

Fluency Kit Instructions

Wilson Language Basics

The goal of this fluency instruction is to develop the student's word automaticity and rate-appropriate independent reading of connected text, with ease and expression for meaning.

ACCURACY/AUTOMATICITY

Accuracy refers to the correct reading of a word. It involves word identification either through decoding or through recognition by means of sight memory. Accuracy is a necessary first step for fluency.

Automaticity usually refers to the quick and automatic reading of single words. A student cannot be fluent if the decoding is slow and laborious or many words are stumbled over.

In this kit, accuracy and automaticity of single word reading is developed with word lists for regular/phonetically-controlled words, nonsense words, and high frequency irregular (Trick) words.

FLUENCY

Fluency requires accurate and automatic reading of connected text with appropriate prosody and expression.

Prosody is a linguistic term to describe the rhythmic and tonal aspects of speech: the "music" of oral language.

This kit contains phrases that include decodable text with words that contain the structure that has been taught. This provides struggling students with practice opportunities with both phonetically regular and irregular words within the context of the phrase. There are also decodable text stories for each unit, with both phrased and un-phrased versions of each story. The phrased version provides a guide for them to read with natural pauses that occur within sentences, with an attention to the meaning. Similar to other Foundations instruction, these are marked with scoops:

There was a big pan in the shed, but it was such a mess.

The scoops are a graphical representation of correct phrasing which is key to good prosody.

The stories in this Fluency Kit are not designed to be timed. However, have students practice to improve their prosody so that they are reading with ease and expression.

Limited permission is granted to make a copy of the drills, stories and charts for each student in the group.

How to Use This Kit

This kit is intended for use with students who need additional practice. It should be used in small groups or with an individual during Double Dose instruction. This Fluency Kit includes laminated recording charts, automaticity, and fluency drills for each unit:

Automaticity Drills:

- Sound Charts
- Word Charts—Real Words, Nonsense (pseudo) Words, Trick (irregular) Words

Fluency Drills:

- Phrases
- Stories

STUDENT PRACTICE

Students may practice a drill card as frequently as possible. This can be done independently or in a small group. Practice the drill with echo, choral or applied reading. Make copies of the laminated charts, and provide them to the students for practice.

Echo Reading:

For sounds, words or phrases: the teacher (initially) or a student reads a row, and then all students echo, reading the same row.

For stories: students benefit from hearing fluent reading models. Demonstrate proper conversational rate with prosody and expression. Practice with one or several sentences at a time, or read the entire story as a model.

Choral Reading:

Teacher and students read the sounds, words or phrases in unison.

Applied Practice:

Select students to read words, phrases or story. Assist as needed.

TIMED DRILLS

The drill can be practiced in groups (see above). However, the timed scoring must be done with one individual student. You can make a copy of each unit drill sheet and organize these in a folder for each student.

An adult “listener” must score each student as he/she reads the drill. Plan approximately two minutes per sound or word drill for the student to read, to record the score, and to review errors with the student. Plan three minutes for each phrase drill.

In each unit, students can be timed once or as many as four times per drill before their best score is transferred to the Recording Form. The timing and scoring provides a motivation for the activity of repeated reading. This repeated practice is beneficial to the development of automaticity and fluency, but do not over-stress the timing aspect.

Note: For words with a suffix (e.g. bugs), first have students read: ‘bug—bugs’ when practicing the drills. Then, progress to having the students read just ‘bugs’ without first saying the base word. When timed, students can read words with suffixes either of these ways.



See Prevention/Early Intervention Learning Community to view a demonstration of the timed drills recording and scoring procedure.

Sound and Word Drills

DIRECTIONS TO STUDENTS

Use the following or similar words for directing students in their timed drills.

Remember to give your students warning when the drill will begin. Say **Start** to begin, and **Stop** when the allotted time expires.

SOUND DRILLS

You are going to tell me some sounds and I will time you to see how you do. We will do this page only once today, but we can do it again on another day to try to improve your score.

When you see a letter, tell me the sound that it makes. You do not need to say the letter or keyword, just the sound. If you are not sure of a sound, try your best or say "Skip."

To keep your place, you may want to touch each sound with your finger as you read.

Begin when I say "Start," and stop when I say "Stop."

What are you going to do when I say "Start"?

If you aren't sure about something, what can you do?

Do you have any questions?

REAL WORD DRILLS

You are going to read some words and I will time you to see how you do. We will do this page only once today, but we can do it again on another day to try to improve your score.

Read each word. You can tap out these words, but try to read them without tapping first. If you are not sure of a word, try your best or say "Skip."

To keep your place, you may want to touch each word with your finger as you read.

Begin when I say "Start," and stop when I say "Stop."

What are you going to do when I say "Start"?

If you aren't sure about something, what can you do?

Do you have any questions?

NONSENSE WORD DRILLS

You are going to read some nonsense or silly words and I will time you to see how you do.

These words are not real words but you can put the sounds together and read them. We will do this page only once today, but we can do it again on another day to try to improve your score.

Read each word. You can tap out these words, but try to read them without tapping first. If you are not sure of a word, try your best or say "Skip."

To keep your place, you may want to touch each word with your finger as you read.

Begin when I say "Start," and stop when I say "Stop."

What are you going to do when I say "Start"?

If you aren't sure about something, what can you do?

Do you have any questions?

TRICK WORD DRILLS

You are going to read some trick words and I will time you to see how you do. We will do this page only once today, but we can do it again on another day to try to improve your score.

Read each word. Remember that these are trick words so you can't tap these words. If you are not sure of a word, try your best or say "Skip."

To keep your place, you may want to touch each word with your finger as you read.

Begin when I say "Start," and stop when I say "Stop."

What are you going to do when I say "Start"?

Can you tap these words?

If you aren't sure about something, what can you do?

Do you have any questions?

SCORING/RECORDING SOUNDS AND WORD DRILLS

The laminated recording charts are an easy way to keep track while the student is reading. Time the student for the allotted time indicated on the drill card (15 seconds). While the student reads from his/her copy, you mark errors on your laminated sheet as you follow along by slashing through any sounds or words read incorrectly. If the student self-corrects, indicate this with a check mark (✓) above the word and give him/her credit for that word. If the student skips a word, mark it with a slash. If the student inserts a word, do nothing. No mark is needed. When the time is up, circle the last sound or word read.

ERROR MARKING KEY

ERROR	MARK
word omitted, mispronounced, or substituted for another word	slash /
self-corrected, not an error	check mark ✓
last sound/word read	circle ○

To tally the score, count the number of sounds or words read by the student and then deduct the number of errors. Record this on the student's drill card.

STUDENT NAME	<i>Maya</i>
DATE	<i>9/22</i>
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	<i>10</i> / 20 Items
	<i>4</i> Errors
	<i>6</i> Total

Each student can have up to four timed sessions for each drill, with allowed practice in between sessions. Be sure to transfer the student's scores to their copy after each timing. Students can graph their best scores on their Recording Form.

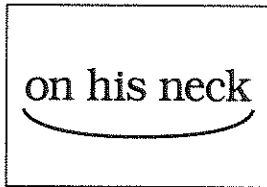
Phrase Drills

DIRECTIONS TO STUDENTS

Use the following or similar words for directing students in their phrase drills.

You are going to read some phrases and I will time you to see how you do. You will read while scooping the phrase with your finger or pencil. Let me show you how I read the phrase while scooping it with my finger.

Demonstrate scooping phrases with your finger as you read it.



Then have the student read and scoop the phrase to practice.

We will do this page only once today but we can do it again on another day to try to improve your score. If you are not sure of a word, you can tap it out, but try to read it first, without tapping. If you get stuck, just say "Skip."

Remember to 'scoop' beneath each phrase with your finger as you read.

Begin when I say "Start," and stop when I say "Stop."

What are you going to do when I say "Start"?

If you aren't sure about something, what can you do?

Do you have any questions?

Remember to give your students warning when the drill will begin. Say **Start** to begin, and **Stop** when the allotted time expires.

SCORING AND RECORDING PHRASE DRILLS

The laminated recording charts are an easy way to keep track while the student is reading. Time the student for the allotted time indicated on the drill card (phrases: 60 seconds). While the student reads from his/her copy, you mark errors on your laminated sheet as you follow along by slashing through any words read incorrectly. If the student self-corrects, indicate this with a check mark (✓) above the word and give him/her credit for that word. If the student skips a word, mark it with a slash. If the student inserts a word, do nothing. No mark is needed. When the time is up, circle the word read.

To tally the score, count the number of words read by the student and then deduct the number of errors. Record this on the student's drill card.

Each student can have up to four timed sessions for each drill, with allowed practice in between sessions. Be sure to transfer the student's scores to their copy after each timing. Students can graph their best scores on their Phrase Recording Form.

Student Name		Date																				
Words Read	Errors	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1st																						
2nd																						
3rd																						
4th																						

Error Feedback

It is important to discuss errors with the student so that the student can improve. For example, if the student read the word *hut* as *hat*, the vowel caused the error. See if the student can correct the error by asking questions such as, “What is the sound of this vowel?” The student can use his/her Student Notebook to look up a sound or can tap out the word with your help. (Do not tap Trick Words.)

Look for any patterns of consistent mistakes. Be sure to keep your feedback positive and supportive. You are working together to determine “trouble spots.” Also, remember that you should encourage the student to do his/her

best and that the goal isn’t a perfect score, just the best score out of four attempts. Tell the student that the best score isn’t necessarily the last one he/she will do. “Some days your tongue might work faster than other days!”

Fun Stories

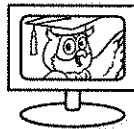
The stories provided in this Fluency Kit are also used during the Storytime Activity in each Unit. See the Foundations Manual for specific directions for each unit.

The stories are NOT timed. Rather than emphasizing *time*, emphasize reading with *ease* and *expression* for *understanding*.

A **phrased** and **unphrased** version of each story is provided. Model the phrasing for your students. You can use echo reading, choral reading, applied reading and repeated reading to help your students become more fluent readers.

If a story has any **bold** words, you can simply tell those words to the student if unknown. The words are in bold only on the **unphrased** copy. Refer to this for the phrased version as well. Before you tell the students the word, encourage them to use context or to look for a sound on their vowel team page, if appropriate.

Students may want to practice with the phrased version and then attempt to draw in their own phrasing when working with the unphrased versions of the stories.



These stories are available on the PLC and can be projected on the board for use with the whole class.

