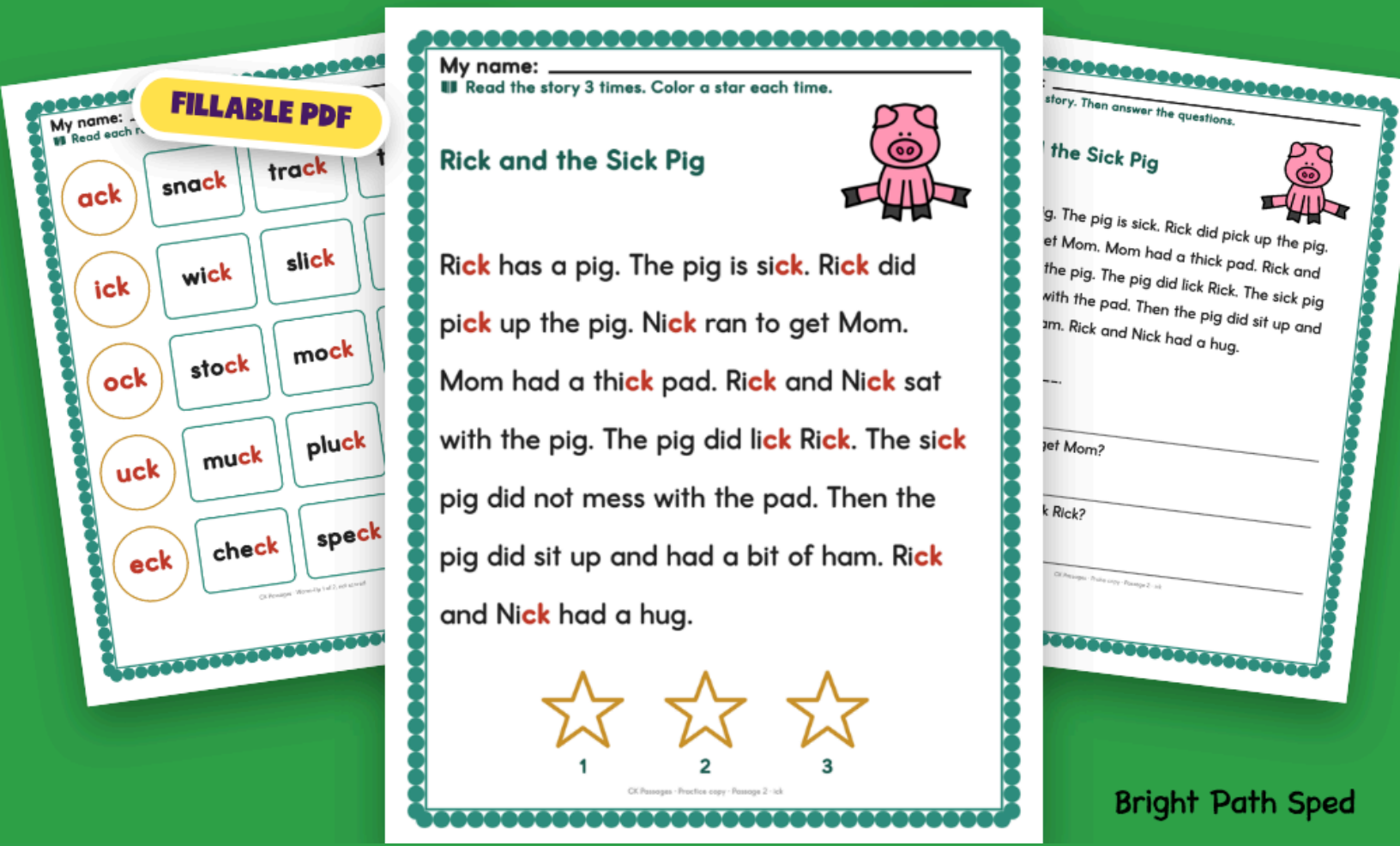
CK PASSAGES

8 PASSAGES

ack ick ock uck eck



Bright Path Sped

Terms of Use

Please read before you print and fill in your first passage.

One classroom license

- This file is for one classroom: one teacher, one caseload.
- Please do not share it, post it online, or sell it.
- Extra licenses for a team or a school are available on the product page.

