DECODING DRILLS

Real Word Reading Probes · Forms A–D


My name: _____

Read the words. Go until time is up!

1 cane	2 stop	3 bat	4 face
5 shop	6 cake	7 flag	8 grab
9 fan	10 bush	11 gate	12 cat
13 hen	14 spin	15 late	16 mat
17 date	18 trip	19 fish	20 cash
21 lake	22 drum	23 make	24 wish
25 frog	26 shed	27 shut	28 slam
29 can	30 lane	31 dish	32 clip
33 bag	34 ship	35 rush	36 pan
37 rat	38 plan	39 bake	40 tag

Stop when time is up.

Decoding Drills · Form A · One minute

4 FORMS

jam thick
stamp cube

Bright Path Sped

Terms of Use

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

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 one copy per student per week: the student reads on the form 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.

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.

Binder cover & spine label

Student _____ Case manager _____ School year _____

Goal start date _____ Next review date _____

Cut along the outer edge and use as a binder cover, a folder label, or a clipboard cover for this student's probe folder.

Divider tabs — print and cut

01 Start Here
The weekly routine, one page.

02 The Goal
The written goal and where Forms A-D fit it.

03 Word Forms
The 4 one-minute forms and the page that shows the four patterns.

04 Answer Keys
Two key pages with every word and its pattern, and a pattern tally.

05 Graph & Caseload
The aim line, the weekly plot, and the one-grid caseload summary.

06 Family & Drill Script
The note home, the handoff sheet, and the script for whoever gives the probe.

Before the first probe

- Write the goal from the sample and change every bracket for this student.
- Give the baseline: three forms, three different days, before the first plotted point.
- Share the rotation (A, B, C, D) with anyone else who might give a form.

PREVIEW

My name: _____

Read the word. Look for the pattern.

jam one vowel, one sound	**thick** two letters, one sound
stamp two sounds together	**cube** the e at the end is quiet

1 **Find the vowel.**
a, e, i, o or u. Say its sound first, like the a in jam.

2 **Look for two letters that go together.**
sh, ch, th, wh and ck make one sound. Say the one sound.

3 **Look at the end.**
An e at the end is quiet. Say the vowel's name, then read the whole word.

jog one vowel

chug two letters, one sound

crest two sounds together

Your turn: write a word with a blend.

PREVIEW

Preview - Bright Path Sped

My name: _____

Read the words. Go until time is up!

1 cane	2 stop	3 bat	4 face
5 shop	6 cake	7 flag	8 grab
9 fan	10 bush	11 gate	12 cat
13 hen	14 spin	15 late	16 mat
17 date	18 trip	19 fish	20 cash
21 lake	22 drum	23 make	24 wish
25 frog	26 shed	27 shut	28 slam
29 can	30 lane	31 dish	32 clip
33 bag	34 ship	35 rush	36 pan
37 rat	38 plan	39 bake	40 tag

Stop when time is up.

PREVIEW

Preview - Bright Path Sped

My name: _____

Read the words. Go until time is up!

1 brim	2 rock	3 sack	4 hive
5 wine	6 bug	7 bend	8 camp
9 cut	10 run	11 mine	12 deck
13 mug	14 nut	15 kick	16 sock
17 rug	18 hide	19 limp	20 cup
21 site	22 side	23 lock	24 lick
25 pup	26 nine	27 belt	28 sick
29 pick	30 damp	31 five	32 bite
33 neck	34 sent	35 tub	36 hug
37 ramp	38 ride	39 lamp	40 tent

Stop when time is up.

PREVIEW

Answer Key and Pattern Check - Forms C-D

Each row reads: the number, the word, and its pattern. Mark each miss on the student's copy; this page is the list to check against.

