>soft</th>
<th>from</th>
</tr>
</thead>
</table>

the fox and the dog in a bin
stomp on the damp sod

Is a pig a hog?
The big mob ran and hid in the bog.

Quick Check Lesson 4

<table>
<thead>
<tr>
<th>rug</th>
<th>fun</th>
<th>cut</th>
<th>runt</th>
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</thead>
</table>

a cut bun
fun in the tub

Mom did run in the sun.
The bug did sit on the stump.

Quick Check Lesson 4a

<table>
<thead>
<tr>
<th>hut</th>
<th>bud</th>
<th>jug</th>
<th>stub</th>
</tr>
</thead>
</table>

fun in the hot sun
mud on the rug

The man did dust his drum.
Dan and the pup sit in the mud.
Quick Checks

**Quick Check Lesson 4c**

1. A plump hot dog is in the bun.
2. Sip the milk from the mug.
3. Jim had milk in a cup and a hot bun.
4. A rat sat in the mug.

**Quick Check Lesson 4b**

1. Dump it in the mud.
2. The hog did grunt and run.
3. The hog did grunt and run.
4. Dan dug up a jug from the mud.

**Quick Check Lesson 4e**

1. A nut on the drum
2. Big bug in a drum
3. A nut on the drum
4. The hot sun is up

**Quick Check Lesson 4d**

1. Sun just stub hubcap
2. Cab hit a stump
3. Sun just stub hubcap
4. A plump hot dog is in the bun.
### Quick Check Lesson 5

<table>
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<tr>
<th>bed</th>
<th>yes</th>
<th>let</th>
<th>ten</th>
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</thead>
<tbody>
<tr>
<td>fled from the red hot sun</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ten kids and a pup on a sled</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jen steps on the wet tin can.
The rag on the bed has a hem.

### Quick Check Lesson 5a

<table>
<thead>
<tr>
<th>set</th>
<th>end</th>
<th>web</th>
<th>sled</th>
</tr>
</thead>
<tbody>
<tr>
<td>the pen from the desk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a red vest on the man</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ben sat up in bed.
Ted met Bev on his trip.

### Quick Check Lesson 5b

<table>
<thead>
<tr>
<th>get</th>
<th>sent</th>
<th>help</th>
<th>wet</th>
</tr>
</thead>
<tbody>
<tr>
<td>left the belt on top</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cannot get up the steps</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Rex slid on the mud and got wet.
Nan, help Jed set up the big tent.

### Quick Check Lesson 5c

<table>
<thead>
<tr>
<th>beg</th>
<th>went</th>
<th>leg</th>
<th>blend</th>
</tr>
</thead>
<tbody>
<tr>
<td>ant in the wet net</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>slept snug in the nest</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Did the hog wet the hen?
Ned went on a jet.
Quick Checks

Quick Check Lesson 5e

Fred did fret if his pet got wet.
The men kept the cat in a pen.

The rash is on the she.

I cannot smash the dish on a rug.
The rash was on his shin.

Fresh fish and hash

Shop in a rush

Yet fed pen rest

Tent in Deb’s camp tent

Quick Check Lesson 5d

The wet hen did hop on the nest.
Tom fed the cat and the hen.

Pet frog from Sam

An elf in the mud

Wish wish lash

In the hen’s pen

Yet fed tent rest

Stash the trash in the shop.

The fish is in the shed.

Ship the shop

Shop the she.

Dish dish

Ship shed

Shin wish lash shrub

Cash in the dish

Quick Check Lesson 6a

The rash was on his shin.

The men kept the cat in a pen.

Stash the trash in the shop.

The fish is in the shed.

Fred did fret if his pet got wet.

I cannot smash the dish on a rug.

Fresh fish and hash

Shop in a rush

Yet fed pen rest

Tent in Deb’s camp tent

Quick Check Lesson 6

The wet hen did hop on the nest.
Tom fed the cat and the hen.

Pet frog from Sam

An elf in the mud

Wish wish lash

In the hen’s pen

Yet fed tent rest

Stash the trash in the shop.

The fish is in the shed.

Ship the shop

Shop the she.

Dish dish

Ship shed

Shin wish lash shrub

Cash in the dish
Quick Checks

Quick Check Lesson 6c

shut dish shop smash

got the cash from Trish
an ant in the plush shag rug
Shut the dog in the shed.
A fish did flash and swish in the pond.