This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or box, type, and Save As once per student.
- Print the probe copy once per student per week: the student reads on the page and you score on the scoring page.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Student data

Completed pages carry a real student's name and scores. Store, hand over and destroy this file the same way you would any other student record.

Need help?

If a field will not behave, a page will not print the way you expect, or anything here looks wrong, use Ask a Question on the product page before leaving a review. Every question is read, and a fix to the file ships as a free update — re-download it any time from My Purchases.

© Bright Path Sped. For single-classroom use by the original purchaser.

PREVIEW

Binder Cover, Spine Label & Divider Tabs

A binder cover, six divider tabs, and a short setup list. Teacher prep only.

Binder cover & spine label

Student _____ Teacher _____ School year _____

Goal start date _____ Next review date _____

Print, trim the outer edge, and use as a binder cover, a folder label, or a clipboard cover for this student's passage folder.

Divider tabs (print, trim and sort before use)

01 Start Here
The weekly routine, one page.

02 The Goal
The written goal, the baseline and the steps toward it.

03 Warm-Up and Practice
The warm-up pages and the eight practice copies.

04 Probe Copies and Keys
The eight probe copies, every answer and the running word counts.

05 Scoring and Graph
The scoring rows, the progress graph and the data log.

06 Family and Timing
The note home, the team handoff and the timing script.

Before the first probe

- Write the goal from the sample and change every bracket for this student.
- Give the baseline: Probe copies 1, 2 and 3 on three different days, before the first plotted point.
- Share the order (1 to 8) with anyone else who might give a passage.

PREVIEW

CK Passages - Goal, Timing and Steps

Goal, baseline and timing for one skill. Each read is timed for one minute; the score is WCPM and the questions right out of 3.

Sample goal — invented; edit every bracket to fit the student

By [annual review date], when shown a passage of 63 to 74 words with words that end in ck, [Student] will read [50] words correct per minute on [3] consecutive weekly probes, as measured by teacher-timed one-minute passage probes (Passages 1-8).

By (date)

Criterion (words correct per minute)

Given (condition: the passage, any allowed support)

On ____ of ____ consecutive probes

Student will (the behavior, in the words of the passage)

As measured by (teacher-timed one-minute probes, Passages 1-8, pages 16-23)

Baseline: three passages on three days, take the middle WCPM

Probe 1	Probe 2	Probe 3	Median (the baseline)

Steps toward the goal

Step	Target date	Target WCPM	Actual	Met?

Timing the read

- Say: "Read the story. Read it the best you can. Start here." Start a 1-minute timer on the first word.
- At one minute, say "Stop" and mark the last word read. If the student finishes the story sooner, stop the timer on the last word and write the seconds.
- Errors: a word read wrong, a word skipped, or a word told to the student. A word the student fixes alone counts as correct.
- Do not say a word first. A word told is an error.

Scoring rules for this student

What the misses say to teach next

PREVIEW

Preview · Bright Path Sped

My name: _____

Read each row. Start at the top.

ack	snack	track	tack
ick	wick	slick	flick
ock	stock	mock	block
uck	muck	pluck	chuck
eck	check	speck	fleck

PREVIEW

Preview - Bright Path Sped

My name: _____

Read the story 3 times. Color a star each time.



Zack and the Black Bag

Zack has a black bag. It is a big bag. Zack did pack the bag. A tan hat is in the bag. A pad is in the bag. A mat is in the sack. Zack and Jack sat on a mat. Jack had a red cap. Jack did tap on the black bag. Zack did nab the bag back. Jack and Zack ran back. Jack and Zack had fun.

PREVIEW



1 2 3

Preview - Bright Path Sped

My name: _____

Read the story 3 times. Color a star each time.

Mack and the Lock



Mack has a lock. It is a big, black lock. Mack did lock the box. The box has a clock in it. The clock did tick and tick. Tess ran to Mack. Tess had a rock. Tess did tap the lock with the rock. The lock did not pop. Mack did grin at Tess. Tess and Mack sat on the dock. The lock was on the box.

