

Updated and Revised



Grade
K

SPECTRUM

Reading

***Excellent Tool for
Standardized Test Preparation!***

- Letter association
- Vowels and consonants
- Word recognition
- Reading comprehension
- Phonics skills
- Following directions
- Answer key





Reading

Grade K

Frank Schaffer Publications®

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Spectrum Reading—grade K

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Index of Skills

Reading Grade K

Auditory Skills

Associate sounds with letters—17, 22, 27, 34, 40, 47, 53, 60, 66, 72, 78, 85, 89
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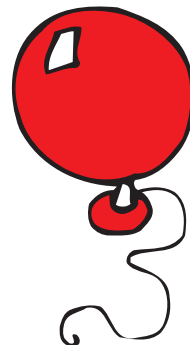
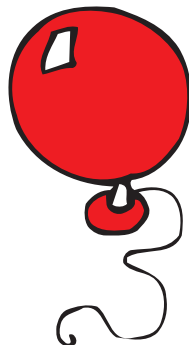
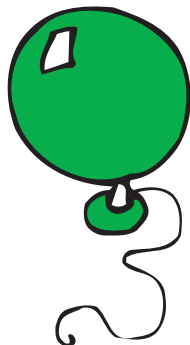
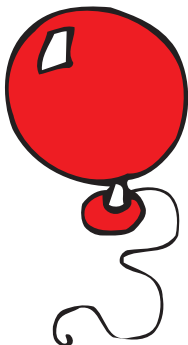
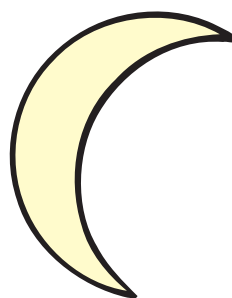
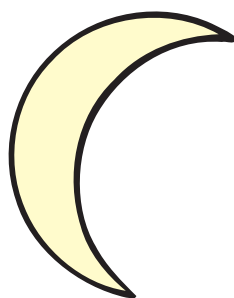
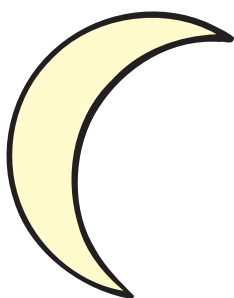
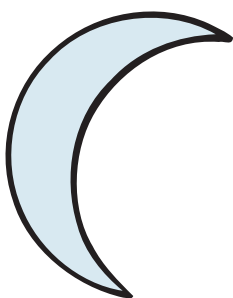
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Name _____