Quick Check Lesson 6b

sash ship flush clash

a gash in his flesh
fresh fish in a dish
I can stash the cash in a box.
The mesh net did swish in the pond.

Quick Check Lesson 7a

chin such chips crunch

was a rich chap
not much fun to punch
Can a pig sit on bench?
Chen gets to the ship and has lunch.

Quick Check Lesson 7

chop lunch much chit-chat

such a grand brunch
a gash in the chap's chin
Chad did chin-ups and got fit.
Jen did munch on a hot dog at lunch.

Quick Checks
Quick Check Lesson 7c

ranch such chop crunch

not much fun

said Mom. "Do not rush on the wet path,"

Chad had the fifth math test.

Chop up the thin branch on that bench.

I can ask Chen to lunch at the pond.

Chad said, "I swished the broth in the dish."

I went to shop and got chops for lunch.

I went to a brunch on the ship.

Do Chip and Trish chit-chat at lunch?

Do Chad and Shep run to the ranch?

Chop up the thin branch on that bench.

Chop the thin branch on that bench.

Chop the thin branch on that bench.

Chop the thin branch on that bench.

Chop the thin branch on that bench.

Chop the thin branch on that bench.

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Chop the thin branch on that bench.

Chop the thin branch on that bench.

Chop the thin branch on that bench.

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Chop the thin branch on that bench.

Chop the thin branch on that bench.

Chop the thin branch on that bench.

Chop the thin branch on that bench.

Chop the thin branch on that bench.
Quick Check Lesson 8c

Quick Check Lesson 8b

Quick Check Lesson 9a

Quick Check Lesson 9

Quick Checks
Quick Check Lesson 9c

When can Beth get a whippet?

What dog can go to Chip's job with him?

Quick Check Lesson 9b

What is a whippet?

A whippet is a thin dog.

Quick Check Lesson 11

Do big bugs sting?

Red hit that thing up to the swinging.

Quick Check Lesson 10

The gang said, "This is slang."

I did bang and hang the pots.

Quick Check Lesson 9c

Which is a whippet?

What dog can go to Chip's job?

Quick Check Lesson 9d

Which whisk?

Whisk in a sling

swing to the spring

swing in a sling

Ring sing King bring

sang slang gang sprang

sing to the spring
### Quick Check Lesson 12

<table>
<thead>
<tr>
<th>strong</th>
<th>long</th>
<th>throng</th>
<th>song</th>
</tr>
</thead>
<tbody>
<tr>
<td>the king and his throngs</td>
<td>hang up the tongs</td>
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</tbody>
</table>

Chad sang a long song.
A strong king can bang the gong.

### Quick Check Lesson 13

<table>
<thead>
<tr>
<th>stung</th>
<th>flung</th>
<th>sung</th>
<th>hung</th>
</tr>
</thead>
<tbody>
<tr>
<td>stung on the rung</td>
<td>hung and swung</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What was sung in the tub?
Sam swung and hit the gong.

### Quick Check Lesson 10–13a

<table>
<thead>
<tr>
<th>sang</th>
<th>sing</th>
<th>song</th>
<th>sung</th>
</tr>
</thead>
<tbody>
<tr>
<td>sing the song</td>
<td>tongs clang</td>
<td></td>
<td></td>
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</tbody>
</table>

“Is this song long?” said Jim.
Did you sing and then hush up?

### Quick Check Lesson 10–13b

<table>
<thead>
<tr>
<th>long</th>
<th>rang</th>
<th>king</th>
<th>lung</th>
</tr>
</thead>
<tbody>
<tr>
<td>hung on a string</td>
<td>rang the gong</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Who was the king with the long list?
A dog with long fangs ran into the vet.
Quick Check Lesson 10–13d

sting stung clang prong

the wing on the bug

Was it you who said, “Did that sting?”

The tot hung from the top rung.

Thank Hank yanks the wing

Bank tank blank drank

Quick Check Lesson 14

bank tank blank drank

ring things lung long

swing set

Who flung the ring into the trash?

When it stung, Tom and Sam ran from the bug.

Quick Check Lesson 10–13c

bring swing fangs song

into the spring with a bang

The king is a whiz at Ping-Pong.

The swing set was hung on strong strings.
Quick Check Lesson 15

wink   sink   think   drink

shrink the mink
drank the drink

A wink is not a blink.
Did the tank top shrink?