PREVIEW



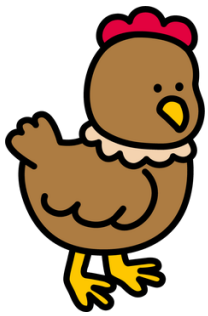
1 2 3

Preview - Bright Path Sped

My name: _____

Read the story 3 times. Color a star each time.

Beth and the Hen



Beth has a hen. The hen sat on a de**ck**. It did pe**ck**, pe**ck**, pe**ck**. Beth did get a bit of grit. The hen did pe**ck** the grit. It did not pe**ck** Beth. Beth did pat the hen on the ne**ck**. The hen did flap and hop. Beth did sit on the de**ck**. A bug sat on the de**ck**. The hen did pe**ck** the bug. Beth did clap. Then the hen sat on Beth.

PREVIEW

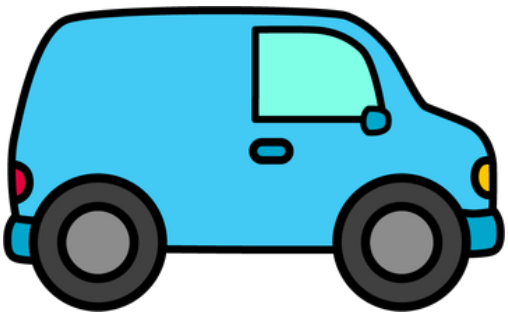
1 2 3

Preview - Bright Path Sped

My name: _____

Read the story 3 times. Color a star each time.

Jack and the Van



Jack did pack the van. Jack had a sack. The sack was black. A sock was in the sack. A clock was in the sack. Rick had a stick. Rick did tuck the stick in the van. Zack ran to the van with a duck. The duck did quack. Zack did pat the duck on the neck. Jack, Rick and Zack did hop in the van. The van did zip up the hill.



1 2 3

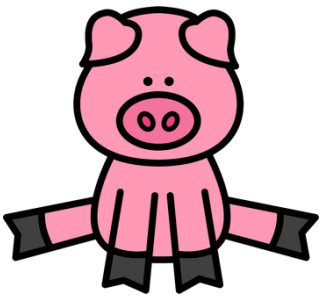
PREVIEW

Preview - Bright Path Sped

My name: _____

Read the story. Then answer the questions.

Rick and the Sick Pig



Rick has a pig. The pig is sick. Rick did pick up the pig. Nick ran to get Mom. Mom had a thick pad. Rick and Nick sat with the pig. The pig did lick Rick. The sick pig did not mess with the pad. Then the pig did sit up and had a bit of ham. Rick and Nick had a hug.

Questions

1 The pig is ___.

2 Who ran to get Mom?

3 Did the pig lick Rick?

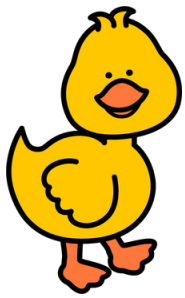
PREVIEW

Preview - Bright Path Sped

My name: _____

Read the story. Then answer the questions.

The Duck and the Truck



A duck sat in the mud. It was a big, fat duck. A truck ran up. The truck got stuck in the mud. Buck did help the truck. Tuck the duck did not run off. Tuck did quack and quack. Buck did tug, tug, tug. The truck did jump up with a bump. It was luck. Buck and Tuck did hug. Then Buck had a nap in the truck.

Questions

1 A duck sat in the ___.

2 The truck got ___.

3 Did the duck run off?

PREVIEW

Preview - Bright Path Sped

My name: _____

Read the story. Then answer the questions.

Pack the Bag



Dan did pack a bag. A black sock is in the bag. A rag duck is in the bag. A pad is in the bag. A stick is in the bag. Dan did hang the bag on his neck. Dan ran to the deck. Mom sat on the deck. Dan did hand the bag to Mom. Mom did kiss Dan. Dan had a nap.