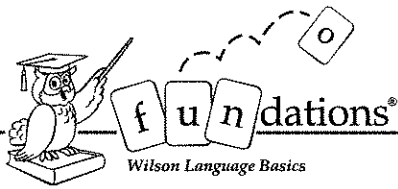
Other Activities to Practice Fluency

Tape record students' first reading, especially of phrases and stories, then re-record after practice. Have the students listen to both and discuss accuracy and prosody improvement.

Teach students who struggle with a specific challenge (such as **b** and **d** reversals) to give themselves a hint when they are practicing their drills. They can search and highlight their "trouble spot" before they begin. For example, have them correctly identify and highlight all the **bs** or all of the **ds** (one or the other, not both) before reading. This helps them to know which response to give when they see the highlighted letter.

Pair students up to practice drills. One student can be the 'reader' and the other student can be the 'timer'. Both students will need a copy of the Fluency Kit page(s) they are practicing; one student will need a timer and a colored pen. One student will start the clock when the

other student begins reading the page aloud. The student doing the timing will follow along and circle any word he/she is not sure was read correctly. When the time is up, the pair will write down the time spent reading, count the words read and review any words that were questioned, tapping them if needed or checking with the teacher for corrections. Then the pair will switch roles and continue. Be sure to remind students that the goal is to improve both speed *and* accuracy. However, most important, remind them to read with expression and meaning so that the listener will understand.



Recording Form

STUDENT NAME	
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UNIT NO.	ITEMS COMPLETED	5	10	15	20	TOTAL SCORE
	SOUNDS					out of 100 items
	REAL WORDS 1					
	REAL WORDS 2					
	NONSENSE WORDS					
	TRICK WORDS					

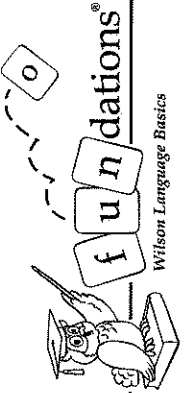
UNIT NO.	ITEMS COMPLETED	5	10	15	20	TOTAL SCORE
	SOUNDS					out of 100 items
	REAL WORDS 1					
	REAL WORDS 2					
	NONSENSE WORDS					
	TRICK WORDS					

UNIT NO.	ITEMS COMPLETED	5	10	15	20	TOTAL SCORE
	SOUNDS					out of 100 items
	REAL WORDS 1					
	REAL WORDS 2					
	NONSENSE WORDS					
	TRICK WORDS					

UNIT NO.	ITEMS COMPLETED	5	10	15	20	TOTAL SCORE
	SOUNDS					out of 100 items
	REAL WORDS 1					
	REAL WORDS 2					
	NONSENSE WORDS					
	TRICK WORDS					

UNIT NO.	ITEMS COMPLETED	5	10	15	20	TOTAL SCORE
	SOUNDS					out of 100 items
	REAL WORDS 1					
	REAL WORDS 2					
	NONSENSE WORDS					
	TRICK WORDS					

Transcribe the student's best scores from the fluency drill worksheets.



Phrases Recording Form

STUDENT NAME

UNIT NO.	5	10	15	20	25	30	35	40	45	50	55	60

Transcribe the student's best scores from the fluency drill worksheets.

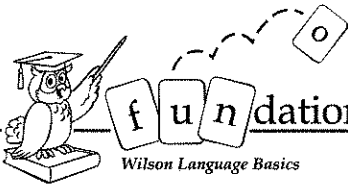
k r ă b qu

d ǒ t w ch

m y th ě z

g x ĭ l p

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



west

frog

pump

sprint

golf

quit

path

trust

shred

clump

whiz

crunch

blend

mash

smog

strap

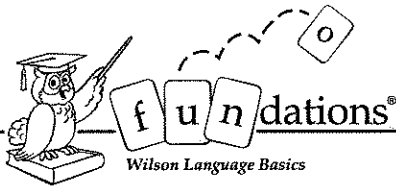
bent

trot

blond

quilt

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



hunt

flock

gift

help

mint

shock

quack

box

grab

pack

stash

vest

brag

stump

rich

swim

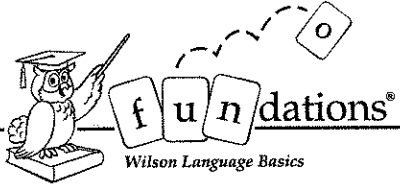
chick

gulp

twin

crab

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



trop

bist

clab

velt

thisk

brod

masp

shont

spag

frex

hilk

grut

quelt

clug

plon

chelp

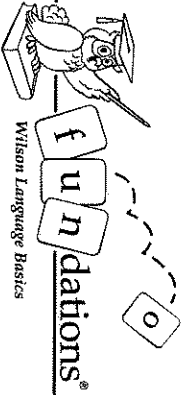
blid

shusp

drob

flaz

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



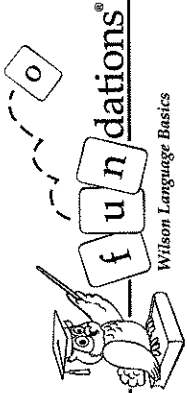
on his neck in the bath had a sip on that jet get the jug

to the loft on his leg was not rich with the flock with a limp

on the dock miss the fun had to quit blend it in chop it up

on the bench did not shred put the strap crash the van by the fox

STUDENT NAME							
DATE							
TIME • 45 SECONDS	After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items		/ 60 Items		/ 60 Items	
		Errors	-	Errors	-	Errors	-
Total		Total		Total		Total	



Wilson Language Basics

Phrases

Unit 1

twist his leg	on the deck	with a snack	when she lost	she was rich
skip the quiz	for a spin	on the path	in the pond	for a sprint
on the dock	on the stump	with a thud	fix the cot	lost the flock
is a blend	will not shred	felt a draft	on the hunt	by the flag

STUDENT NAME			
DATE			
TIME • 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total

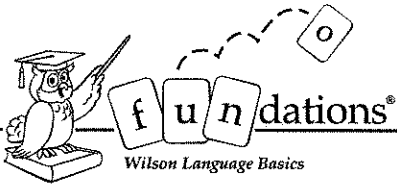
z all ŭ ing x

unk v ink ă ong

j ö h an ě

am qu m ĭ ang

STUDENT NAME				
DATE				
TIME • 15 SECONDS	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
After recording drill scores, transfer the student's best total to the Recording Form.	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



hunk

whack

thing

wink

swing

drank

mall

slam

grass

buff

thrill

toss

ranch

sting

king

hall

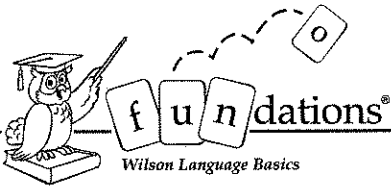
strap

long

limp

brisk

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



stuff

kiss

puff

hung

junk

crisp

stall

slang

stamp

cliff

spank

blank

prong

bang

chunk

song

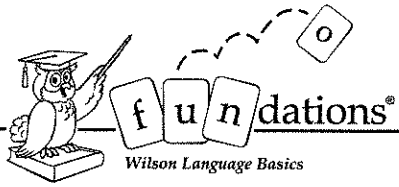
lung

pink

strong

bless

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



pank

blass

yunk

sall

tham

shuff

jing

zan

quang

ronk

wung

driss

gleff

lill

yink

jall

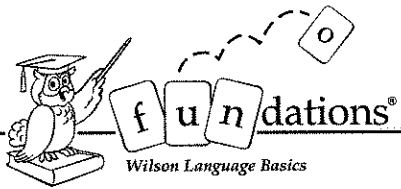
vong

blam

scong

zank

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total



both

would

full

come

shall

what

pull

walk

put

also

has

both

full

about

talk

shall

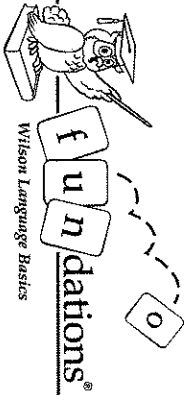
should

walk

talk

pull

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



from the class

on his vest

when she sang

king had both

in that dress

stamp on it

walk in spring

in the grass

drank his milk

dunk the ball

shall not last

toss the ball

with his class

fill the stall

on my bunk

a big chunk

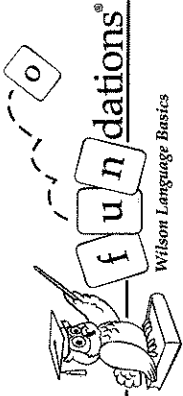
with a bang

on the lamp

call to talk

in that hall

STUDENT NAME							
DATE							
TIME - 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items		/ 60 Items		/ 60 Items		/ 60 Items
	Errors	-	Errors	-	Errors	-	Errors
	Total		Total		Total		Total



Wilson Language Basics

Phrases

Unit 2

shall not swing in the spring toss the drink pack your lunch on his wing

had a sting put a stamp to the cliff a small stall talk in class

on my quilt in this frost up the block pull the string quiz them both

it did stink full of stuff on his neck walk the hall with a chunk

STUDENT NAME			
DATE			
TIME • 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total

Skip sat up in bed. He had to get up. He had a big quiz in math and he did not want to miss the bus. He had not slept well. He felt sick and his skin was hot. He left his quilt on the bed and went to get his mom. Mom had a shock when Skip came in. He had a red rash on his neck. “Back to bed, Skip,” said Mom. Skip went back and got in bed. Mom came in to check his temp. He was hot!

“I did pack your lunch, but I can not let you get on that bus,” said Mom. “You will just have to miss the quiz.” Skip slept the rest of the day. Skip had to rest all day. He slept a long time. Mom kept him in bed. She had him drink lots of water. He did not get up to play. The next day, Skip felt the best he had felt in a long time. It was a day off, too! He was glad that there was no class. He had a plan to fill his day with fun.

He went out to get on the swing. When he sat on the swing he felt a sting on his leg. He let out a yell! He swung at the bug and fell off the swing. Now, there was a bump on his chin and his leg began to swell. He did not get up fast. He swept the dust off his legs. The bump on his chin felt big and his leg stung. He had to limp back in. “Mom, I think I **need** help,” he said. “That is a bad cut, Skip. I will get the stuff to put on it. Did you fall?” asked Mom. “Yes, I fell,” said Skip, “but I also got stung by a bug! I think I should get back in bed. I am not having much luck!”