Same and Different



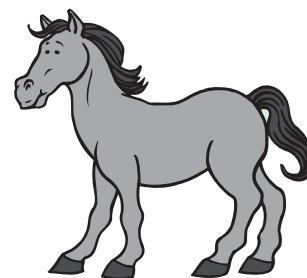
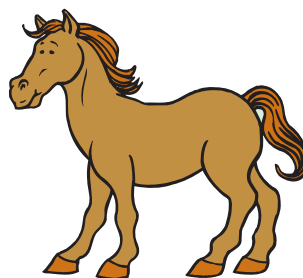
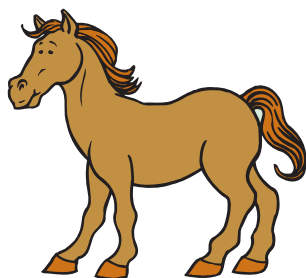
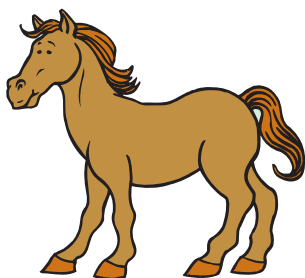
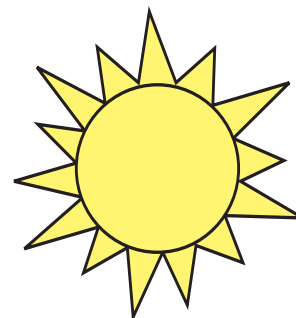
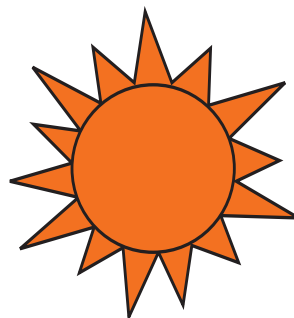
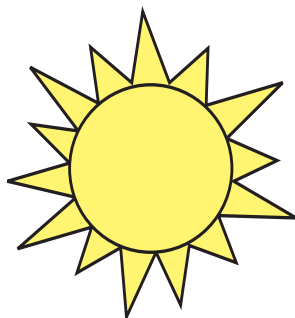
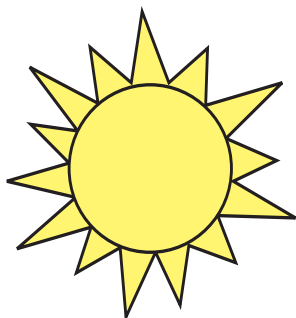
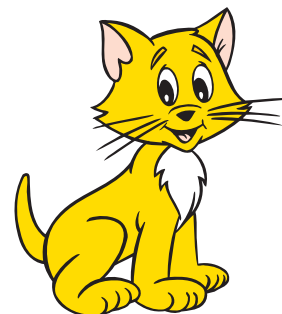
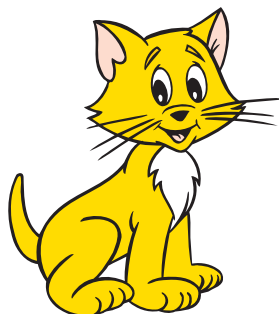
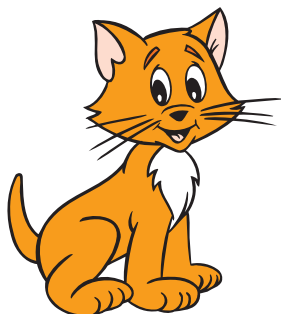
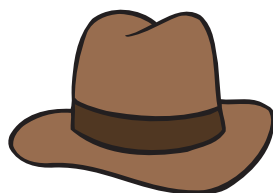
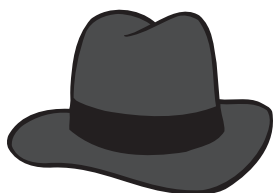
Directions: In each row, put an X on the object that is a different color than the others.

Home Practice: Point to an object in each row. Ask your child to find or name an object in the room that is the same color.

Spectrum Reading [Grade K](#)

Name _____

Same and Different




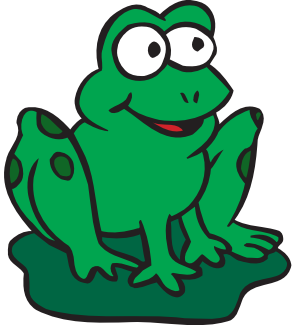


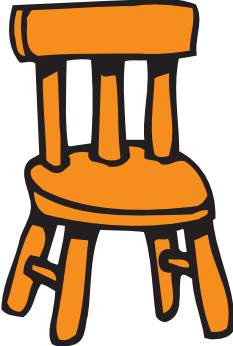

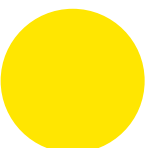
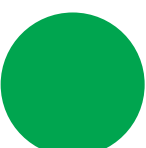
Directions: In each row, put an **X** on the object that is a different color than the others.

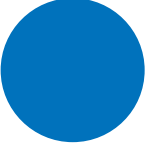

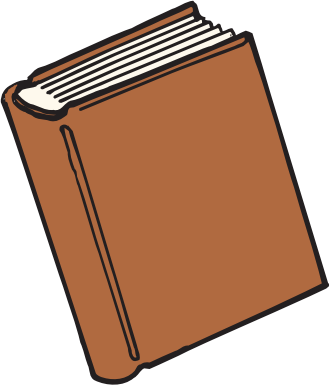

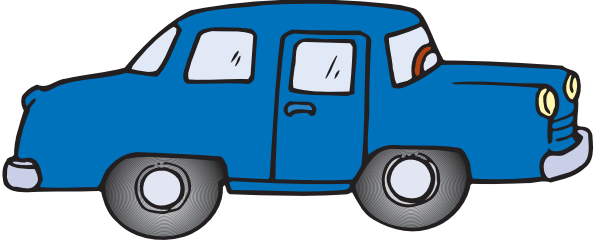

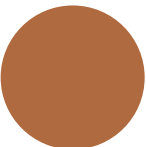

Home Practice: Point to an object in each row. Ask your child to find or name an object in the room that is the same color.