Questions

1 Dan did pack a ___.

2 The black ___ is in the bag.

3 Did Dan hand the bag to Mom?

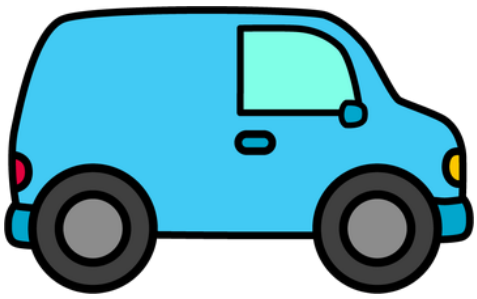
PREVIEW

Preview - Bright Path Sped

My name: _____

Read the story. Then answer the questions.

Jack and the Van



Jack did pack the van. Jack had a sack. The sack was black. A sock was in the sack. A clock was in the sack. Rick had a stick. Rick did tuck the stick in the van. Zack ran to the van with a duck. The duck did quack. Zack did pat the duck on the neck. Jack, Rick and Zack did hop in the van. The van did zip up the hill.

Questions

1 The sack was ___.

2 Rick did tuck the ___ in the van.

3 Did Zack pat the duck?

PREVIEW

Answer Key - Passages 5-8

Each row: the question number, the question, the answer, and the sentence of the story that holds it. Check the answer against this, not against memory.

Passage 5 · Beth and the Hen · 74 words

#	Question	Answer	The sentence it is in
1	The hen sat on a ___.	deck	2. The hen sat on a deck.
2	Beth did pat the hen on the ___.	neck	7. Beth did pat the hen on the neck.
3	Did the hen peck the bug?	Yes	11. The hen did peck the bug.

Passage 6 · Pack the Bag · 64 words

#	Question	Answer	The sentence it is in
1	Dan did pack a ___.	bag	1. Dan did pack a bag.
2	The black ___ is in the bag.	sock	2. A black sock is in the bag.
3	Did Dan hand the bag to Mom?	Yes	9. Dan did hand the bag to Mom.

Passage 7 · The Bug on the Log · 69 words

#	Question	Answer	The sentence it is in
1	The bug sat on a ___.	log	1. A bug sat on a log.
2	The duck did ___ at the bug.	quack	4. The duck did quack at the bug.
3	Did the bug hop on the stick?	Yes	9. The bug did hop on the stick.

Passage 8 · Jack and the Van · 73 words

#	Question	Answer	The sentence it is in
1	The sack was ___.	black	3. The sack was black.
2	Rick did tuck the ___ in the van.	stick	7. Rick did tuck the stick in the van.
3	Did Zack pat the duck?	Yes	10. Zack did pat the duck on the neck.

Scoring reminder

- A question is right when the answer matches the key: yes, no, or the one word that fits the blank.
- A wrong word read in the story is an error on the scoring page, not a question miss.

PREVIEW

Scoring - WCPM for Every Passage

One row per passage. Fill it in the same day you give the read; the row, not memory, is the score.

How the WCPM is worked

Words read = the words the student read in one minute (use the running word counts page). **Words correct** = words read minus errors. **WCPM** = words correct ÷ seconds × 60, rounded to the whole number; the seconds are 60 unless the student finished the story sooner. Errors: a word read wrong, a word skipped, or a word told to the student. A word fixed alone is correct.

#	Passage	Words in story	Words read	Errors	Seconds	Words correct	WCPM	Qs (of 3)
1	Zack and the Black Bag	69						
2	Rick and the Sick Pig	63						
3	Mack and the Lock	67						
4	The Duck and the Truck	69						
5	Beth and the Hen	74						
6	Pack the Bag	64						
7	The Bug on the Log	69						
8	Jack and the Van	73						

PREVIEW

Notes on a read

Teacher Notes - Reading the Misses and Answering

Where the error falls tells you what to teach next. Write the error, not a guess.

A vowel was swapped

- sock read as sack, or duck read as dock: the ck was read, but the vowel before it was changed.
- Log it under the passage and the word, then use the warm-up row for that ending.

A word was skipped

- A word left out of the story counts as an error on the scoring page.
- Note the word number on the log, so the next read can show the same spot.

Answer starters: give one, let the student finish the sentence

- The ___ is ___.
- ___ did ___ the ___.
- ___ had a ___.
- Yes, ___ did.
- No, ___ did not.
- It was ___.