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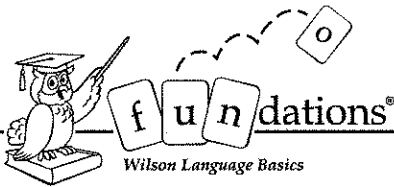
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	Total	Total	Total	Total



host

scrap

blind

shrug

gold

plant

fold

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branch

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gruff

old

most

mind

slick

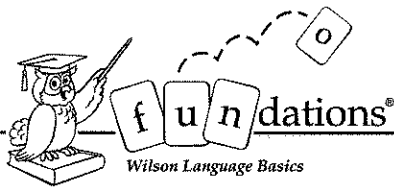
child

wild

bolt

scold

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



hold

grind

munch

jolt

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hall

colt

bring

most

blank

lunch

shrink

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sold

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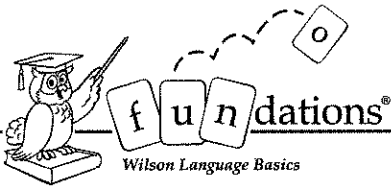
cold

rang

bold

mild

STUDENT NAME				
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TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
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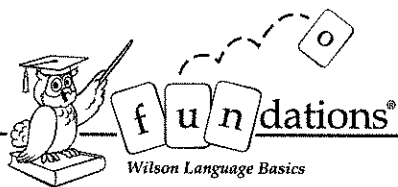
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STUDENT NAME				
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TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
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	Total	Total	Total	Total



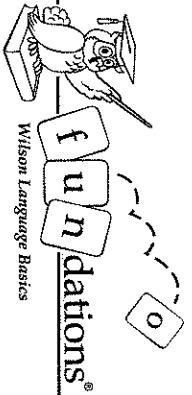
done both because said shall

pretty down goes done both

talk walk called talk before

friend goes pretty full walk

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



on his post

with the host

talk with him

the pretty trim

when she sold

for a scrap

for which child

find the shop

on the colt

all goes cold

on the branch

walk the hall

on the post

on my mind

with the class

both of us

with a shrug

bolt the lock

in that mold

was all done

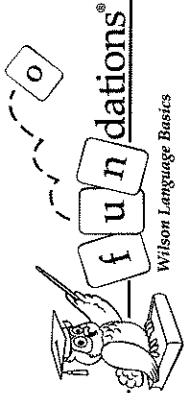
STUDENT NAME

DATE

TIME - 45 SECONDS

After recording drill scores, transfer the student's best total to the Recording Form.

Errors	Total	Errors	Total	Errors	Total	Errors	Total
/ 60 Items		/ 60 Items		/ 60 Items		/ 60 Items	
Errors		Errors		Errors		Errors	
Total		Total		Total		Total	



Wilson Language Basics

Phrases

Unit 3

did not mind	walk the path	sold the most	hold your cash	when the host
find a colt	told them both	did not bolt	goes to class	with a jolt
hold my lunch	a bad cold	talk it up	a pretty child	find the bell
bad the shrimp	had the most	in that hold	by the post	get it done

STUDENT NAME				
DATE				
TIME • 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total

Beth had wanted a pet for a long time. When her mom and dad asked her what she wanted for a gift, she said, “A pet! The kind I want most is a small colt, but if I cannot have a colt, I want a dog or cat.”

Mom and Dad wanted to get a colt for their child, but they did not **know** where to find one. They also did not have a stall. A colt could not be kept in the den! Then, a man at Dad’s job told them he had one to sell. It could **stay** in his stall if Beth fed it each day. It was not at all wild and would be a fun pet for a child.

The man sold Mom and Dad the colt. The plan was to put it in the **backyard** and then bring it to the stall at the end of the day. Mom had a thick string on the colt so that it would not bolt off and get lost. When Beth got up, Mom and Dad put a blindfold on her and led her to the yard. When they got to the back, they took the blindfold off and said, “Here is your gift, Beth!” But, there was no colt - just a string! “Where is the colt? We must find it!” said Mom and Dad. The colt was lost.

Beth had wanted a pet for a long time. When her mom and dad asked her what she wanted for a gift, she said, "A pet! The kind I want most is a small colt, but if I cannot have a colt, I want a dog or cat."

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STUDENT NAME				
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	Total	Total	Total	Total

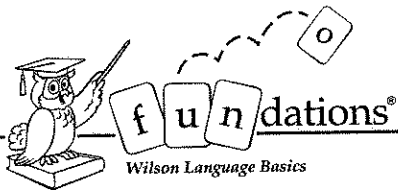
crossed stashes limped mixes splashed

dishes stuffed crunches winked swelled

dunked blinked spelled honked lunches

stamped checked smelled filmed champs

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



rented

coldest

stuffs

waxing

punted

softest

colder

camper

dumping

posted

crosses

twins

bending

tallest

longer

mildest

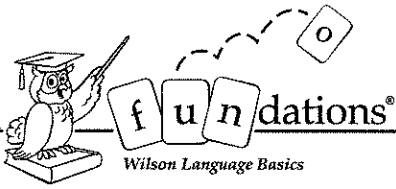
grunted

plumpest

thicker

mixer

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total



minches

frells

jasted

blexing

poffed

gleffs

panker

mundest

sheltest

vulled

siffing

husting

splished

blonter

dreshes

canged

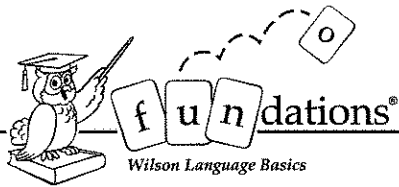
zunks

quongest

rasser

blinted

STUDENT NAME				
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TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



from

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animal

sure

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please

used

use

again

sure

used

goes

your

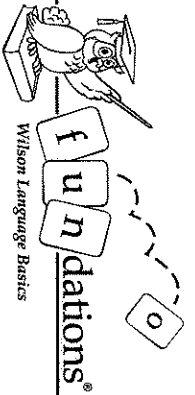
please

animal

there

again

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
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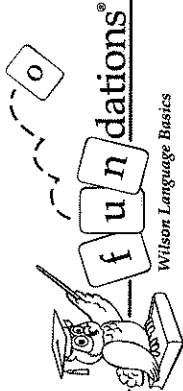
use the camper ringing it again to the cliff in their lunches checked the test

is the longest with a golfer bumped his leg on his glasses sure was smaller

the softest animal chilled the glass stand up please not much thicker tallest in class

is the fastest used her dresses leg swelled up stuffed the bag boxes of dishes

STUDENT NAME							
DATE							
TIME - 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.		/ 60 Items		/ 60 Items		/ 60 Items	
		Errors	-	Errors	-	Errors	-
		Total		Total		Total	



limped up the steps on the benches used the blender use for lunches kindest old man

mended his pants the softest please bunted the ball sure was thicker called the man

swelled when bit singing songs again animal was missing was the quickest wished their wish

by the stands checked the kids hugged the child dented it here swinging on swings

STUDENT NAME			
DATE			
TIME • 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total

Mom and Dad were shocked that the colt was not where they had left him. They checked the **yard** and the shed. They **even** called the man who had sold them the colt to see if it had **gone** there. The man went out and checked the stalls but the colt was not in there.

Beth called the cops to tell them that the colt was missing. The cops felt that it was one of the oddest calls they got. They told Beth that no one had seen a small colt. Beth begged them to find the colt. The cops said they would do their best.

Beth felt sad. She had wished for a colt. Most wishes do not come **true**, but this one had. It is sad to have a wish come **true** and then bolt!

She had a pet colt but had not **even** met it yet. Beth hung her chin and **began** to sob. Then she felt **something** cold and wet on her neck. She sat up and there was her colt! She hugged him and he licked her hands. “Mom and Dad”, she yelled, “My colt has come back!”

Mom and Dad were shocked that the colt was not where they had left him. They checked the yard and the shed. They even called the man who had sold them the colt to see if it had gone there. The man went out and checked the stalls but the colt was not in there.

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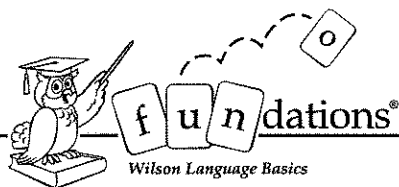
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TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
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	Total	Total	Total	Total



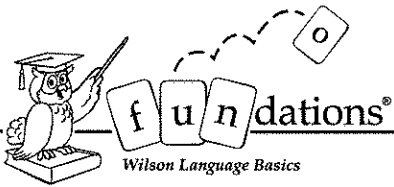
chipmunk splendid bathmat disrupt punish

cabin squint mascot class upset

finish panic combat smallest folding

crunches shrunk nutmeg splashed singing

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



tallest

polish

napkin

insulted

catfish

hunted

goblins

dentist

clinic

exit

slingshot

punishing

until

blindfold

limit

pumpkin

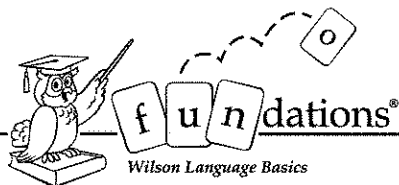
insisted

solid

cabins

mimic

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total



naptic expact displen flendid domzig

dictlem resnup enflont reptic fetjan

vambith enrupt sabcot lemsist munkish

stomable limbitness bixish bicketful beffness

STUDENT NAME				
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TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

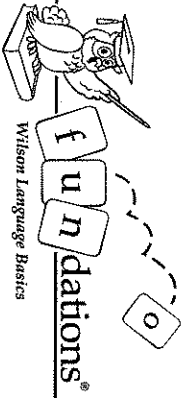
about know now knew once

use always often against they

always knew animal know once

again were often against water

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



know his kindness against the wall once a mascot handful of nutmeg in the cabins

know his dentist for this slingshot knew the limit with a blindfold fold the napkin

finish and polish often will disrupt always is upset at the clinic miss the exit

from the goblins on the hopscotch in that index mimic the men finish the test

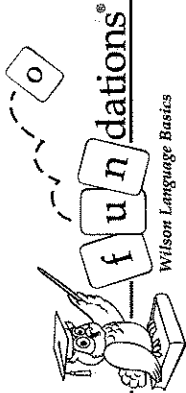
STUDENT NAME

DATE

TIME • 45 SECONDS

After recording drill scores, transfer the student's best total to the Recording Form.