Spectrum Reading **Grade K**

Name _____

Colors

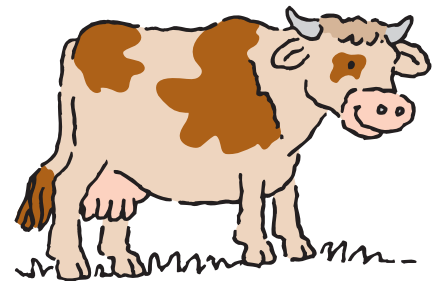
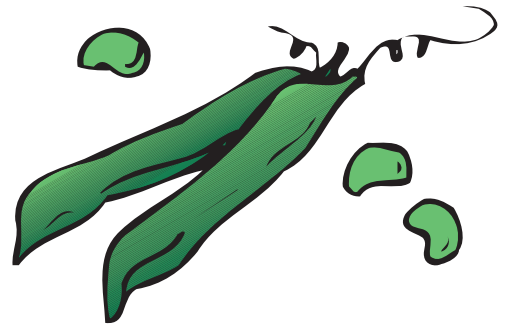
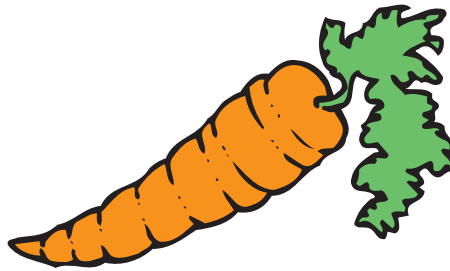
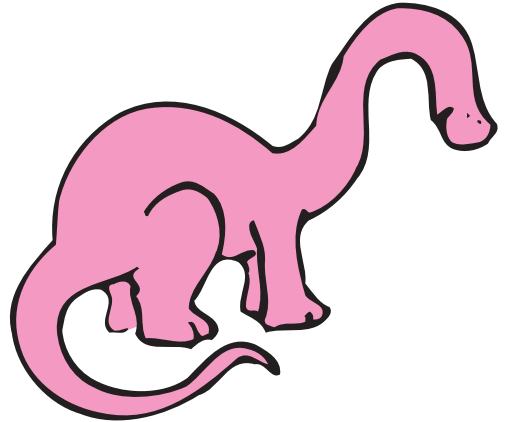
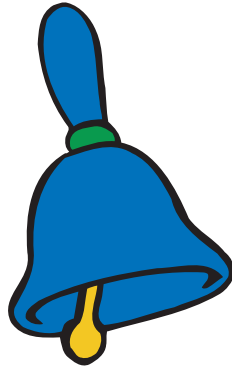
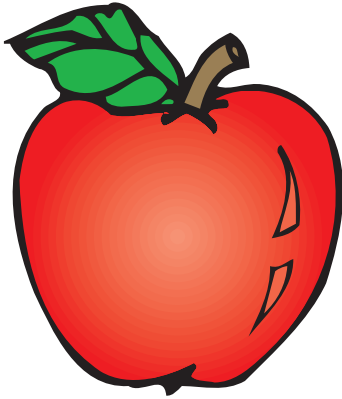
Directions: Draw a line from the color circles to the object that matches the same color.

Home Practice: Point to the pictures and ask your child to name each object and its color.