About the sounds

- The ck at the end of a short word says one sound, k, so a word that ends in ck has one short vowel before it (back, sick, sock, duck, neck). Each ending has its own passage first, then three passages mix them.
- The warm-up has a row for each ending, then five mixed ck rows; no warm-up word is in a passage.

This student's notes

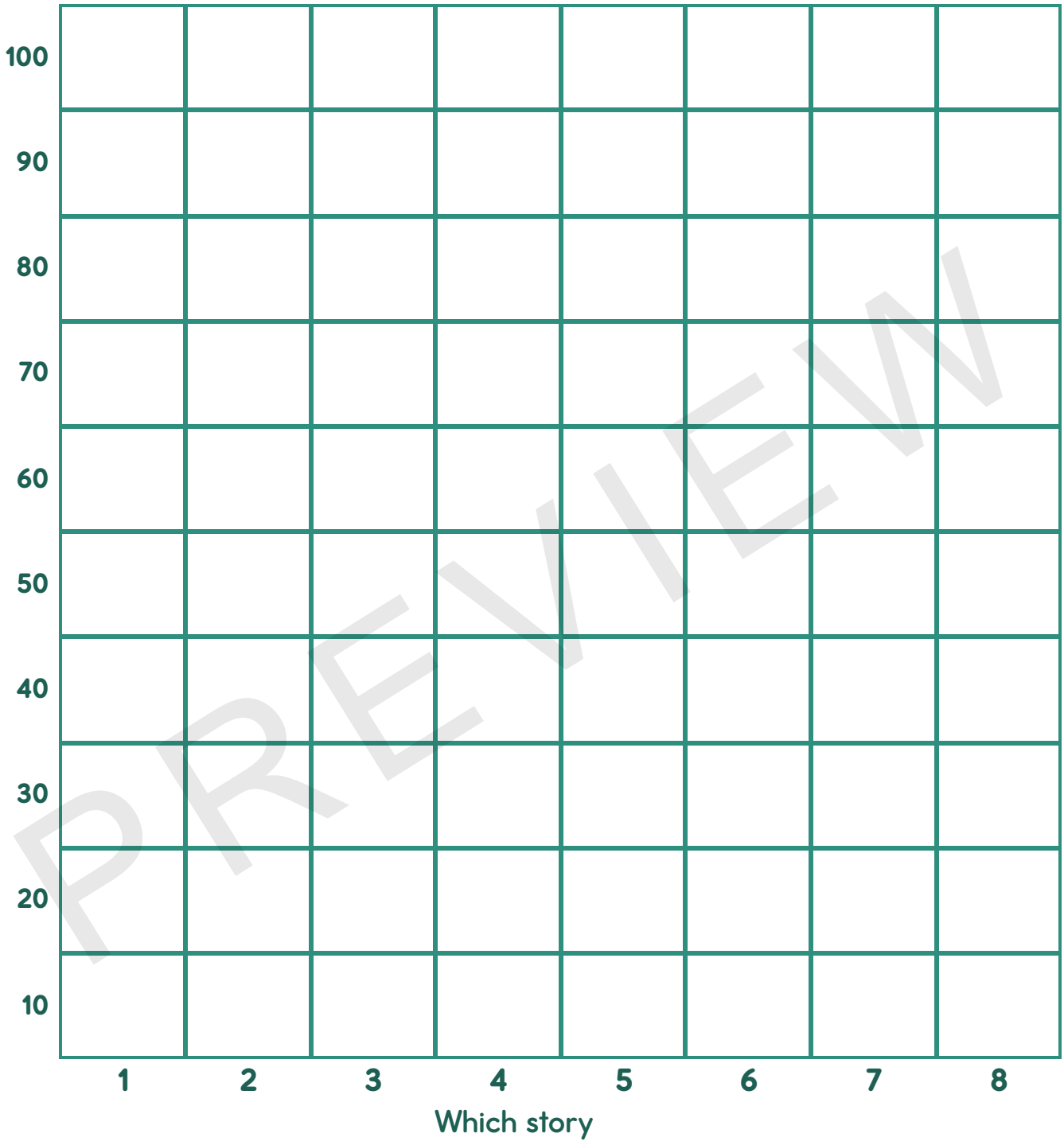
PREVIEW

Preview - Bright Path Sped

My name: _____

Color the boxes up to your number.