	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items
Errors	-	-	-	-
Total				



Wilson Language Basics

Phrases

Unit 5

had a robin contest against them the British man not until then by her kindness

got the catfish will often panic insisted he knew always at sunset become a habit

punish for disrupting missed the call know was frantic become a pumpkin handful of snacks

relish and ketchup once was splashed finish the drink with that shipment mimic a chipmunk

STUDENT NAME			
DATE			
TIME • 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total

Hopscotch is lots of fun. It was invented a long, long time **ago**. It was not a fun game at that time. It was used to make the men in the British **army** stronger. There were lots of boxes in the old hopscotches. The hopscotch could be hundreds of **feet** long. The men had to hop in all the boxes with their splendid armor on. The strongest and fastest men finished first. The men who did not finish got upset. They knew they would be punished.

The British children wanted to mimic the men in the **army**. They made their own hopscotches.

Theirs were not as long as the ones the men used. They tossed small rocks onto the boxes and hopped to the end. When the children **played**, it was all for fun. **Even** now, there are children who think hopscotch is a blast!

Hopscotch is lots of fun. It was invented a long, long time ago. It was not a fun game at that time. It was used to make the men in the British army stronger. There were lots of boxes in the old hopscotches. The hopscotch could be hundreds of feet long. The men had to hop in all the boxes with their splendid armor on. The strongest and fastest men finished first. The men who did not finish got upset. They knew they would be punished.

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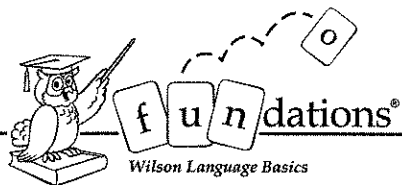
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STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



athlete

dare

reptile

entire

invite

exhale

spoke

baseball

slides

called

white

globes

panic

give

homesick

rise

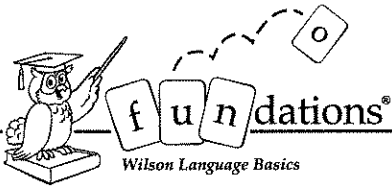
pose

blaze

canes

active

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



brave

rude

stone

mile

scold

cape

hope

napkin

trade

post

doze

inventing

shame

laptop

insulted

pinches

cube

waxed

nine

swelling

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

pline

drepe

brenzime

rettume

flaze

quipe

dislebe

crobe

maxtile

zeplete

mafe

transfile

glebmade

blike

vestive

conjole

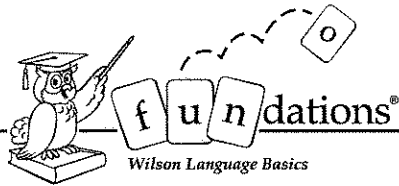
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extome

telfume

pontive

STUDENT NAME				
DATE				
TIME • 15 SECONDS	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
After recording drill scores, transfer the student's best total to the Recording Form.	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



some house only move come

right both place together please

write were been house together

move only right none place

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

the lake house

win the game

had a cane

on that pole

place the globe

only one kite

at my home

on this napkin

is quite lost

move the file

miss the sale

at the blaze

will pose together

for a smile

sun will rise

is a reptile

right on time

doze in class

from the plane

with that cube

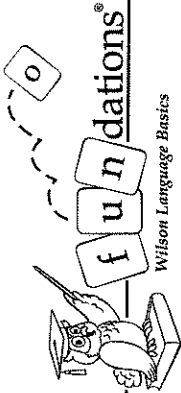
STUDENT NAME

DATE

TIME - 45 SECONDS

After recording drill scores, transfer the student's best total to the Recording Form.

STUDENT NAME	/ 60 Items		/ 60 Items		/ 60 Items		/ 60 Items	
DATE								
TIME - 45 SECONDS								
After recording drill scores, transfer the student's best total to the Recording Form.								
	Errors	Total	Errors	Total	Errors	Total	Errors	Total
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Wilson Language Basics

Phrases

Unit 6

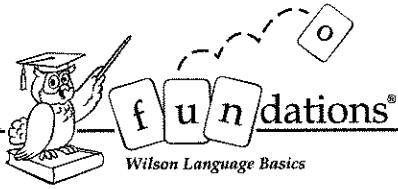
was at sunrise invite Jack here take her place umpire was right give a test

for a mile move the plate in the cave to the state on the slide

only this home postpone the game athletes were together with the reptiles on my flute

bring a cupcake doze until sunrise wire the house use an adjective in that cake

STUDENT NAME			
DATE			
TIME • 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total



On a hot day in June it is fun to go to a baseball game. Many kids in Boston like the Red Sox. Lots of people go to the games. They yell when someone on the home **team** smacks a home run or strikes out the side. They **eat** hot dogs and popcorn and drink lots of tonic. The fans like it best when the home **team** wins the game, but sometimes that does not happen.

When the Red Sox are not winning many games, some people like to tell an old tale about Babe Ruth. Babe Ruth used to play baseball for the Red Sox from 1914-1919. He was one of the greatest hitters of all time. He once hit the ball **more** than six-hundred feet. He hit 714 homeruns in his lifetime. He was also a **great** pitcher. He could strike out lots of batters. All the fans **loved** the Babe, but the children **loved** him most of all. He would visit children who were not well. Babe knew how to make kids smile.

Babe went to **play** for the **Yankees** in 1920. The Red Sox did not trade him. They sold him for lots of cash. The fans were quite mad and many kids were very sad. Some fans said that selling Babe would bring the Red Sox bad luck. When the Red Sox do not win, some people think the tale is **true even** today.

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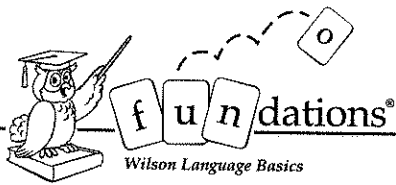
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STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



bingo

dizzy

sadly

motel

crazy

crunchy

gravy

program

grumpy

bravely

cozy

safety

donate

fluffy

taffy

try

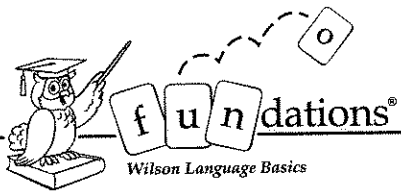
predict

lazy

ugly

lumpy

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



pony protect retire native duty

locate depend remind empty flu

basic jelly tulip banjo eject

happy rewind granny penny pretend

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total



brid

clifty

rebelt

twy

ketty

mentry

thu

shidely

tridem

quifty

dranny

glosop

doly

scra

mutile

potrum

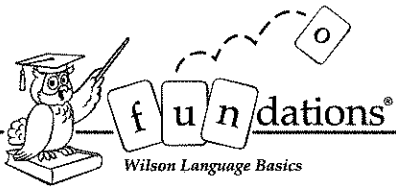
zuddy

stry

fradin

voxy

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



family

large

eight

change

could

carry

eight

every

city

night

something

where

night

large

something

change

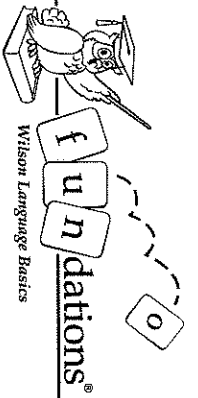
carry

city

family

every

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



that jelly donut

the large motel

is quite shy

one night only

on his pony

eight big tulips

for a pro

to the navy

the sunny city

find the remote

change my program

every cozy spot

something is funny

the red robot

every last penny

family likes taffy

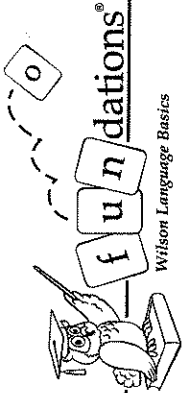
predict the loss

Daddy knew something

was her duty

carry the puppy

STUDENT NAME							
DATE							
TIME - 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items			
	Errors	Errors	Errors	Errors			Errors
	Total	Total	Total	Total			Total



Wilson Language Basics

Phrases

Unit 7

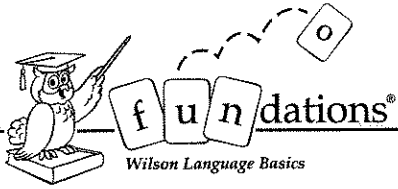
on his program carry the gravy had a banjo change the baby when she began

reminded the family to the motel relax at night safety at home the large pantry

rewind every tape up the ivy something is silly a rose and tulip protect his family

trolly through city bravely did try by the hotel a cozy lobby a funny gift

STUDENT NAME			
DATE			
TIME • 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total



By second grade, you can **read** and spell lots of words. We use words all the time to talk and to write. There are all kinds of words. Some words are people, places or things, like baby, Boston and bench. Some words are words for things we do, like swim, jump and cry.

We are lucky to have lots of words we can use when we write. Some words are useful when we are trying to describe someone or something. These words are called adjectives. Adjectives are words like funny, silly, ugly, messy and chunky. These words tell us **more** about the people, places and things we talk and write about.

With adjectives we can let others know if our lunch was yummy or yucky. We can tell our friends if our new puppy is skinny or chubby or if our kitty is black or white. Adjectives come in handy when we want to describe things!

By second grade, you can read and spell lots of words. We use words all the time to talk and to write. There are all kinds of words. Some words are people, places or things, like baby, Boston and bench. Some words are words for things we do, like swim, jump and cry.

