R CONTROLLED PASSAGES

ar or er ir ur

FILLABLE PDF

8 PASSAGES

My name: _____

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

A Shark on a Jar



Carl has a jar. A shark is on the jar. It is a dark shark. Barb got Carl a card. The card has a shark on it. Barb did mark the card with a star. Carl and Barb sat in the yard. Carl had the jar on his lap. Barb had a bag of nuts. Carl and Barb did march to the park.

1 2 3

bark tart harp sharp charm cord pork torn port north sort herd stern

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.

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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 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

R-Controlled 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 51 to 67 words with the r-controlled vowels ar, or, er, ir and ur, [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.

ar	cart	bark	tart
ar	harp	sharp	charm
or	cord	pork	torn
or	sport	north	sort
er	verb	herd	stern

PREVIEW

Preview · Bright Path Sped

My name: _____

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

Mark and the Car



Mark has a car. It is a red car. Mark and Carl sat in the car. The car did start. It went far and far. Then it got dark. Mark did park the car in a yard. Carl and Mark sat in the dark car. Mark had a jar of jam. Carl had a bun.

PREVIEW



1 2 3

Preview - Bright Path Sped

My name: _____

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

Norm and the Corn



Norm has corn. It is hot corn. Norm sat on a porch. Norm got a fork for the corn. Mort sat on the porch with Norm. Mort had a fork. Mort did not get corn. Norm did munch and munch. Mort got a fig. Norm and Mort had a big snack.

PREVIEW



1 2 3

Preview - Bright Path Sped

My name: _____

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



Kurt and Gert

Kurt ran to a pal. It was Gert. Gert had a red bag. Kurt ran in the dirt. Kurt fell in the dirt! Gert did help Kurt. Gert got a rag. Gert did rub the dirt off. Kurt did hug Gert. Gert did grin at Kurt. Kurt did grin at Gert. Then Kurt and Gert did skip to the park.

PREVIEW



1 2 3

Preview - Bright Path Sped

My name: _____

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

A Trip to the Park



Kurt and Barb went to the park. It was a short trip. Barb had a sack. Kurt had a hat. A bird sat on a perch. Barb did stir the dirt with a stick. Kurt did chirp at the bird. It was hot. Barb and Kurt sat on a bench and had a snack. Then Kurt and Barb did march back to the car.



1 2 3

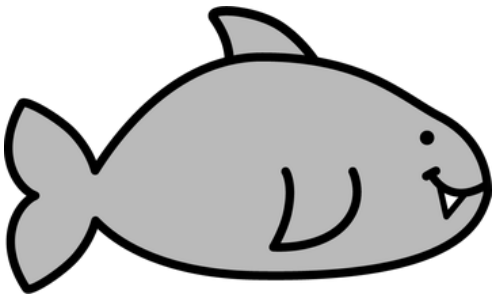
PREVIEW

Preview - Bright Path Sped

My name: _____

Read the story. Then answer the questions.

A Shark on a Jar



Carl has a jar. A shark is on the jar. It is a dark shark. Barb got Carl a card. The card has a shark on it. Barb did mark the card with a star. Carl and Barb sat in the yard. Carl had the jar on his lap. Barb had a bag of nuts. Carl and Barb did march to the park.

Questions

1 What was on the jar?

2 Barb got Carl a ___.

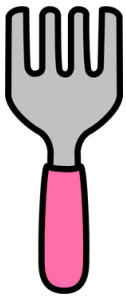
3 Did Carl and Barb march to the park?

PREVIEW

Preview - Bright Path Sped

My name: _____

Read the story. Then answer the questions.



A Fork in a Storm

Norm and Mort went to a fort. It was a short trip. Norm had a fork. Mort had a horn. A storm hit. Norm and Mort sat in the fort. The storm did not stop. Mort did honk the horn. Norm did hum. Then the storm did stop. Norm and Mort ran back to the porch.

Questions

1 Mort had a ___.

2 Norm had a ___.

3 Did the storm stop?

PREVIEW

My name: _____

Read the story. Then answer the questions.