Form C

#	Word	Pattern	#	Word	Pattern
1	bath	digraph	21	stub	blend
2	code	silent e	22	hot	CVC
3	dime	silent e	23	with	digraph
4	pot	CVC	24	pine	silent e
5	spot	blend	25	not	CVC
6	win	CVC	26	pack	digraph
7	sun	CVC	27	crib	blend
8	hole	silent e	28	mop	CVC
9	luck	digraph	29	flat	blend
10	bus	CVC	30	mole	silent e
11	kite	silent e	31	bike	silent e
12	moth	digraph	32	slug	blend
13	hop	CVC	33	path	digraph
14	twin	blend	34	sled	blend
15	fit	CVC	35	lime	silent e
16	time	silent e	36	trap	blend
17	math	digraph	37	thud	digraph
18	drip	blend	38	duck	digraph
19	tuck	digraph	39	twig	blend
20	bit	CVC	40	mode	silent e

Correct ___ / 40

Form D

#	Word	Pattern	#	Word	Pattern
1	brim	blend	21	site	silent e
2	rock	digraph	22	side	silent e
3	sack	digraph	23	lock	digraph
4	hive	silent e	24	lick	digraph
5	wine	silent e	25	pup	CVC
6	bug	CVC	26	nine	silent e
7	bend	blend	27	belt	blend
8	camp	blend	28	sick	digraph
9	cut	CVC	29	pick	digraph
10	run	CVC	30	damp	blend
11	mine	silent e	31	five	silent e
12	deck	digraph	32	bite	silent e
13	mug	CVC	33	neck	digraph
14	nut	CVC	34	sent	blend
15	kick	digraph	35	tub	CVC
16	sock	digraph	36	hug	CVC
17	rug	CVC	37	ramp	blend
18	hide	silent e	38	ride	silent e
19	limp	blend	39	lamp	blend
20	cup	CVC	40	tent	blend

Correct ___ / 40

Scoring reminder

- Timed for one minute. Self-corrections count as correct. Log the score the same day.
- A word read with a vowel changed (cat read as cot) is an error. Count it under its pattern.
- Words not reached are blank. They are not errors.