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With adjectives we can let others know if our lunch was yummy or yucky. We can tell our friends if our new puppy is skinny or chubby or if our kitty is black or white. Adjectives come in handy when we want to describe things!

g ar p or h

ar v ŭ x ō-ø

an b ïv̄ ē qu ī

f ě or d ink

STUDENT NAME				
DATE				
TIME • 15 SECONDS	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
After recording drill scores, transfer the student's best total to the Recording Form.	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

art

horn

north

hotcakes

orbit

marked

born

pressed

party

radar

farming

scold

barnyard

garlic

shipyard

string

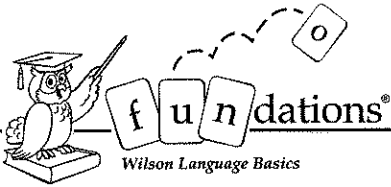
charming

stork

boxcar

chart

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



shark

short

tardy

acorn

porch

scarf

fork

torch

filmed

morning

march

corn

pressed

remarked

plenty

parked

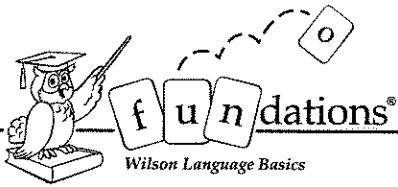
forbid

score

army

shortstop

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total



sarkful

yorg

starb

thork

zore

zare

farnish

sporndid

jare

shord

blord

charg

plore

starl

gorking

blard

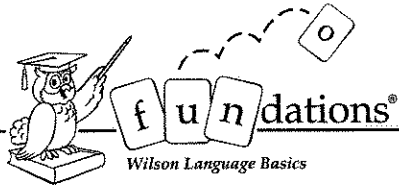
zore

jore

morped

darm

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



also

world

something

answer

often

eight

one

carry

different

does

work

answer

word

world

right

water

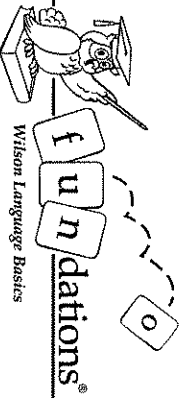
place

different

family

night

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



visit the fort on his mark in that barnyard at the party blast the horn

orbit the world for the reptile a short answer with a fork in the morning

stung by hornets corn on the cob on my scarf park the car a different shortcut

forbid the children at the park the porch swing harm the crops on the platform

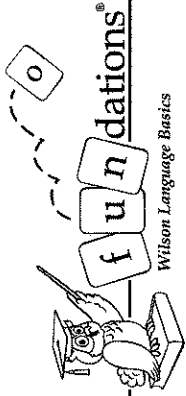
STUDENT NAME

DATE

TIME - 45 SECONDS

After recording drill scores, transfer the student's best total to the Recording Form.

	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items
Errors	-	-	-	-
Total				



Wilson Language Basics

Phrases

Unit 8

on the shark	get the acorn	black or white	in the army	messy and chunky
gave the remark	world in orbit	with his charm	his art project	at this shipyard
corn for lunch	at the farm	storm did harm	try different sports	scold and forbid
one more answer	by the radar	from the north	by second grade	stink of garlic

STUDENT NAME				
DATE				
TIME • 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total

Tory Osborn and Carmel Gomez are best friends **even** though they live very far **away** from each other. Tory lives on a farm in upstate New York and Carmel lives in New York City. They only get to be together once a **year** when their two **families** visit. Sometimes the Gomez family goes to upstate New York and sometimes the Osborns drive to the city.

Tory and Carmel try to write each other once a **week** and they chat on-line **even more** often. Lately, they have been thinking that they would like to change places. Tory thinks the city is so much fun. She loves riding the **subway** and **playing** with the kids from Carmel's apartment complex. There are so many people there that a kid can never get lonely. There is always a game of jacks, or jump rope, or basketball going on. Tory's farm is quite far from any of her friends so she is often **bored**. She also gets **tired** of all her chores.

Carmel thinks Tory is crazy to want to move **away** from the farm. She thinks the farm is the best place to be. She loves the big, grassy yard and the barn full of animals. She likes to chase the chickens and help milk the **cows**. There aren't many cars and buses so it is **nice** and quiet. She has been begging her mom and dad to visit **more** often.

Mrs. Gomez said she would call Mrs. Osborn to set up a time for the girls to visit. She did not think the girls would have much fun if they did change places because then they would not have each other. Mrs. Osborn said that she would be happy to have Carmel come and visit for a bit. Then Tory could go back and **stay** with Carmel for a while. Mr. Gomez and Mr. Osborn said they could share the driving. Carmel and Tory think this is the best plan ever!

Tory Osborn and Carmel Gomez are best friends even though they live very far away from each other. Tory lives on a farm in upstate New York and Carmel lives in New York City. They only get to be together once a year when their two families visit. Sometimes the Gomez family goes to upstate New York and sometimes the Osborns drive to the city.

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STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

perfume birth standing blister curly

blond temper lantern carpenter curtsy

squirt thirsty thunder church verb

monster squirm whirled person curling

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



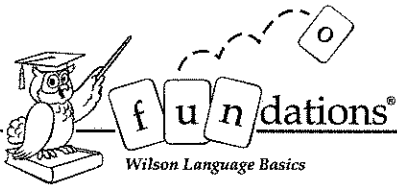
dirty thunderstorm spider fern order

disturb bakery entirely perfect girl

upset sturdy squirm partner return

surfing bolder thirty perform spilled

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



blurnful

skirve

yerd

disvurt

spler

kirty

flurpty

glerden

stirb

glern

smurch

blerp

quirp

rethur

chirg

glerm

flirk

turb

disper

penshurl

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

city

answer

every

picture

mother

learn

brother

earth

move

none

write

different

father

brother

another

picture

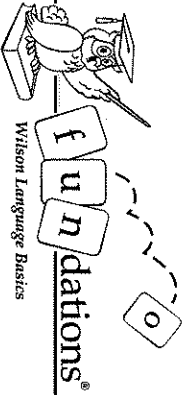
mother

learn

father

earth

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



get the spider smell the perfume stars over earth had a temper girl will learn

return the skirt picture the church with his lantern for this blister kids will squirm

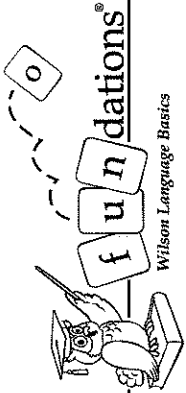
at the corner get a lobster list the verbs brother did burp serve to father

bad dust storm surprise my mother got so thirsty squirt of perfume from the panther

STUDENT NAME _____

DATE _____

TIME • 45 SECONDS	/ 60 Items		/ 60 Items		/ 60 Items		/ 60 Items	
	Errors	Total	Errors	Total	Errors	Total	Errors	Total
After recording drill scores, transfer the student's best total to the Recording Form.	-		-		-		-	
		Total		Total		Total		Total



Wilson Language Basics

Phrases

Unit 9

on that shirt return the perfume on the turnips get the plaster in the corner

invite her mother for this curl with the thunder surprise my brother swerve the car

turn and twirl learn to survive get a lantern learn to surf return by sunset

the first picture is a verb learn this chapter over her arms father was thirsty

STUDENT NAME			
DATE			
TIME • 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total

Mars is a small, rocky planet. It is cold and lifeless. It is one of the closest planets to Earth. It travels around the sun just like our planet Earth. It also has volcanos like Earth, but the volcanos on Mars are much bigger. They can be one hundred times as large as the volcanos on Earth. Mars also has very strong winds and bad dust storms that can last for months.

Spacecrafts have been sent to Mars to learn **more** about it. The first one landed on Mars in 1965. A **spacecraft** called the Mars Pathfinder landed there in 1997. There were no people on these **spacecrafts**. Mars is too cold for humans to survive there.

Mars is known as the red planet because of its reddish color and pink, hazy sky. The Romans were the first to call the planet Mars. Mars was the name of their god of War. Why do you think the Romans chose that name?

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er ink ur sh ai

ō t ă ai th

ir ang ay j f

v ay ing ā-ē ch

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

braid

waited

playpen

chained

filled

entertain

waist

burst

runway

stray

whirling

markers

drain

golden

painful

faint

Thursday

saying

mermaid

blister

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

raid

complain

horn

explain

sway

tardy

container

brain

flutes

raindrops

delay

maze

maybe

gray

polished

crayon

grain

exhale

subway

wait

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

craib

zaying

flane

zailed

demays

vailer

porstay

graib

corray

tayful

debaim

tabe

bayless

reblain

skayment

frayment

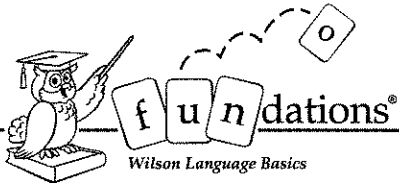
spail

tways

quaip

funday

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total



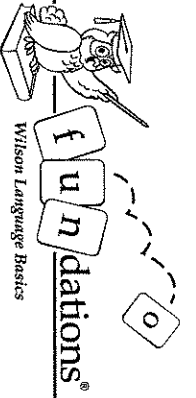
thought great school country says

city many America any away

school very thought great learn

country other family away America

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



crayons for school entertain the kids stain went away a great day one country may

delay the payment on his tray entertain the school America by plane the stray cat

stay in America miss the runway cold and gray delay every game did not complain

branches will sway filled the drain delay the train thought it rained a great painting

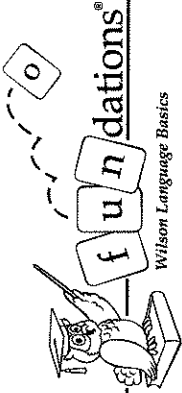
STUDENT NAME

DATE

TIME • 45 SECONDS

After recording drill scores, transfer the student's best total to the Recording Form.

	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items
Errors	-	-	-	-
Total				



Phrases

Unit 10

thunder and rain a short delay with great pain plane to America swaying in the wind

sprain his leg with a chain use your brain raid the country stay in school

away on Thursday on the runway complained all day a new country thought of painting

drain will clog a rose and daisy miss the train great mermaid picture with that crayon

STUDENT NAME			
DATE			
TIME - 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total

Caitlin was in the third grade. She was in a new school. She was happy with the change. The kids in her class were lots of fun. She had made friends by the end of the first day. The next day, Mrs. Clark said they were going to learn to write in cursive. “Oh, no”, thought Caitlin, “I like the way I print. I do not want to start making my letters a different way. I am afraid my papers will be messy. Mrs. Clark may not like messy papers. Maybe she will think that I am not a smart girl.”

Caitlin remembered the way Mrs. Smith had helped her learn to print her letters when she was in first grade. There was a large grid on the wall of the class. The grid had lines on it to help the children learn to form the letters. The lines had names like the sky line, the grass line and the plane line. Mrs. Smith used the lines to help kids learn to make each letter. She just told the kids to start at the sky line or the plane line and how to move their hands to the right places. Then, she told them all the steps for all of the letters. It was not hard to learn to print at all. Caitlin was starting to think she would like to return to first grade and be back in Mrs. Smith’s class.