Burt on the Farm



Burt went to a farm. A red barn sat by a pond. Burt and Gert ran to the barn. A hen sat on a perch. A pig sat in the dirt. A bird sat on the barn. Burt did not stir. Gert did not hurt the hen. Gert had a bag of corn for the hen. The hen did peck the corn. Burt and Gert had fun.

Questions

1 Burt went to a ___.

2 A bird sat on the ___.

3 Did the hen peck the corn?

PREVIEW

Answer Key - Passages 1-4

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 1 · Mark and the Car · 55 words

#	Question	Answer	The sentence it is in
1	What was red?	car	2. It is a red car.
2	The car went ___.	far	5. It went far and far.
3	Was it dark?	Yes	6. Then it got dark.

Passage 2 · A Shark on a Jar · 63 words

#	Question	Answer	The sentence it is in
1	What was on the jar?	shark	2. A shark is on the jar.
2	Barb got Carl a ___.	card	4. Barb got Carl a card.
3	Did Carl and Barb march to the park?	Yes	10. Carl and Barb did march to the park.

Passage 3 · Norm and the Corn · 51 words

#	Question	Answer	The sentence it is in
1	What was hot?	corn	2. It is hot corn.
2	Norm sat on a ___.	porch	3. Norm sat on a porch.
3	Did Mort get corn?	No	7. Mort did not get corn.

Passage 4 · A Fork in a Storm · 56 words

#	Question	Answer	The sentence it is in
1	Mort had a ___.	horn	4. Mort had a horn.
2	Norm had a ___.	fork	3. Norm had a fork.
3	Did the storm stop?	Yes	10. Then the storm did stop.

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

Running Word Counts - Find Words Read Fast

The number under each sentence number is how many words you have counted by the end of that sentence. Find the sentence before the student's last word, take that number, then count on.

#	Passage	1	2	3	4	5	6	7	8	9	10	11	12
1	Mark and the Car	4	9	16	20	25	29	37	45	51	55	–	–
2	A Shark on a Jar	4	10	15	20	27	35	42	49	55	63	–	–
3	Norm and the Corn	3	7	12	19	26	30	35	40	44	51	–	–
4	A Fork in a Storm	7	12	16	20	23	30	35	40	43	48	56	–
5	Fern and the Bird	4	10	15	20	29	36	43	48	56	62	–	–
6	Kurt and Gert	5	8	13	18	23	27	31	37	41	46	51	60
7	Burt on the Farm	5	12	19	25	31	37	41	47	56	62	67	–
8	A Trip to the Park	7	12	16	20	26	34	40	43	54	64	–	–

PREVIEW

How to use it at one minute

- Mark the last word the student read when the timer stops.
- Look up the sentence before it, and take the number under it.
- Count the words in the last sentence up to the mark and add them. That is the words read.
- Example: the student stops inside sentence 4 of Passage 1, after "The car did." Sentence 3 ended at word 16; "The car did" is 3 more words, so the words read is 19.

Teacher Notes - Reading the Misses and Answering

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

Two spellings were swapped

- corn read as car, or fork read as folk: the r was read, but the vowel was not read with it.
- Log it under the passage and the word, then use the warm-up rows for that spelling.

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

- ar says the sound in car and or says the sound in corn. er, ir and ur say one sound (her, bird, turn), so Passages 5 and 6 build on all three; the warm-up has two rows for each.
- A word with w before ar or or says something else (war, word), so such a word is never in a story.

