CVC FLUENCY PASSAGES



Comprehension questions and WCPM graph, 29 pages

My name: _____
Read the story. Then answer the questions.

Bob and the Fox

Bob has a box. A fox is in the box. The
red. Bob did pop the lid. The fox got
log. Bob got a pot. Mom got a mop.
and Mom sat on a cot.

Questions

1 Is the fox red?

_____

a ___.

_____

mop?

My name: _____
Read the story. Then answer the questions.

Sam and the Cat



Sam has a fat cat. Cat sat on a mat. Sam had a nap. Cat ran to the van. Dad sat in the van. Sam and Dad had a ham. Cat did nab a ham. Dad ran to Cat. Sam and Cat sat.

Questions

1 Is the cat fat?

_____

2 Cat sat on a ___.

_____

3 Did Sam nab a ham?

_____

ach row. Start at the top.

cap	tap	wag
leg	ten	jet
zip	fit	kid
fog	job	rob
sun	gur	

12 PASSAGES

FILLABLE PDF

Bright Path Sped

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- 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 one copy per student per week: the student reads on the page and that same sheet is the one you score.
- 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.

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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 Passages
The warm-up word list and Passages A to L.

04 Answer Keys
Every answer, with the sentence it is in.

05 Scoring and Graph
The WCPM box, 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: Passages A, B and C on three different days, before the first plotted point.
- Share the rotation (A to L) with anyone else who might give a passage.

PREVIEW

CVC Passages - Goal, Timing and Steps

Goal, baseline and timing for one skill. Each read is timed; 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 short story of 40 to 47 words made of CVC words and 7 sight words, [Student] will read [50] words correct per minute on [3] consecutive weekly probes, as measured by teacher-timed passage probes (Passages A–L).

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 passage probes, Passages A–L, pages 7-18)

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 the timer on the first word.
- Stop the timer on the last word of the story, or on the last word read. Write the seconds.
- Errors: a word read wrong, a word skipped in the story, 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.

a	cap	tap	wag
e	leg	ten	jet
i	zip	fit	kid
o	fog	job	rob
u	sun	gum	jug

PREVIEW

Preview - Bright Path Sped

My name: _____

Read the story. Then answer the questions.

Dan and the Bag



Dan has a bag. The bag is tan. Dan had a jam bun in the bag. Dad has a map. Dan and Dad ran to the cab. Dad sat in the cab. Dan sat on the bag. The cab is tan. Dan had a nap.

Questions

1 Is the bag tan?

_____

2 Dad has a ___.

_____

3 Is a jam bun in the bag?

_____

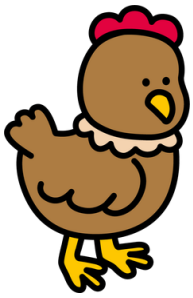
PREVIEW

Preview - Bright Path Sped

My name: _____

Read the story. Then answer the questions.

Ben and the Hen



Ben has a hen. Hen is red and fat. Ben got a bun. Hen sat in a pen. Ben and Hen had a nap. Hen did get a bit. Ben hid a mug in the mud. The hen is big. Big red hen.

Questions

1 Is the hen red?

_____

2 Hen sat in a ___.

_____

3 Is the hen in the mud?

_____

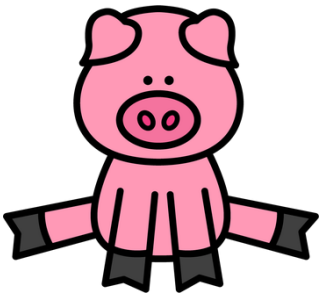
PREVIEW

Preview - Bright Path Sped

My name: _____

Read the story. Then answer the questions.

Tim and the Pig



Tim has a pig. The pig is big. Pig did dig in the mud. Tim ran to get a rag. Tim did rub the pig. The rag is tan. Pig sat in a tub. Tim did sit on the lid. Tim and Pig had fun.

Questions

1 Is the pig big?

_____

2 Pig sat in a ___.

_____

3 Is the rag red?

_____

PREVIEW

Preview - Bright Path Sped

My name: _____

Read the story. Then answer the questions.

Bob and the Fox



Bob has a box. A fox is in the box. The fox is red. Bob did pop the lid. The fox got on a log. Bob got a pot. Mom got a mop. Bob and Mom sat on a cot.

Questions

1 Is the fox red?

_____

2 Bob has a ___.

_____

3 Did Bob get a mop?

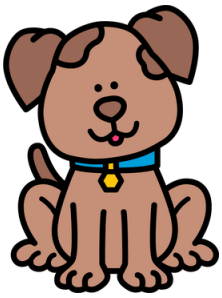
_____

PREVIEW

Preview - Bright Path Sped

My name: _____

Read the story. Then answer the questions.