The next day, before class, Caitlin asked Mrs. Clark if she had to start cursive. She told her that her printing was great and that she was happy to print for the rest of her life. Mrs. Clark told her that all the kids had to begin cursive. She said it would not be hard at all. Caitlin said okay, but did not think it would be any fun. After lunch, Mrs. Clark said that it was time to begin cursive. Caitlin started to sink behind her desk. Then, Mrs. Clark hung some paper on the wall. When Caitlin saw the paper, she began to smile. It was the same grid Mrs. Smith had used when she was in first grade. “Stand up class”, said Mrs. Clark. “Make your arms stiff and **point** to the grass line.” Caitlin was very happy. Learning cursive would be a snap this way.

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STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

kidney painter teeth hockey plucked

keep donkey between speech valley

feeding sixteen weeped verb chimney

payment key indeed jeep creek

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
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	Total	Total	Total	Total

acorn

beaver

greedy

turkey

teacher

peacock

fuse

beat

peanuts

heal

sneakers

speaking

screen

teacup

read

blindfold

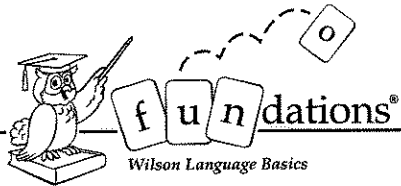
squeak

beast

stormy

fifteen

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
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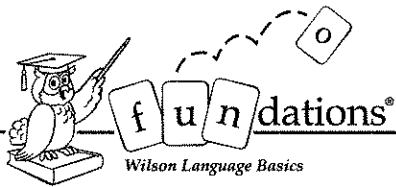
plean keepy marsley queep indeem

whotney cleab brelley pread roffee

deaping meeck tockey fleen tream

palley prebeal jeebs zurkey heash

STUDENT NAME				
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TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
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	Total	Total	Total	Total



head

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good

school

ready

breakfast

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head

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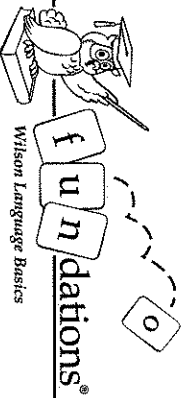
answer

thought

to

ready

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



in the valley

with his teeth

meet your son

with the teacher

selfish and greedy

had kidney beans

speech was ready

in the chimney

beeps when ready

on the peacock

in my head

their team won

leg will heal

eat for breakfast

on my sneakers

by the beaver

with a squeak

on the donkey

tea is ready

son played hockey

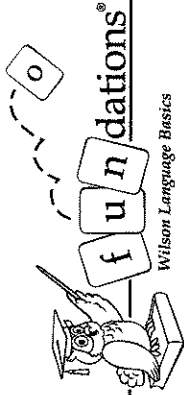
STUDENT NAME

DATE

TIME - 45 SECONDS

After recording drill scores, transfer the student's best total to the Recording Form.

	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items
Errors	-	-	-	-
Total				



Phrases

Unit 11

on the wheel a deep valley east and west beneath the valley a breakfast treat

queen was ready on his sneakers large breakfast feast forgot the speech the greedy son

son likes peanuts which team won chicken and beef will heal quickly nod your head

whose cheap sneakers read the speech speak of sheep greedy for turkey repeat after me

STUDENT NAME			
DATE			
TIME • 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total

It was a hot, steamy day. School was out for the summer. Most of the kids were thrilled, but Lee was not. He did not care for the heat. He did like to go for a swim with his friends, but he really missed the winter months. In the winter, Lee got to play hockey. He could skate all weekend and after school during the week. He had to be at the rink by five in the morning, but he did not mind at all. His dad drove him to the rink and they would eat donuts and have hot drinks on the way there.

Lee began to daydream about last season. His team had had a great year. They played well together and worked hard. They won most of their games and made the play-offs. Lee and his friend Pete were the key players on the team. They could both skate quite fast. It seemed that each time Lee passed the puck to Pete, Pete shot it in the net. One of the play-off games went into three overtimes. The next team to score would win the game. All the players felt weak. It is not easy to skate fast for a long time. Lee's team was short one player because Pete was in the penalty box. It seemed like the other team was going to win the game.

Lee stole the puck from the other team. He began to skate and picked up speed. He kept his **eyes** on the net. He snuck past three players from the other team. He shot the puck at the net and **saw** it fly into the top corner. Lee's team won the big game. Lee jumped into the air and landed on the ice. All of his teammates leaped on top of him. Lee would never forget this game—not **even** on hot, steamy summer days.

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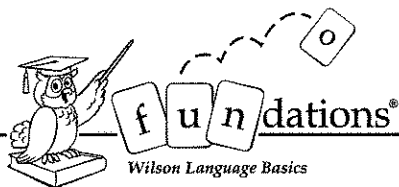
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STUDENT NAME				
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TIME • 15 SECONDS	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
After recording drill scores, transfer the student's best total to the Recording Form.	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



army destroy street jokes spray

spoiled sturdy joyful moist tomboy

joint explain destroyed chirping noisy

joined pointer tinfoil boiled enjoyed

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
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	Total	Total	Total	Total

curling

return

boys

spoil

inflate

broiler

noise

enjoyment

ointment

pretend

moist

plumpest

beneath

winked

joined

repeats

crying

pointing

started

kidney

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total

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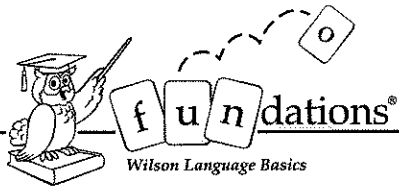
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STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



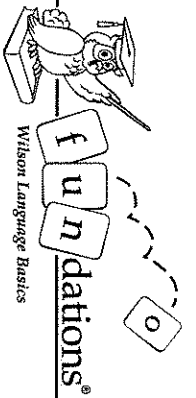
America mother own school world

something early favorite ocean father

change early large answer picture

ocean brother country favorite great

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



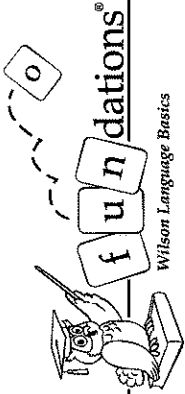
spoil your breakfast destroy the soil enjoys the ocean spoil the boys her favorite toys

to the point the noisy ocean join them early is a joy destroys his joints

become a player did not cheat crushes the daisy report finished early answer the tomboys

is sixteen inches is quite moist his favorite drink broil or grill tornado will destroy

STUDENT NAME							
DATE							
TIME - 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.		/ 60 Items		/ 60 Items		/ 60 Items	
		Errors	-	Errors	-	Errors	-
		Total		Total		Total	



Wilson Language Basics

Phrases

Unit 12

destroy the fort destroy the team favorite boys school when she winked way too noisy

change in coins for a boy pointed to me in the army her favorite toy

with her flashcards boiled too early up the driveway the ocean spray study it early

freezing cold ocean early morning joy for a speed quiz fish will spoil soil and ocean

STUDENT NAME			
DATE			
TIME • 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total

Mr. and Mrs. Carlo wanted to have a surprise birthday party for their **daughter** Carly. She was turning seven years old. It would be easy to plan it while she was away on a week-long trip with her brother, Lee, and her grandparents. Carly's older brother, Jay, said he would enjoy helping to prepare for the party.

First, they sent notes in the mail to ask friends and family to join them. Jay helped to get these into the mail. He then gave Dad a hand setting up a tent so that rain could not spoil the party. The next step was to get snacks for the party. They went to the store and got plenty of hotdogs, hamburgers and tonic. They also picked up some chips and dip. They knew that kids could eat quite a bit. Mom ordered the cake from a bake shop that makes cakes that are rich and moist. She chose one with whipped cream frosting.

Mom checked with the other people in the apartment complex to see if they would mind a little **noise**. She told them the party would last until nine. All of the people said it was just fine. They did not mind a bit of **noise** and said they hoped the kids would enjoy themselves. They knew Carly and her friends were not the kind of kids who would destroy things or run around in the halls.

The only problem left was planning an activity for the kids' enjoyment. They had some games the kids could play and they got some videos and CDs. The problem was that it was likely to be quite hot and humid and there was nowhere to swim. At last, Mr. Carlo came up with a super **idea** - squirt guns! The kids would have a blast squirting each other and getting wet!

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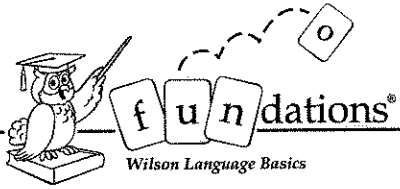
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STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



cown

froat

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prowly

boe

zoan

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smoap

doaf

clowty

deploe

joal

droe

mowling

loast

quow

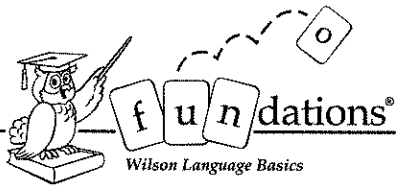
smoe

doan

scownest

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STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total



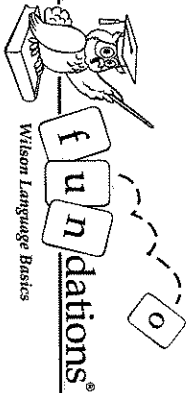
great Monday whose Tuesday won

cousin tomorrow world people none

Monday beautiful Tuesday tomorrow lose

beautiful cousin lose country mother

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



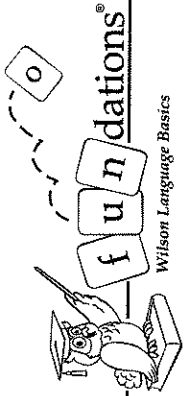
the first snowflake on my pillow my cousin bolted knew before Monday in that rainbow

mow on Tuesday coach my son the beautiful rainbow was too foamy coach will gloat

water will flow will snow tomorrow from the window beautiful oak tree my old coach

by the shipload lose your trombone hats and mittens follow the coast in that show

STUDENT NAME							
DATE							
TIME - 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors	Errors	Errors	Errors	Errors
	Total	Total	Total	Total	Total	Total	Total



in the toaster lose your coat had a roast follow that road very slow flow

on his own with a groan show my cousin loan until Monday to the railroad

boat sails Tuesday white foamy soap lose the toad mow it tomorrow get a coach

a snowstorm Monday the beautiful rainbow cousin will tiptoe will grow beautiful robin and crow

STUDENT NAME			
DATE			
TIME • 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total
	-	-	-

Kelly was studying her math facts. She was good at most things in school but she was having a hard time remembering all these math facts. Her teacher, Mrs. Hurley, had said that they would have a speed quiz the next day. Kelly wanted to do well on the quiz so she kept working with her flashcards. She was trying to recall the answer to six times nine when she saw the first snowflake. "Mom," she yelled, "Did you know that it is snowing out?"

