# VOWEL TEAM READING PASSAGES

ai ay ee ea oa ow oo igh ie: questions and WCPM graph, 40 pages




10 PASSAGES

FILLABLE PDF



Bright Path Sped

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## 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?

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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 team warm-up pages and the ten practice copies.

**04** Probe Copies and Keys
The ten 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 10) with anyone else who might give a passage.

PREVIEW

Preview · Bright Path Sped

My name: _____

Read each row. Start at the top.

| | | | |
|---|---|---|---|
| ai | sail | nail | tail |
| ay | hay | tray | way |
| ee | feet | seed | deep |
| ea | meat | bean | team |
| oa | road | soap | goal |

PREVIEW

Preview · Bright Path Sped

My name: _____

Read each row. Start at the top.

| | | | |
|---|---|---|---|
| ow | grow | glow | flow |
| oo | boot | room | broom |
| oo | wood | hood | wool |
| igh | sight | might | fright |
| ie | lie | cried | fried |

PREVIEW

Preview - Bright Path Sped

My name: _____

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

# A Snail on the Mail



Jay got the mail. A snail sat on the mail! Jay did not drop the snail. Jay set the snail on a stick. Gail got a pail. Jay and Gail set the snail in the pail. But the snail did not stay in the pail. It had a plan. It went up the pail and sat on the rim. Jay and Gail had to wait for it to stop.

PREVIEW

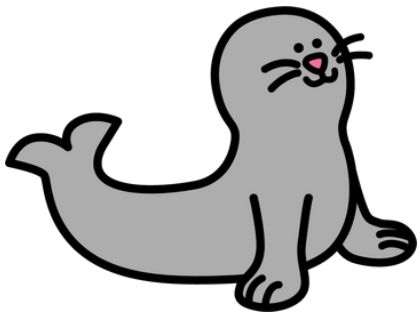
1 2 3

Preview - Bright Path Sped

My name: _____

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

# Dean and the Seal



Dean and Lee went to see a seal at the beach. The seal had a neat trick. It sat up and did clap. Dean and Lee did clap and clap. The seal did spin and spin. Then the seal did leap in the sea. It did eat a fish. Lee did feed the seal a fish. Dean and Lee had a treat on the beach.

PREVIEW



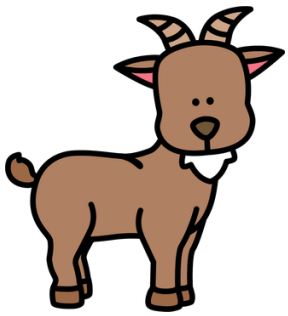
1 2 3

Preview - Bright Path Sped

My name: _____

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

# The Goat in the Snow



Snow fell and fell. A goat sat in the snow. The goat had a thick coat. It was a slow day. Joan and Rob went to the goat. Rob had toast. The goat did eat the toast! Joan did show Rob a trick. The goat can nod. Then Joan and Rob ran back to get a hot snack.

PREVIEW



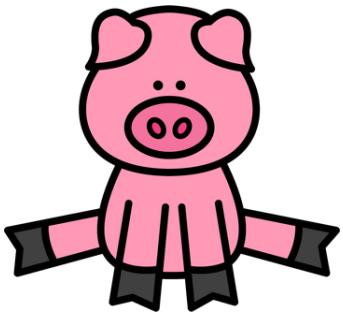
1 2 3

Preview - Bright Path Sped

My name: _____

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

# A Pig at Night



Tess got a pig at night. The pig was tied to a post. The pig had a lot of mud on it. Ben sat by a light. Tess tried to rub the pig. It was just right! Ben tried to rub the pig, too. Tess had a grin, too. Ben and Tess did not fight. Then Ben and Tess had a nap. It was a bright night.



1 2 3



PREVIEW

Preview - Bright Path Sped

My name: _____

Read the story. Then answer the questions.

# Gail and the Train



Gail and Jay went to play on a trail. It was a gray day. Then a train did stop. Gail and Jay ran to a shed to wait. The train went on and on. It was a long wait. Gail and Jay had a snack. Then the train did go. Gail and Jay ran back to the trail to play.