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Name _____

Colors

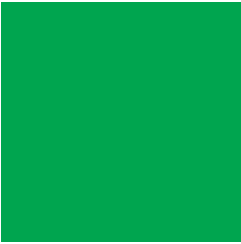
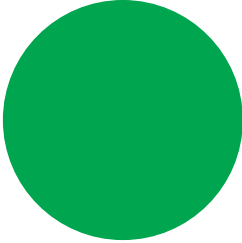

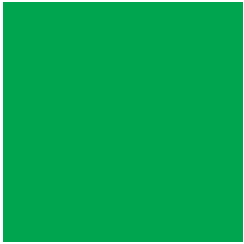
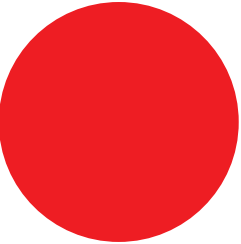
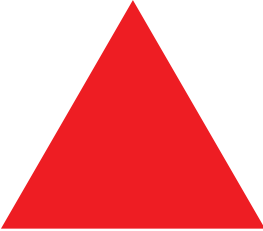
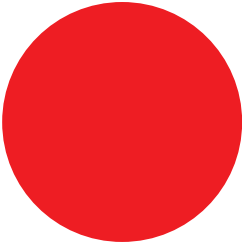



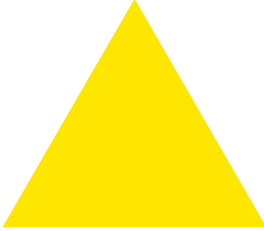

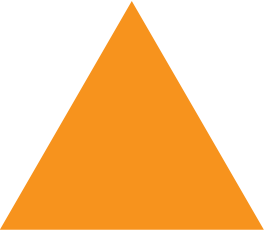


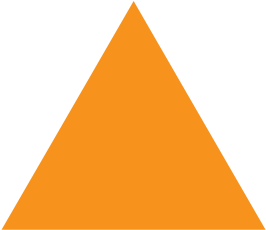


Directions: Circle each object with the crayon that matches the color of the object.

Home Practice: Point to individual pictures and ask your child to name each object and its color.

Name _____

Same and Different

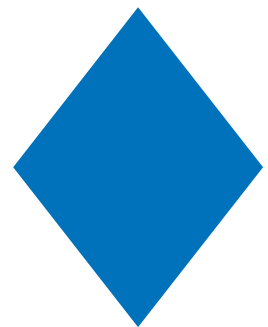
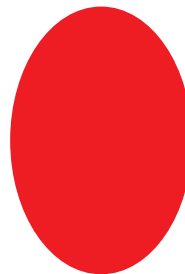
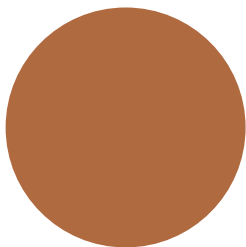
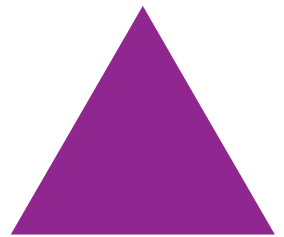
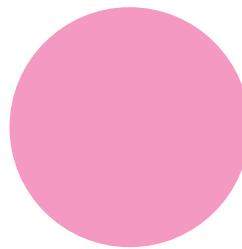
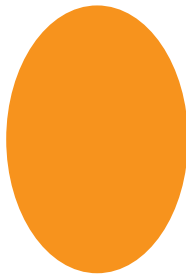
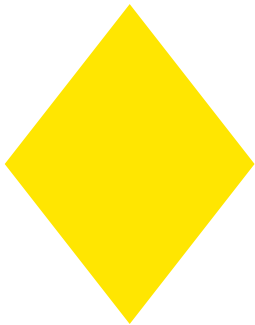
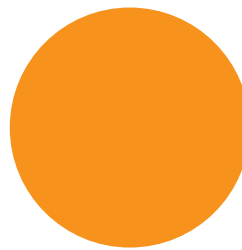
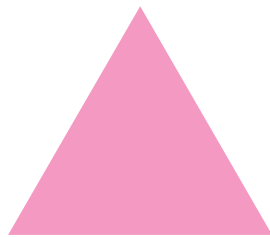
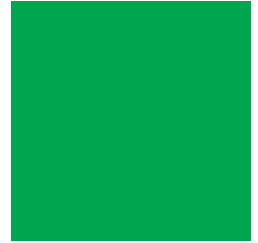
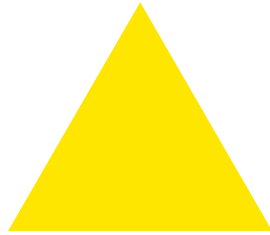
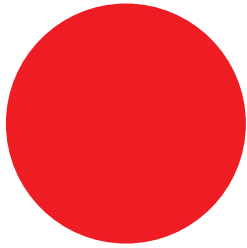
Directions: In each row, circle the shape that matches the first shape in that row.