"Yes," her mother answered, "The man on TV said there will be a big snowstorm. We could get fifteen or sixteen inches of snow before morning! I am a bit upset because I wanted to go to the mall later today."

Kelly went over to the window. It was starting to snow harder and the wind was blowing the snow across the yard. She was trying to make up her mind. Should she finish her homework or just wait and finish it the next day? She was quite sure it would be a snow day. Just then, Kelly's father and her sisters, Katy and Kristin, came in the house. "BRRRRR!" he said. "It is freezing out. The roads are getting very slippery from all the snow. I think a lot of people will be calling to ask me to clean their driveways in the morning." Kelly's dad had a big truck that he used to clean the snow from driveways and parking lots.

Kelly got on her winter coat and put on her hat and mittens. "Where are you going, Kelly?" asked her father. "To play in the snow before it gets too dark," said Kelly. "I don't need to do my homework because we are going to have a snow day! Now we will not have our speed quiz in math until Thursday!"

"I think you should study just in case, Kelly," said Katy. "What if it stops snowing and there is no snow day? I made that mistake one time. I did not finish a book report because I thought there would be a day off, but the snow stopped and I had to tell my teacher that my report was not finished!" Kristin said, "Kelly, I know you want to get a good grade on that quiz and I know you want to play in the snow. Why don't you go play for a while and then later Katy and I will help you study your facts?"

"Thanks a bunch! You two are the best sisters in the world!" said Kelly with a big smile.

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"Thanks a bunch! You two are the best sisters in the world!" said Kelly with a big smile.

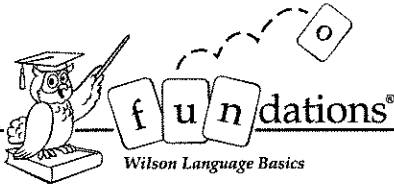
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STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
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	Total	Total	Total	Total



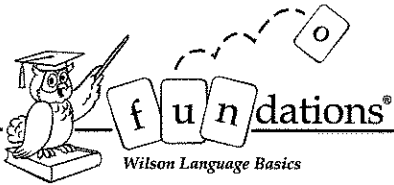
cloudy elbow rowdy foamy frown

scout ouch groaning couch loudest

powerful doe plowed destroy crowned

cow noun sheets sounds found

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
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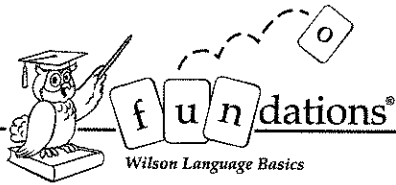
tower crowded maybe shout outline

counter sharpen cloudy repeating outside

now chowder volume shower clown

owl compound crouch ground out

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
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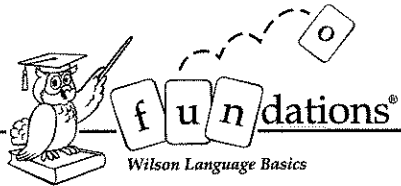
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STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
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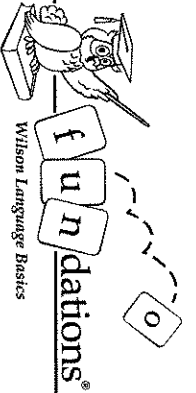
nothing Wednesday brought Saturday bought

Wednesday different Thursday piece school

America mother friend Thursday month

piece country brought Saturday bought

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



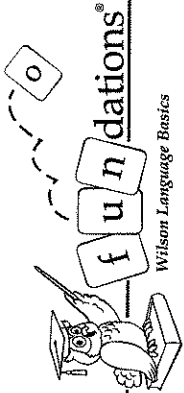
bought a gown cloudy on Thursday on that couch the loud music with a frown

outside the tower clown made fun brought his hound knew the noun bought a cow

destroy the compound crowd on Wednesday mowed it Saturday discount on Saturday is a compound

tower of rocks found a piece from the ground clown did frown count the nouns

STUDENT NAME							
DATE							
TIME • 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.		/ 60 Items		/ 60 Items		/ 60 Items	
		Errors	-	Errors	-	Errors	-
		Total		Total		Total	



outside the tower piece of toast bought a couch get the outline found on Thursday

brought some powder cloudy on Wednesday to the south with a pound mother brought chowder

nouns and verbs shower on Thursday plow on Saturday in the crowd wore a frown

bought a flower the vowel sounds found the tower by the ground scream and shout

STUDENT NAME			
DATE			
TIME • 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total

When Ross was in second grade he was having some problems with reading and spelling. He was working very hard and trying to do his best, but he thought the work was very hard. Sometimes he could not finish his papers or understand how to read or spell a word. He felt tired and drowsy much of the time.

Each day seemed to get harder and harder. When his mother asked him how his day went, Ross wanted to shout, "Lousy!" Many days he came home with a frown. His mother wanted to see his big smile again, so she asked his teacher what she could do to help. His teacher thought that if he could get some **more** help after school the work would not seem so hard. She knew Ross was a smart kid and did not want him to get further behind.

Ross's mother found a teacher who could help Ross after school. Her name was Robin. Robin and Ross hit it off right from the start. Ross would go to her house three times a week and work on reading and spelling. Robin showed Ross how to tap out the sounds to make reading and spelling easy!

It was not long before Ross became a whiz at reading and spelling. He learned the rules quickly and knew all of the sounds of the vowels. He did not mind working after school. He seemed to enjoy it. He always came with a smile and worked very hard; **even** if he had to miss part of his swim team. He never pouted or complained. He was happy to get the help.

Robin thinks Ross is an outstanding student and a great kid. As a matter of fact, he is one of the best students she has ever had. They have a fine time working together. **Even** with all of the hard work Ross does, they still find time to joke around and chat about sports. Before long, Ross will not need any help. He will do fine in school on his own. Robin will miss seeing Ross, but is glad that he is doing so well. She thinks she will always stay in **touch**.

When Ross was in second grade he was having some problems with reading and spelling. He was working very hard and trying to do his best, but he thought the work was very hard. Sometimes he could not finish his papers or understand how to read or spell a word. He felt tired and drowsy much of the time.

Each day seemed to get harder and harder. When his mother asked him how his day went, Ross wanted to shout, "Lousy!" Many days he came home with a frown. His mother wanted to see his big smile again, so she asked his teacher what she could do to help. His teacher thought that if he could get some more help after school the work would not seem so hard. She knew Ross was a smart kid and did not want him to get further behind.

Ross's mother found a teacher who could help Ross after school. Her name was Robin. Robin and Ross hit it off right from the start. Ross would go to her house three times a week and work on reading and spelling. Robin showed Ross how to tap out the sounds to make reading and spelling easy!

It was not long before Ross became a whiz at reading and spelling. He learned the rules quickly and knew all of the sounds of the vowels. He did not mind working after school. He seemed to enjoy it. He always came with a smile and worked very hard; even if he had to miss part of his swim team. He never pouted or complained. He was happy to get the help.

Robin thinks Ross is an outstanding student and a great kid. As a matter of fact, he is one of the best students she has ever had. They have a fine time working together. Even with all of the hard work Ross does, they still find time to joke around and chat about sports. Before long, Ross will not need any help. He will do fine in school on his own. Robin will miss seeing Ross, but is glad that he is doing so well. She thinks she will always stay in touch.

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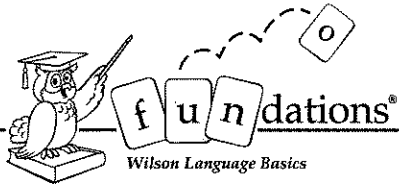
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STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



trout

overdue

powder

rooster

replay

ground

you

smooth

crooked

igloo

mistook

roundest

pounding

soup

shampoo

cartoon

argue

group

chewing

hood

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

cue

value

mildew

booklet

drooling

pewter

screw

stormy

boom

thrown

glue

new

spooky

queen

outgrew

following

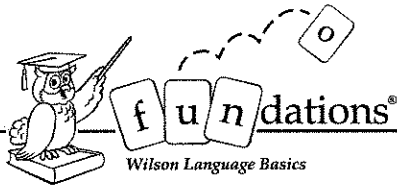
crew

rescue

ruby

enjoyed

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



skewn strue wount boog rebue

froup snewt trooned vouth pewtly

indue sooky shewn exthue sloup

ibloo crouter prue frew boogly

STUDENT NAME				
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TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
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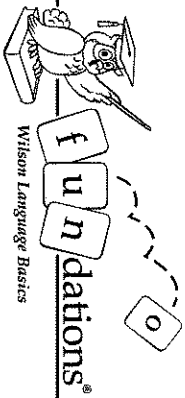
other January December February does

enough great July none Wednesday

friend January special December July

special their February father enough

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



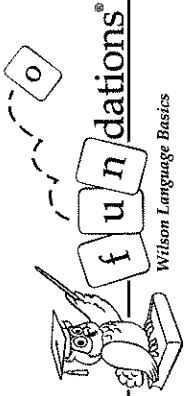
smooth, blue sea on the couches my favorite cartoon continue in January told the crew

special ruby ring the dark clouds bought a scooter for this storm brought some glue

rescue from drowning find enough clues hoops in February had to pray silver and gold

in the igloo with that rooster pool in July group of youth due in December

STUDENT NAME							
DATE							
TIME - 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items		
	Errors	Errors	Errors	Errors	Errors		
	Total	Total	Total	Total	Total		



Wilson Language Basics

Phrases

Unit 15

on the snout enough special shampoo move that scooter a crooked look outgrew that shirt

the December moon his right boot a different costume shiny smooth rocks stuck with glue

used a pouch few for January a new answer clean the mildew had to chew

with his crew boots in February ground in July family ate stew rescue the group

STUDENT NAME			
DATE			
TIME • 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total

Mr. Stroub works on a rescue team on the coast. He has been working there for years. He enjoys the work and likes the other members of the group. They all know how important their work is. Back when he was a kid in school, Mr. Stroub had worked at his town pool. One day he had to save a child from drowning. From that point on, he was hooked on rescue work.