## Questions

1 What day was it?

_____

2 Gail and Jay ran to a ___ to wait.

_____

3 Did the train go?

_____

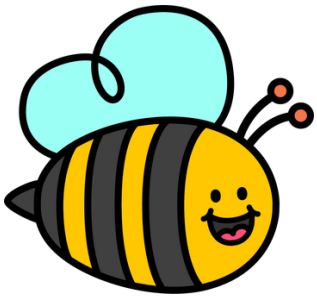
PREVIEW

Preview - Bright Path Sped

My name: _____

Read the story. Then answer the questions.

# Dee and the Bee



Dee sat on a seat by the sea. Dee had a treat to eat. A bee did buzz by. It was a big bee. The bee sat on the treat! Dee did not scream. Dee did not jump. Dee did not feel a sting. The bee left the treat and went back to a green leaf. Then Dee did eat the treat.

## Questions

1 Did Dee get a treat?

2 What did the bee sit on?

3 Did Dee scream?

PREVIEW

Preview - Bright Path Sped

My name: _____

Read the story. Then answer the questions.



# Joan and the Toad

Joan and Rob row a boat on a pond. Joan has a red coat. A big gust did blow. The boat did float and float. A toad did hop on the boat! The toad sat on the coat. Joan did not groan. Rob did not groan. Then the toad did hop in the pond. Joan and Rob did row to the dock.

## Questions

1 What did Joan and Rob row?

_____

2 Joan has a red ___.

_____

3 Did the toad sit on the coat?

_____

PREVIEW

Preview - Bright Path Sped

My name: _____

Read the story. Then answer the questions.



# A Day at the Zoo

Tess and Ben went to the zoo at noon. It was cool. A big goose sat in a pool. Tess had food in a bag. Tess did toss food to the goose. Ben had a scoop of food on a spoon. Ben did toss it, too! The goose did gulp the food. Soon the food was in the goose. Tess and Ben did grin.

## Questions

1 Did Tess and Ben go to the zoo?

2 A big goose sat in a ___.

3 Was it hot?

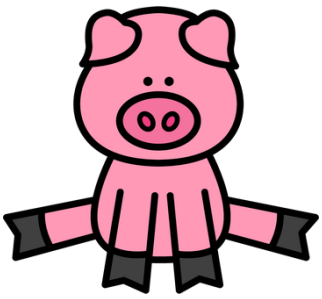
PREVIEW

Preview - Bright Path Sped

My name: _____

Read the story. Then answer the questions.

# A Pig at Night



Tess got a pig at night. The pig was tied to a post. The pig had a lot of mud on it. Ben sat by a light. Tess tried to rub the pig. It was just right! Ben tried to rub the pig, too. Tess had a grin, too. Ben and Tess did not fight. Then Ben and Tess had a nap. It was a bright night.

## Questions

1 What did Tess get?

_____

2 Did Ben and Tess fight?

_____

3 It was just ___.

_____

PREVIEW

# Answer Key - Passages 6-10

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 6 · The Goat in the Snow · 58 words

| # | Question | Answer | The sentence it is in |
|---|---|---|---|
| 1 | Did the goat sit in the snow? | Yes | 2. A goat sat in the snow. |
| 2 | The goat did eat the ___. | toast | 7. The goat did eat the toast! |
| 3 | The goat had a thick ___. | coat | 3. The goat had a thick coat. |

## Passage 7 · A Day at the Zoo · 64 words

| # | Question | Answer | The sentence it is in |
|---|---|---|---|
| 1 | Did Tess and Ben go to the zoo? | Yes | 1. Tess and Ben went to the zoo at noon. |
| 2 | A big goose sat in a ___. | pool | 3. A big goose sat in a pool. |
| 3 | Was it hot? | No | 2. It was cool. |

## Passage 8 · Gus at the Brook · 64 words

| # | Question | Answer | The sentence it is in |
|---|---|---|---|
| 1 | Mom took a good ___. | book | 1. Mom took a good book. |
| 2 | Did Gus look for a fish? | Yes | 4. Gus did look and look for a fish. |
| 3 | Did Gus cook the fish? | No | 9. Mom did cook the fish. |

## Passage 9 · A Pig at Night · 67 words

| # | Question | Answer | The sentence it is in |
|---|---|---|---|
| 1 | What did Tess get? | pig | 1. Tess got a pig at night. |
| 2 | Did Ben and Tess fight? | No | 9. Ben and Tess did not fight. |
| 3 | It was just ___. | right | 6. It was just right! |