Home Practice: Name a shape on the page and have your child point to that shape.

Spectrum Reading [Grade K](#)

Name _____

Shapes

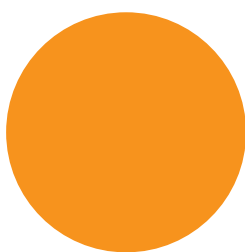
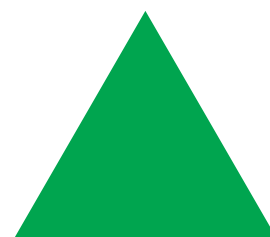
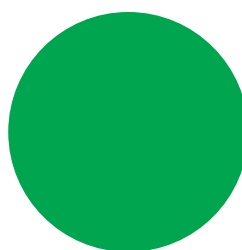
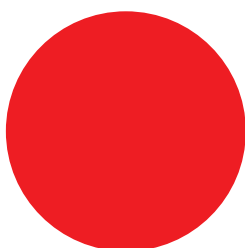
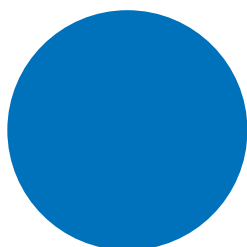
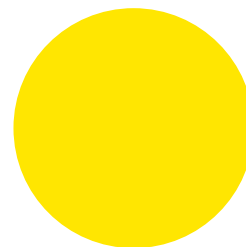
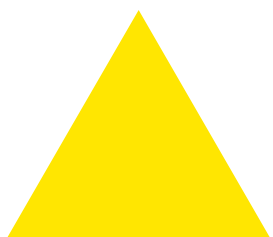


Directions: Draw a line to connect the shapes that match each other.

Home Practice: Point to the different shapes and have your child name the color.

Name _____

Shapes



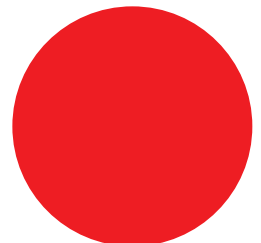
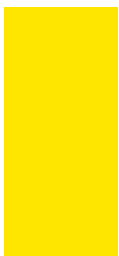
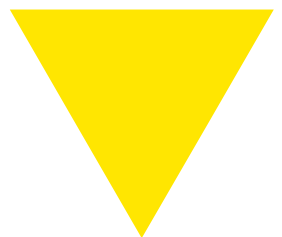
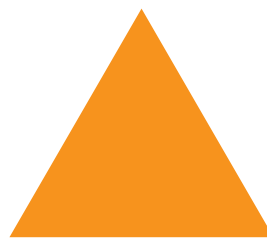
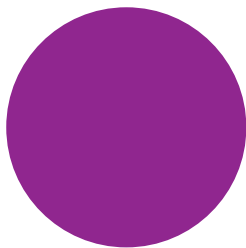
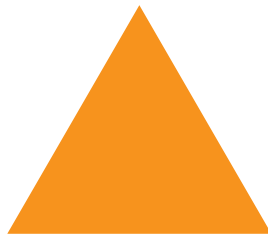
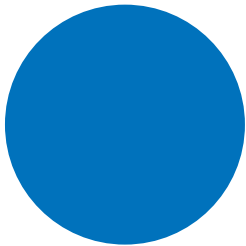
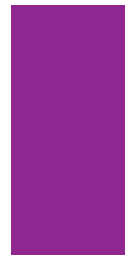
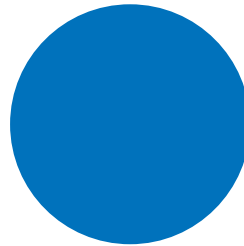
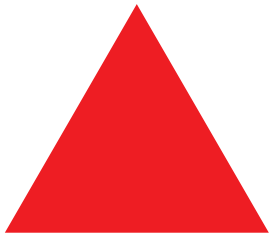
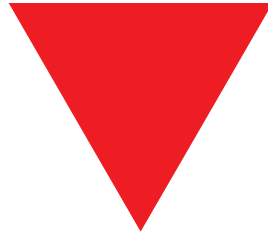
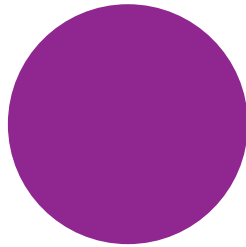
Directions: Circle the shape that your teacher identifies.