The crew does not go out on a rescue each day. Some days the job is **even** a bit dull. The crew is happy when this happens because it means that all of the boaters are safe. However, if a storm blows in, the crew knows they will be needed soon. It is their job to rescue boats that are stranded out in the sea and get everyone back safely to shore. They also teach classes on boat safety.

Many people on the coast have boats and enjoy fishing trips or just sailing on the clear, smooth blue waters. Most of the boaters are very careful. They remember to provide a life jacket for each person on their boat and they go slowly when there are other boats around. A few boaters are foolish. They scoot across the water at top speed and dart around the other boats. They crowd too many people on their boats and ignore the rules. They stay out in stormy seas and pile too much stuff on the boat.

One cloudy afternoon, Mr. Stroub told a group that they should not take their small boat out to sea. The news was reporting that a large storm was expected soon. The driver of the boat began to argue with Mr. Stroub. Mr. Stroub was trying to explain that the strong winds would make it hard to get back in, when the boat took off and sped out to sea. Mr. Stroub just shook his head. He wished people knew that he was not trying to spoil their fun. He just wanted to keep them safe.

Shortly after the boat left the dock, thunderclouds formed in the sky and the waves began to pound the shore. Mr. Stroub frowned and looked out the window. He was hoping to see the small boat returning but there were not boats around. He told his crew that they should prepare for a rescue.

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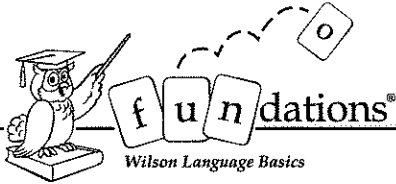
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STUDENT NAME				
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	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



straw

boost

underline

drawing

fault

dawn

rawhide

glue

brawl

seesaw

drew

shawl

launching

coach

fault

astronaut

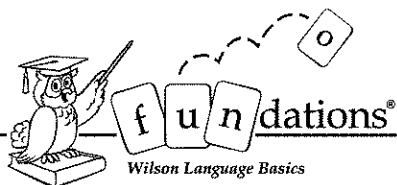
discuss

crawling

haunt

lobster

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



auto

August

coleslaw

yawn

relish

claw

slingshot

foxes

launch

laundry

lungs

sawdust

scrawny

hawks

haunted

yawned

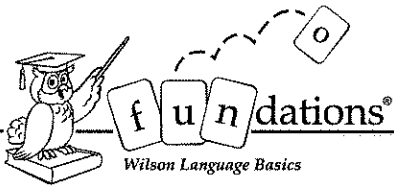
jigsaw

paintings

saw

donkey

STUDENT NAME				
DATE				
TIME - 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total



crawn

launt

shaub

grawl

spaul

yault

entaw

quawn

jaunder

flawking

dawl

imblaw

austic

praws

staud

sauntly

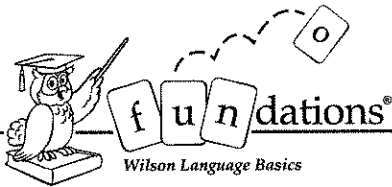
fraub

zawning

paust

mawned

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total



enough

August

said

laugh

work

too

whose

daughter

word

ready

Thursday

favorite

August

ocean

tomorrow

laugh

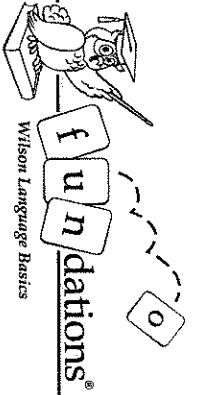
month

July

daughter

lose

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



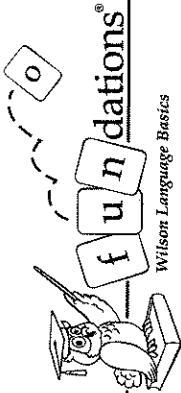
not my fault launched in August in that coleslaw crawl to me shawl for daughter

laugh at Paul astronaut will launch on the donkey had a brawl may be scrawny

owl and hawk yawned at dawn the haunted house saw in August down the seesaw

launch at dawn laugh it off move the launch with the lawnmower daughter draws picture

STUDENT NAME							
DATE							
TIME - 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.		/ 60 Items		/ 60 Items		/ 60 Items	
		Errors	-	Errors	-	Errors	-
		Total		Total		Total	



Phrases

Unit 16

visiting Aunt Dawn daughter was exhausted laugh and yawn laundry at dawn when daughter yawned

rainbow in August launch the astronaut brawl with daughter shortcake in August laugh with aunt

the rawhide bones baby crawled here my own fault the haunted cabin around the corner

the lobster claw lost in laundry August or September argue with Paul rise at dawn

STUDENT NAME				
DATE				
TIME • 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total

Do you ever wonder what happens to your socks when you put them in the laundry? It seems to me that I put many **more** socks in the laundry than I get back. I know that when I put a pair of dirty socks in the hamper or laundry basket that I put both of the socks in together. But, when I get my clean laundry back, very often only one sock returns.

I am not sure what causes this to happen. Perhaps my dryer is haunted.

Maybe there is some kind of a law that says only one sock can come back at a time. Maybe there is something in the dryer that grinds socks up into sawdust. All I know is that I get exhausted looking all over my house for my missing socks. Every time it happens my mother launches into a big long story about how I need to be **more** careful. I try to explain that it is not my fault, but she still gets mad at me. The funny thing is that many times the missing sock is later found back in my dresser **drawer**.

One day I was visiting my Aunt Dawn. I go over there all the time to play with my cousin Paul. It was raining so we were drawing and working on a jigsaw puzzle. Aunt Dawn was doing the laundry when I got there. All of a sudden, Aunt Dawn began to squawk at Paul. She was upset because she could not find all their socks. The kids said the last time they saw the socks they were in the laundry. I sort of crawled out of the way. There was no point in trying to help them find the socks. I was just glad that this time I was sure it was not my fault.

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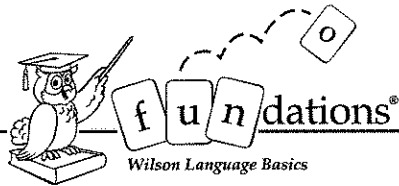
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STUDENT NAME				
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TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
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	Total	Total	Total	Total



thirsty

sparkle

gobble

fumble

juggle

marble

staple

puddle

candle

fable

pebble

trample

sample

smartest

muzzle

mermaid

cradle

dunked

purple

turtle

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

apple

hailed

giggle

snuggle

lantern

scribble

handle

cuddle

perfectly

tackle

fizzle

riddle

bugle

wiggle

beagle

crumble

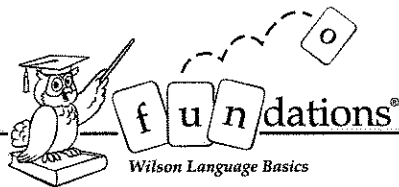
needle

rescue

simple

stumble

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	Errors	Errors	Errors	Errors
	Total	Total	Total	Total



priggle

londle

teple

rungle

zandle

stoble

difflle

purtle

stidle

grable

chumple

fuzzle

meggle

kible

robble

meagle

vuddle

yargle

quinkle

heedle

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total

laugh

February

where

trouble

were

couple

write

young

from

brought

our

December

daughter

beautiful

friend

trouble

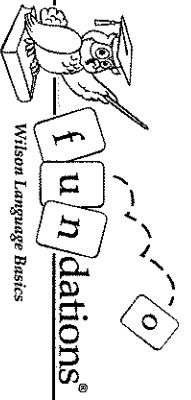
won

couple

Saturday

young

STUDENT NAME				
DATE				
TIME • 15 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 20 Items	/ 20 Items	/ 20 Items	/ 20 Items
	- Errors	- Errors	- Errors	- Errors
	Total	Total	Total	Total



jump in puddles on the needle handle the claws when she giggles on his fumble

my young uncle couple of samples handle the turtle trouble with puzzle muzzle the dog

tell the fable fun young beagle wiggle his toes the best fable tackle the job

couple of bundles gobble the turkey a small pebble Barney the beagle riddle and fable

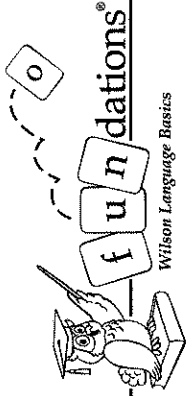
STUDENT NAME

DATE

TIME • 45 SECONDS

After recording drill scores, transfer the student's best total to the Recording Form.

	/ 60 Items	/ 60 Items	/ 60 Items	/ 60 Items
Errors	-	-	-	-
Total				



Wilson Language Basics

Phrases

Unit 17

jumble this up scribble with crayons fumble the ball crumble the pebble in that cradle

for a snuggle write a fable couple of fumbles to the rescue was not simple

enough to handle handle the trouble from the scribble tackle the puzzle on my bugle

young for marbles giggled at him grab the handle dribble the ball lots of pebbles

STUDENT NAME			
DATE			
TIME • 45 SECONDS After recording drill scores, transfer the student's best total to the Recording Form.	/ 60 Items	/ 60 Items	/ 60 Items
	Errors	Errors	Errors
	Total	Total	Total

Do you have an aunt or uncle who is very special to you? Sometimes kids have an aunt or uncle who lives close to them and spends lots of time with them. Other times an uncle or aunt may live far away but is still able to call, email, and send letters or gifts to the children who are special to them.

I know some kids who think their Aunt Barb and Uncle Ed are the best aunt and uncle in the world. Barb and Ed do not have kids of their own, so they like to spoil the children of their brothers and sisters. They have big jobs that keep them quite busy, but they still make time for the kids. They **even** giggle at the kids' silly jokes! The kids like the fact that Barb and Ed really **listen** to them. When the kids were **young** they would never grumble about how much **noise** they made or complain about the messes they made when they jumped in puddles. As a matter of fact, Ed sometimes jumped in the puddles too!

Spending time with Barb and Ed is a great treat. They live on the water so sometimes Uncle Ed takes the kids for a boat ride. Barb plays games like Scrabble® with the kids or settles down with a good fable story or video with them. Best of all is playing with Barb and Ed's dog. The first dog they had was a beagle named Barney. He **died** a few years ago. The kids, and Barb and Ed miss him a lot. The new dog's name is Jackson. Jackson is lots of fun and is always happy to see the kids.

Now that the kids are older, they are busy and do not visit with Aunt Barb and Uncle Ed as much. Barb and Ed try to stay close to them and get to see them from time to time. Aunts and uncles can be very special parts of a family.

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