## Passage 10 · Dad and the Tie · 59 words

| # | Question | Answer | The sentence it is in |
|---|---|---|---|
| 1 | Dad had on a ___. | tie | 1. Dad had on a tie. |
| 2 | Was the tie tight? | Yes | 2. The tie was too tight. |
| 3 | Ben did spot a bright ___. | light | 9. Ben did spot a bright light. |

### 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

# Word Check - Decoding Roll-Up

Every word in the 10 stories, counted from the text itself. A word carries a vowel team, is a short-vowel word (cat, shed, trick) or is on the sight list; the questions use the same lists.

| Passage | Teams | Words in the story | Team words | Short-vowel words | Sight words |
|---|---|---|---|---|---|
| Passage 1 | ai ay | 60 | 19 | 25 | 16 |
| Passage 2 | ai ay | 69 | 21 | 31 | 17 |
| Passage 3 | ee ea | 62 | 22 | 23 | 17 |
| Passage 4 | ee ea | 65 | 21 | 31 | 13 |
| Passage 5 | oa ow | 62 | 19 | 30 | 13 |
| Passage 6 | oa ow | 58 | 17 | 27 | 14 |
| Passage 7 | oo | 64 | 17 | 32 | 15 |
| Passage 8 | oo | 64 | 14 | 35 | 15 |
| Passage 9 | ie igh | 67 | 11 | 38 | 18 |
| Passage 10 | ie igh | 59 | 14 | 33 | 12 |
| All 10 | | 630 | 175 | 305 | 150 |

## The 7 sight words and how many times each is read in the stories

| a | by | for | he | the | to | was |
|---|---|---|---|---|---|---|
| 54 | 4 | 2 | 1 | 56 | 19 | 14 |

## What is left out on purpose

150 of the 630 story words are sight words, 24 percent. A passage uses only the teams taught in its own pair or in an earlier pair. Words where a team says its other sound (cow, down, bread) are not used, and oo and ow words are limited to one checked list. No r-controlled vowels (car, bird), no silent e (cake) and no word endings beyond s. Every question is checked the same way, and every answer is in the story.

PREVIEW

# Teacher Notes - Reading the Misses and Answering

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

## A team was read as another team

- seat read as sat or sight, rain read as ran: the team was not read as one unit.
- Log it under the passage and the word, then use the warm-up row for that team.

## 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 two sounds

- oo has two sounds. Passage 7 uses the sound in moon and Passage 8 uses the sound in book; the warm-up has one row for each.
- ow and ea can also say other sounds. Here they say only the sound in snow and the sound in sea, so a word like cow or bread is never in a story.