My Reading Graph



My best number: _____

PREVIEW

A Filled-In Data Log (Invented Student)

Marcus is invented. Ten weekly probes, Passages 1 to 8 and then 1 and 2 again: the baseline, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Marcus, second grade (invented)

By June 1, when shown a passage of 63 to 74 words with words that end in ck, Marcus will read 50 words correct per minute on 3 consecutive weekly probes, as measured by teacher-timed one-minute passage probes (Passages 1–8).

#	Date	Pass.	Words read	Errors	Sec.	Words correct	WCPM	Qs (of 3)	Notes
1	9/14	1	40	6	60	34	34	2	baseline 1 of 3
2	9/21	2	44	7	60	37	37	2	baseline 2 of 3
3	9/28	3	41	6	60	35	35	2	baseline 3 of 3
4	10/5	4	45	6	60	39	39	2	under the aim line
5	10/12	5	47	6	60	41	41	2	under the aim line; 2 under in a row
6	10/19	6	49	6	60	43	43	3	under the aim line; 3 under in a row
7	10/26	7	54	5	60	49	49	3	over the aim line; teaching changed: ck word lists first
8	11/2	8	57	5	60	52	52	3	over the aim line; 50 or better, 1 of 3
9	11/9	1	55	4	60	51	51	3	over the aim line; 50 or better, 2 of 3
10	11/16	2	63	4	57	59	62	3	over the aim line; 50 or better, 3 of 3; whole story read in 57 seconds

Words correct is the words read minus the errors. WCPM is words correct divided by seconds, times 60 (60 seconds unless he finished the passage early). Every number on this log is worked from the words read, the errors and the seconds.

How to read the log

- Baseline was the median of three probes on three days: 34, 37 and 35, so 35. Not the average, not the best.
- The aim line runs from 35 at probe 1 to 50 at probe 10. Probes 4, 5 and 6 (39, 41 and 43) sat under it: three in a row, so the teaching changed, and the change is written on the row for probe 7.
- The Notes column says what happened on each read and when the teaching changed (probe 7). A score alone would not have said that.
- The criterion was met on probes 8, 9 and 10 (52, 51 and 62): three in a row at 50 or better. On probe 10 he finished the passage in 57 seconds, so the 59 words correct are divided by 57, not 60.

The progress report sentence this log produces

On one-minute ck passage probes (eight passages of 63 to 74 words), Marcus read 35 words correct per minute at baseline (the median of 34, 37 and 35) and 62 on the last probe, meeting the criterion of 50 words correct per minute on 3 consecutive probes. Every number in it is on the log above; nothing is from memory.

PREVIEW

CK Passages - Family Update & Team Handoff

A note home with blanks for your own wording, a handoff sheet for whoever gives the read when you cannot, and when to reach for each.

Student _____ Date _____ Sent by _____

Family update — fill in the blanks and send home or read at a conference

We are tracking how well your child reads short stories out loud, on the same one-minute check every week, so we can see real growth and not just a good or bad day.

This week's WCPM (words correct per minute) _____ How that compares to the goal _____

In our own words:

_____

_____

_____

Team handoff — for a substitute, a new provider, or a shift change

- The goal is on the goal page near the front of this file; the probe copies go in the order on page 3 (Start Here).
- Give the next probe copy in the order, timed for one minute, with the three questions after. The script is on the timing script page.
- Score it the same day on the scoring page. Do not average or round a score; write the number.
- Hand the folder back to the regular case manager, who plots the point and makes the call from three points in a row.

Meeting summary sentence — fill in the blanks and drop into the progress report

"On one-minute ck passage probes (stories of 63 to 74 words), [Student] read ___ words correct per minute at baseline and ___ on the most recent probe. Progress is / is not yet sufficient to meet the goal by [date]."

When to use this page

- After a graph decision (a change or a raised goal): the family or team hears about it the same week, not at the next scheduled meeting.
- Before a substitute or a new provider covers the caseload.
- At the IEP meeting, as the one sentence that opens the progress update.
- Keep a printed copy with the data folder, so the next person has both the numbers and the plain-language version.

PREVIEW