This student's notes

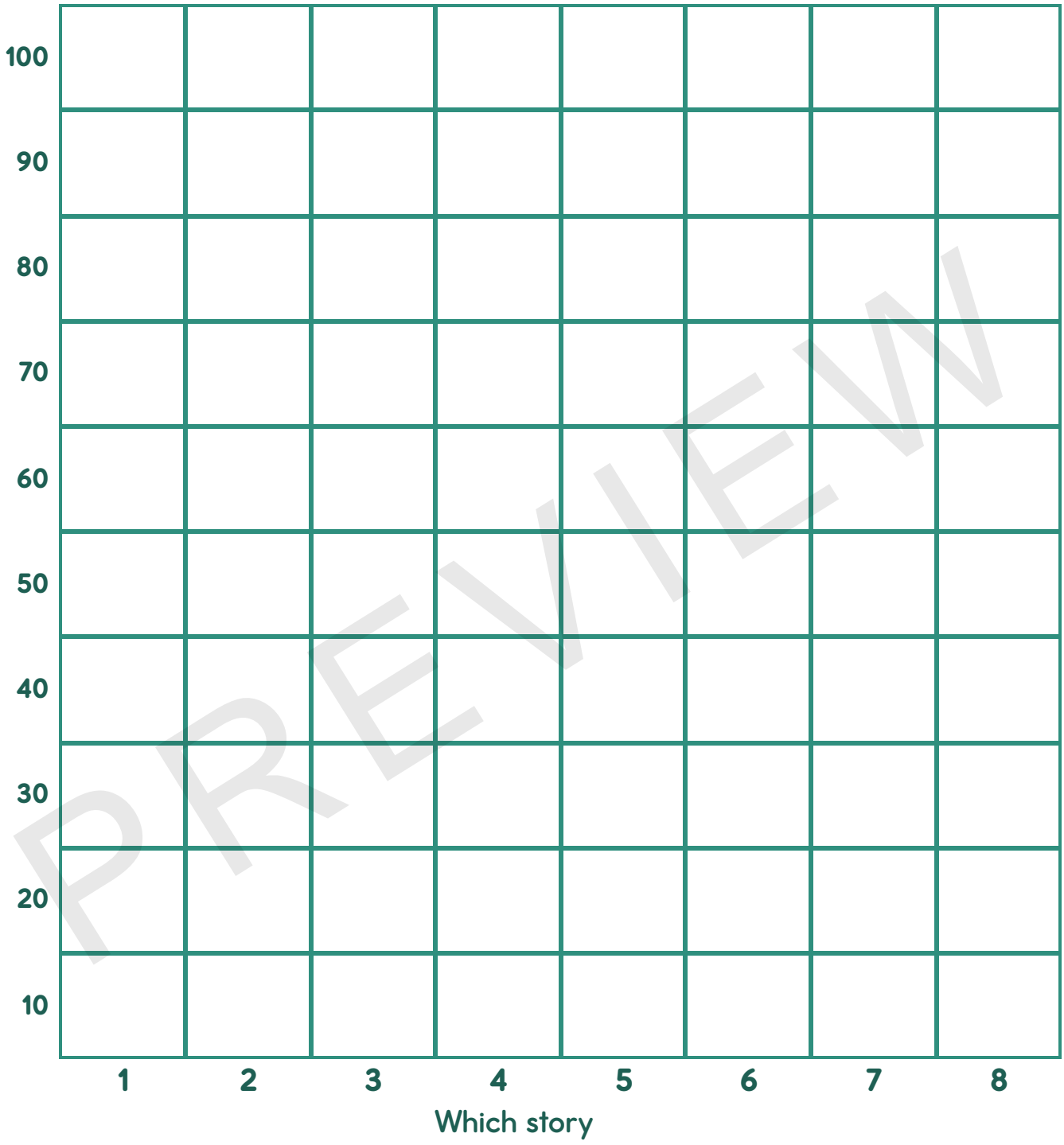
PREVIEW

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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 51 to 67 words with the r-controlled vowels ar, or, er, ir and ur, 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: or read for ar
2	9/21	2	44	7	60	37	37	2	baseline 2 of 3: er and ir swapped
3	9/28	3	41	6	60	35	35	2	baseline 3 of 3: median is 35
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 in a row
6	10/19	6	49	6	60	43	43	3	3 under in a row: teaching changed
7	10/26	7	54	5	60	49	49	3	change in place: er ir ur word lists first
8	11/2	8	57	5	60	52	52	3	50 or better, 1 of 3
9	11/9	1	55	4	60	51	51	3	50 or better, 2 of 3; the whole story in a minute
10	11/16	2	63	4	57	59	62	3	50 or better, 3 of 3; finished early at 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 that row.
- 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 r-controlled passage probes (eight passages of 51 to 67 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

R-Controlled 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 r-controlled passage probes (stories of 51 to 67 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