Notes for these forms

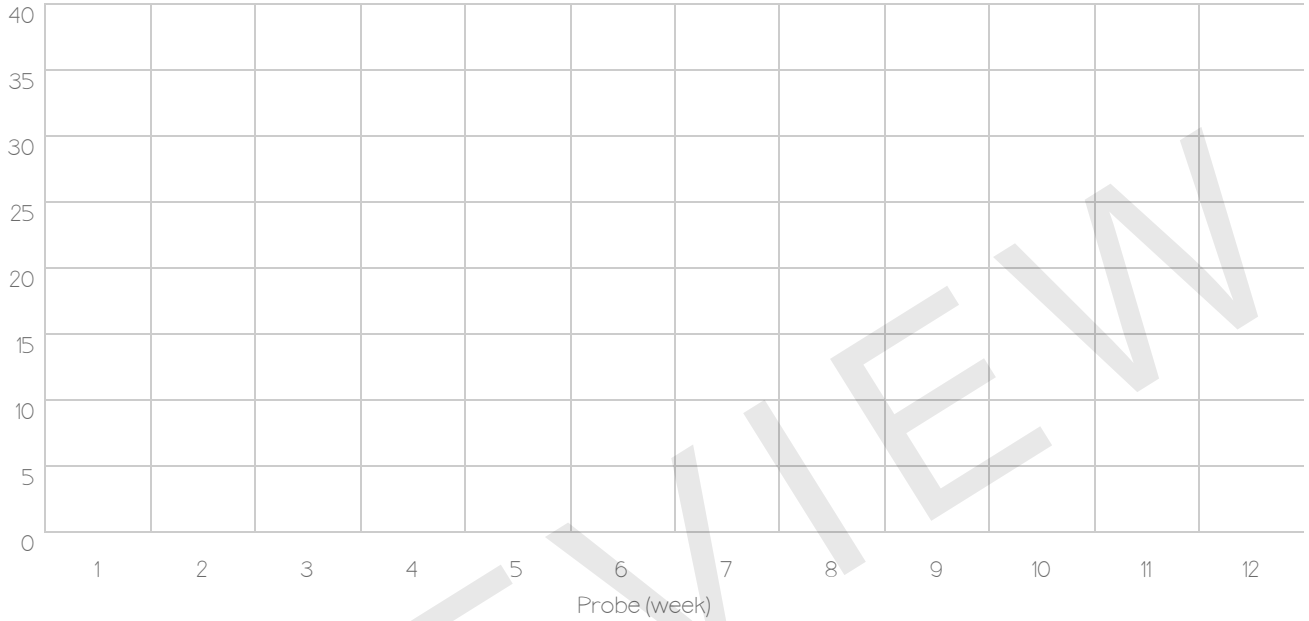
PREVIEW

Decoding Drills - Data Log and Graph

One row per one-minute probe. Three points under the aim line is a decision: change the teaching and write what changed in the notes.

Student _____ Criterion / aim _____ Goal date _____

Words correct out of 40 (Forms A-D) · draw the aim line from the baseline to the criterion first, then plot each week



#	Date	Form	Correct	Errors	Score used	Notes

Decision notes: what changed and why

_____

_____

PREVIEW

A Filled-In Data Log (Invented Student)

Eli is invented. Twelve weekly one-minute probes on decoding drills: the baseline, the aim line, the change that three low points forced, and the criterion being met.

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

By June 1, when shown a one-minute list of 40 real one-syllable words that mix short vowels, digraphs, blends and silent e, Eli will read 30 of 40 words correctly on 3 consecutive weekly probes, as measured by teacher-timed decoding drill probes (Forms A–D).

#	Date	Form	Correct	Errors	Graphed	Notes
1	9/14	A	18	3	18	baseline 1 of 3: stopped on the silent e words
2	9/15	B	22	2	22	baseline 2 of 3: digraphs right; blends slipped
3	9/16	C	20	4	20	baseline 3 of 3: the median of 18, 22 and 20 is 20
4	9/21	D	21	3	21	under the aim line: blend words still slow
5	9/28	A	22	4	22	under the aim line: stopped after the first sound
6	10/5	B	22	3	22	3 under in a row: teaching changed, say the vowel, then the whole pattern
7	10/12	C	24	2	24	change in place: vowel first, then the pattern, every word
8	10/19	D	27	2	27	over the aim line: silent e words now read right
9	10/26	A	28	3	28	over the aim line: blends still slip on the last sound
10	11/2	B	30	2	30	criterion score, first time
11	11/9	C	31	2	31	second in a row at 30 or better
12	11/16	D	32	1	32	third in a row: goal met

The errors column counts words read wrong. The forty words of a form are not all read in a minute, so correct and errors do not add up to forty, and blanks are not errors.

How to read the log

- Baseline was the median of three probes on three days: 18, 22 and 20, so 20. Not the average, not the best.
- The aim line runs from 20 at probe 1 to 30 at probe 12. Probes 4, 5 and 6 (21, 22, 22) sat under it: three in a row, so the teaching changed and the change is written on that row.
- The notes name where the error fell: Eli stopped on the long-vowel words and read the blends with a sound missing. A score alone would not have said that.
- The criterion was met on probes 10, 11 and 12 (30, 31, 32): three in a row at 30 of 40 or better.

The progress report sentence this log produces

On one-minute decoding drill probes (40 real words a form, four forms), Eli read 20 words correctly at baseline (the median of 18, 22 and 20) and 30, 31 and 32 on the last three probes, meeting the criterion of 30 of 40 on 3 consecutive probes. Every number in it is on the log above; nothing is from memory.

PREVIEW

Decoding Drills - Family Update & Team Handoff

A note home with blanks for your own wording, a handoff sheet for whoever gives the probe 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 fast your child reads real words — the same one-minute check every week, so we can see real growth and not just a good or bad day.

This week's score (words correct out of 40) _____ 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 forms rotate in the order on page 3 (How This Pack Works).
- Give the next form in the rotation, one-to-one, timed for one minute. The script is on the drill script page.
- Score it out of 40 and log it the same day; do not average or round.
- 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 decoding drill probes (40 real words, four forms), [Student] read ___ words correctly 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 target): 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 who opens it has both the numbers and the plain-language version.

PREVIEW