Quick Check Lesson 16

honk   bonk   conk   wonk

bonk the gong
honk and clang

Honk, honk went the van.
Sam did bonk his leg on the bed.

Quick Check Lesson 17

trunk   dunk   flunk   shrunk

junk in the trunk
flung the chunk

Hank said, “That skunk stunk!”
What is Bob to do with the gunk in the sink?

Quick Check Lesson 14–17a

pink   honk   junk   punk

hunk of junk
top bunk

Yank the junk from the bunk bed.
Hank has much cash in the bank.
ink  funk  sink  bonk
honks at the skunk
dunk in the drink

"Is that a wink or a blink?" said Hank.
Scrub the pink ink from the sink with a brush.
That fish tank has lots of gunk in it.

Dunk the fish into the tank of gunk.
Hang that hat on the bunk bed.
Did the skunk stink when it had a nap on the bench?

junk  junk  honk  bank
mash the mush and the chunks

Think  junk  bank  junk
at the dump

Plink, plunk went the drip in the sink.
Thinks of a fish tank thinks of a fish tank

flung the soft mink hat
Hang that hat on the bunk bed.

ink  think  junk  bank
Honks at the skunk

That fish tank has lots of gunk in it.
Plink, plunk went the drip in the sink.

at the sixth sink
at the sixth sink
Decodable Words

1. pan
2. fish
3. yank
4. cut
5. yes
6. whiz
7. zag
8. hot
9. wing
10. rang
11. vet
12. wig
13. chin
14. sink
15. hum
16. bed
17. them
18. strong
19. sunk
20. honk
21. run
22. six
23. punch
24. kid
25. blink
26. long
27. moth
28. lung
29. bang
30. fog
31. tap
32. ding
33. plank
34. shut
35. job
36. whip
37. junk
38. conk
39. flung
40. thin
Sentences

1. Max has a lunch box.
2. The cab can honk.
3. Hang the rag on the peg.
4. Who was in the big van?
5. Al ran to the pet shop.
6. I wish I had a dog.
7. Which pen has red ink?
8. Seth sang a long song.
9. I think the cat is lost.
10. Sam hung up his hat.
11. The fox ran into the hut.
12. Dunk the chip in dip.
13. Did Jud bump his leg on the lamp?
14. Zip up the pink bag.
15. When can Ben fix the ring?
16. Meg said “Thank you, Dad.”
17. A bug stung his hand.
18. Tim can rub the wet fish tank with a cloth.
19. Did you do the math test yet?
20. Jen sat on top of the trunk.
A Song and a Honk

“Who can sing?” said Jim to Trish.
“Beth and Chad sing,” said Trish.
“But who can sing best?” said Jim.
“Beth can sing best, but Chad can sing a bit,” said Trish.
Beth sang. It was a long, soft song.
Chad sang next.
Chad said, “I can sing a bus song, but I am in a rush.”
Chad sang fast.
“Honk, honk, honk!” sang Chad.
Jim and Trish said thank you to Chad and Beth.
“What do you think, Jim?” said Trish.
Jim said, “I think Beth can sing best, but Chad can honk best. Chad is a lot of fun!”

1. Who can sing?

2. Who sang a long, soft song?
3. Who sang, “Honk, honk, honk!”


4. What do you think it is to do the best?


5. Who is the best?


**Concept Assessment Summary Form**

### Decoding Assessments Forms A and B Summary Report

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<th>Form</th>
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<th>Comments / Observations</th>
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<tr>
<td>Sentence/Phrase Reading</td>
<td>*8 ______ /10</td>
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*number of correct concept words needed to achieve 80% mastery

### Quick Checks Summary Report

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*For concepts that have more than five total Introductory and Reinforcing lessons, copy this page as needed to create a record for Quick Checks administered.*
**Post-Level Assessment Summary Form**

**Level:**

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*number of correct answers needed to achieve 80% mastery*
Date ____________________

Student

has successfully completed

S.P.I.R.E.®

Level 1!

______________________________________, teacher

___________________________  ________________________
School                      Grade
Individualized Reading Excellence

PRE-LEVEL 1  LEVEL 1  LEVEL 2  LEVEL 3
LEVEL 4  LEVEL 5  LEVEL 6  LEVEL 7  LEVEL 8

Resources to Support Instruction

Initial Placement Assessment  Magnetic Board and Letters  Phonogram Cards  Word Cards

Visit eps.schoolspecialty.com/SPIRE for program information and additional resources.