## This student's notes

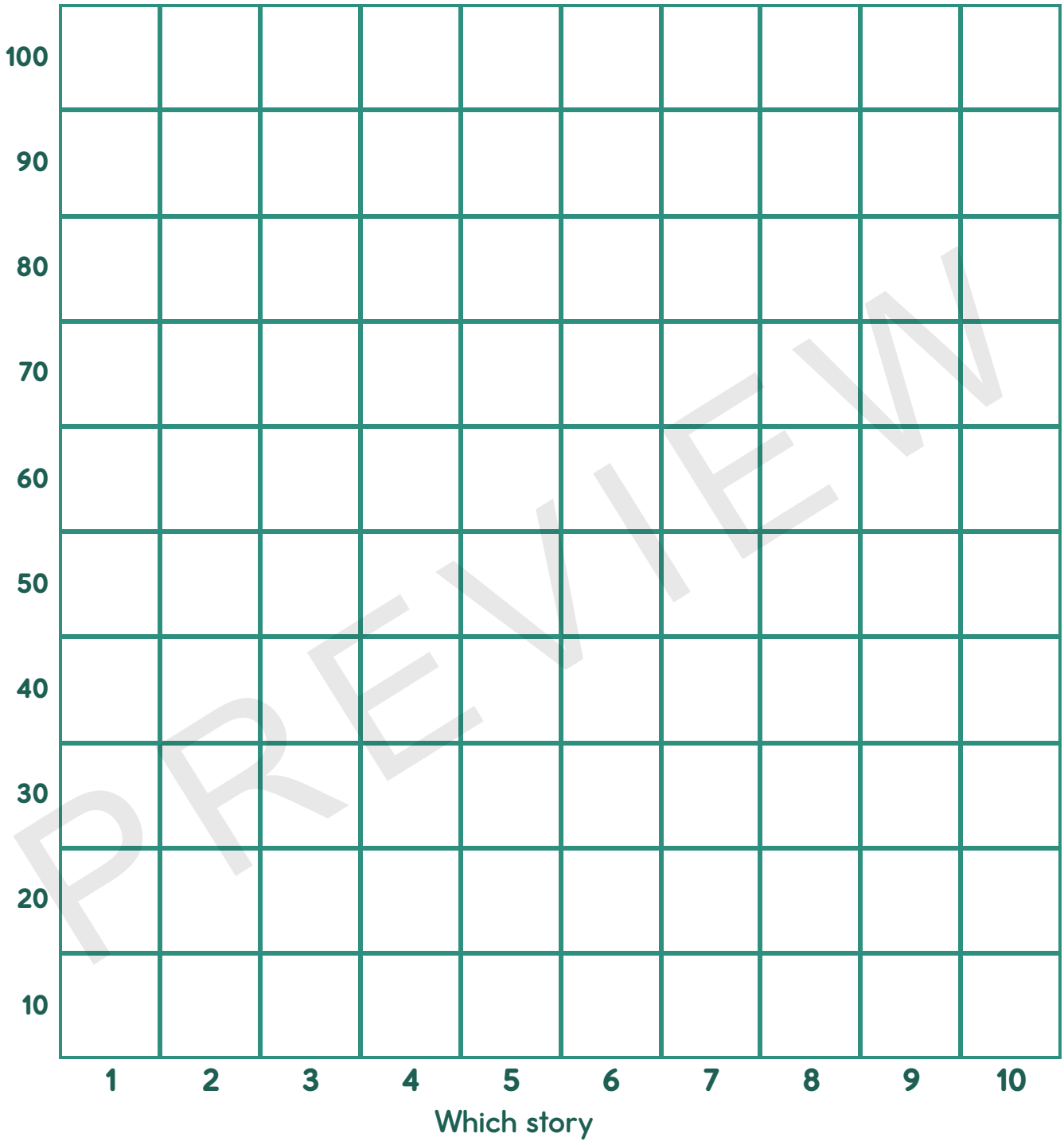
PREVIEW

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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, one passage each, 1 to 10: 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 58 to 69 words with the vowel teams ai, ay, ee, ea, oa, ow, oo, ie and igh, Marcus will read 50 words correct per minute on 3 consecutive weekly probes, as measured by teacher-timed one-minute passage probes (Passages 1–10).*

| # | Date | Pass. | Words read | Errors | Sec. | Words correct | WCPM | Qs (of 3) | Notes |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 9/14 | 1 | 36 | 6 | 60 | 30 | 30 | 2 | baseline 1 of 3: ea and ai swapped |
| 2 | 9/21 | 2 | 40 | 5 | 60 | 35 | 35 | 2 | baseline 2 of 3: sight words fine |
| 3 | 9/28 | 3 | 44 | 6 | 60 | 38 | 38 | 2 | baseline 3 of 3: median is 35 |
| 4 | 10/5 | 4 | 43 | 5 | 60 | 38 | 38 | 2 | under the aim line |
| 5 | 10/12 | 5 | 45 | 5 | 60 | 40 | 40 | 3 | under the aim line, 2 in a row |
| 6 | 10/19 | 6 | 46 | 4 | 60 | 42 | 42 | 3 | 3 under in a row: teaching changed |
| 7 | 10/26 | 7 | 51 | 4 | 60 | 47 | 47 | 3 | change in place: teams in word lists first |
| 8 | 11/2 | 8 | 55 | 4 | 60 | 51 | 51 | 3 | over the aim line |
| 9 | 11/9 | 9 | 57 | 4 | 60 | 53 | 53 | 3 | 50 or better, 1 of 3 |
| 10 | 11/16 | 10 | 59 | 4 | 56 | 55 | 59 | 3 | 50 or better; finished early at 56 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: 30, 35 and 38, 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 (38, 40 and 42) 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 (51, 53 and 59): three in a row at 50 or better. On probe 10 he finished the passage in 56 seconds, so the 55 words correct are divided by 56, not 60.

## The progress report sentence this log produces

*On one-minute vowel team passage probes (ten passages of 58 to 69 words), Marcus read 35 words correct per minute at baseline (the median of 30, 35 and 38) and 59 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

# Vowel Team 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 vowel team passage probes (stories of 58 to 69 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