Gus and the Pup

Gus has a pup. The pup is tan. Pup did dig in the mud. Gus got a tub. Gus did rub Pup in the tub. Pup got wet. Gus got a rug. Gus and Pup sat on the rug. Pup had a nap.

Questions

1 Is the pup tan?

_____

2 Pup did dig in the ___.

_____

3 Did Pup get wet?

_____

PREVIEW

Answer Key - Passages A-F

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 A · Sam and the Cat · 43 words

#	Question	Answer	The sentence it is in
1	Is the cat fat?	Yes	1. Sam has a fat cat.
2	Cat sat on a ___.	mat	2. Cat sat on a mat.
3	Did Sam nab a ham?	No	7. Cat did nab a ham.

Passage B · Dan and the Bag · 45 words

#	Question	Answer	The sentence it is in
1	Is the bag tan?	Yes	2. The bag is tan.
2	Dad has a ___.	map	4. Dad has a map.
3	Is a jam bun in the bag?	Yes	3. Dan had a jam bun in the bag.

Passage C · Pam and the Hat · 41 words

#	Question	Answer	The sentence it is in
1	Is the hat tan?	Yes	2. The hat is tan.
2	A cat is in the ___.	bag	6. A cat is in the bag.
3	Did Pam pat the cat?	Yes	7. Pam did pat the cat.

Passage D · Ben and the Hen · 43 words

#	Question	Answer	The sentence it is in
1	Is the hen red?	Yes	2. Hen is red and fat.
2	Hen sat in a ___.	pen	4. Hen sat in a pen.
3	Is the hen in the mud?	No	4. Hen sat in a pen.

Passage E · Jen and the Pup · 44 words

#	Question	Answer	The sentence it is in
1	Is Pup wet?	Yes	3. Pup is wet.
2	The vet is ___.	Meg	5. The vet is Meg.
3	Did Pup beg?	No	7. Pup did not beg.

Passage F · Ted and the Bug · 42 words

#	Question	Answer	The sentence it is in
1	Is the bug red?	Yes	1. Ted met a red bug.
2	Ben has a ___.	net	4. Ben has a net.
3	Did the bug get in the net?	Yes	6. The bug got in the net.

Scoring reminder

- A question is right when the student's 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 correct = the words in the story minus the errors, when the student reads the whole story. **WCPM** = words correct ÷ seconds × 60, rounded to the whole number. Errors: a word read wrong, a word skipped in the story, or a word told to the student. A word fixed alone is correct.

#	Passage	Words	Errors	Seconds	Words correct	WCPM	Questions (of 3)
A	Sam and the Cat	43					
B	Dan and the Bag	45					
C	Pam and the Hat	41					
D	Ben and the Hen	43					
E	Jen and the Pup	44					
F	Ted and the Bug	42					
G	Tim and the Pig	45					
H	Kim and the Kit	47					
I	Bob and the Fox	40					
J	Tom and the Dog	42					
K	Gus and the Pup	43					
L	Bud and the Bug	42					

PREVIEW

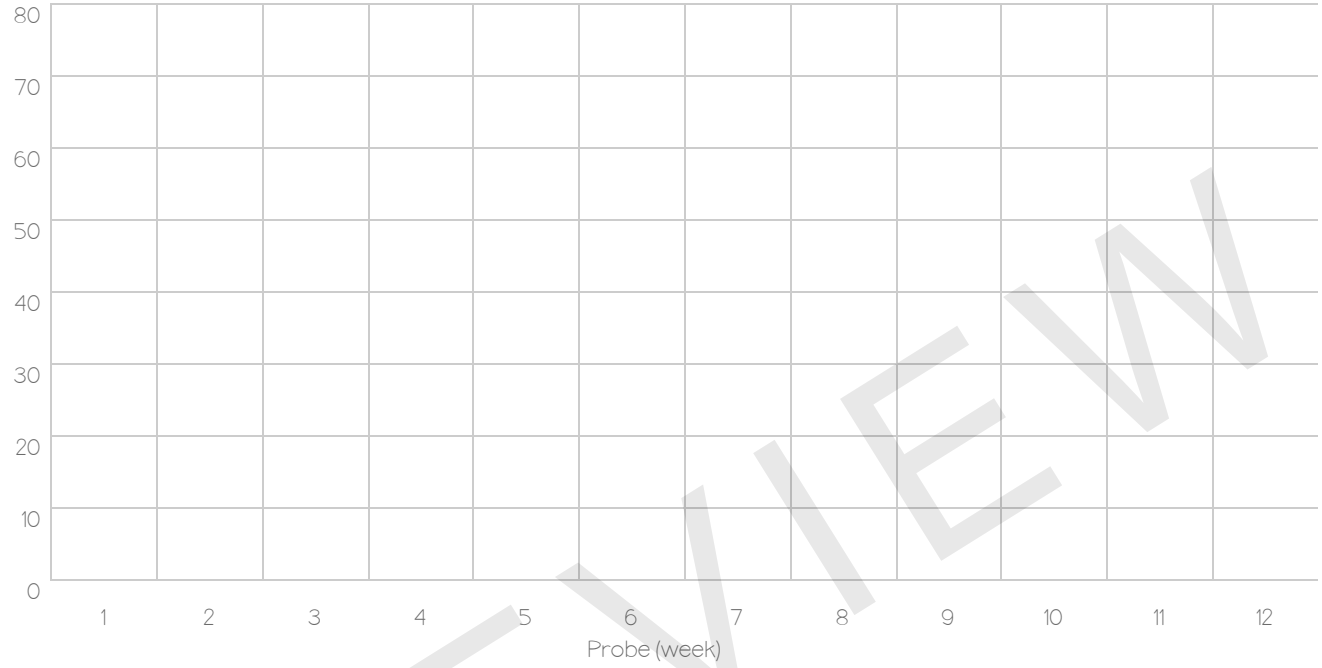
Notes on a read

CVC Passages - Data Log and Graph

One row per timed read. Three points under the aim line is a decision: change the teaching and write what changed in the notes.

Student _____ Goal / aim (WCPM) _____ Goal date _____

Words correct per minute (WCPM) · draw the aim line from the baseline to the goal first, then plot each week



#	Date	Passage	Errors	Seconds	Words correct	WCPM	Questions (of 3)

Decision notes: what changed and why

_____

_____

_____

PREVIEW

A Filled-In Data Log (Invented Student)

Jada is invented. Twelve weekly probes, one passage each, A to L: the baseline, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Jada, first grade (invented)

By June 1, when shown a short story of 40 to 47 words made of CVC words and 7 sight words, Jada will read 50 words correct per minute on 3 consecutive weekly probes, as measured by teacher-timed passage probes (Passages A–L).

#	Date	Pass.	Errors	Sec.	Words correct	WCPM	Qs (of 3)	Notes
1	9/14	A	10	66	33	30	2	baseline 1 of 3: vowels slipped
2	9/15	B	9	64	36	34	2	baseline 2 of 3: sight words fine
3	9/16	C	4	58	37	38	3	baseline 3 of 3: median is 34
4	9/21	D	6	60	37	37	2	under the aim line
5	9/28	E	9	60	35	35	1	under the aim line, 2 in a row
6	10/5	F	6	60	36	36	2	3 under in a row: teaching changed
7	10/12	G	4	55	41	45	2	change in place: vowel, then word
8	10/19	H	2	57	45	47	3	over the aim line
9	10/26	I	1	49	39	48	3	over the aim line
10	11/2	J	1	49	41	50	3	50 or better, 1 of 3
11	11/9	K	1	49	42	51	3	50 or better, 2 of 3
12	11/16	L	1	47	41	52	3	50 or better, 3 of 3: goal met

Words correct is the passage's words minus the errors. WCPM is words correct divided by seconds, times 60. Every number on this log is worked from the passage's word count, the errors and the seconds.

How to read the log

- Baseline was the median of three probes on three days: 30, 34 and 38, so 34. Not the average, not the best.
- The aim line runs from 34 at probe 1 to 50 at probe 12. Probes 4, 5 and 6 (37, 35 and 36) sat under it: three in a row, so the teaching changed, and the change is written on that row.
- The Notes column says what happened on each read and when the teaching changed (probe 6). A score alone would not have said that.
- The criterion was met on probes 10, 11 and 12 (50, 51 and 52): three in a row at 50 or better.

The progress report sentence this log produces

On one-minute CVC passage probes (twelve stories of 40 to 47 words), Jada read 34 words correct per minute at baseline (the median of 30, 34 and 38) and 52 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

CVC 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 timed 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 passages rotate in the order on page 3 (Start Here).
- Give the next passage in the rotation, timed, with the three questions after. The script is on the timing script page.
- Score it the same day on the WCPM box. 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 CVC passage probes (stories of 40 to 47 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