Home Practice: Have your child point to a shape after you have described it.

Spectrum Reading [Grade K](#)

Name _____

Shapes

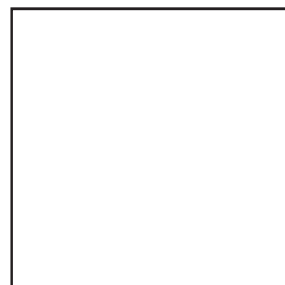
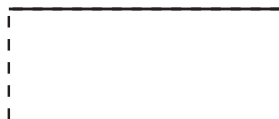
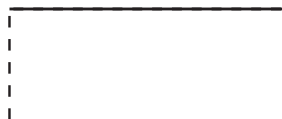
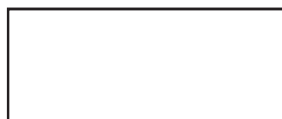
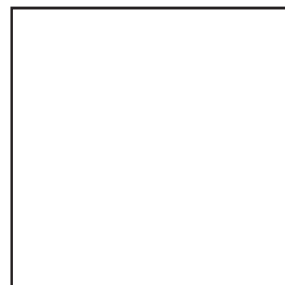
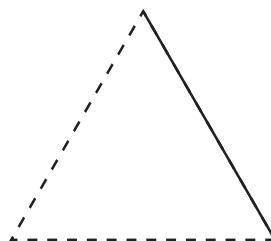
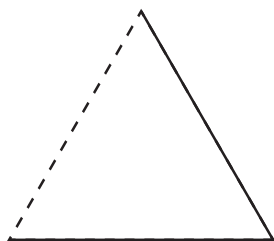
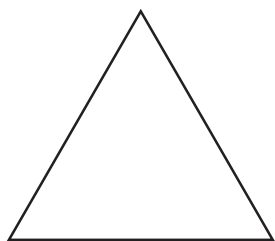
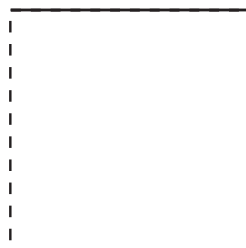
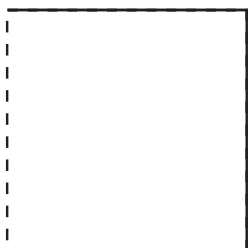
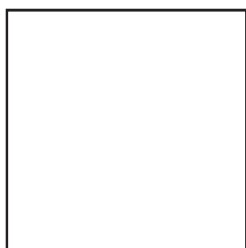
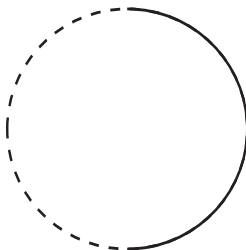
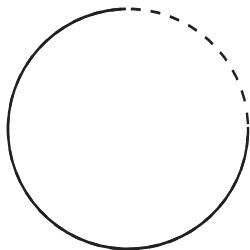
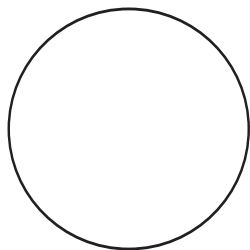


Directions: Circle the shape that your teacher identifies.

Home Practice: Have your child name each shape that you point to. Then, ask your child to name an object that has the same shape as the one you point to.

Name _____

Completing Shapes



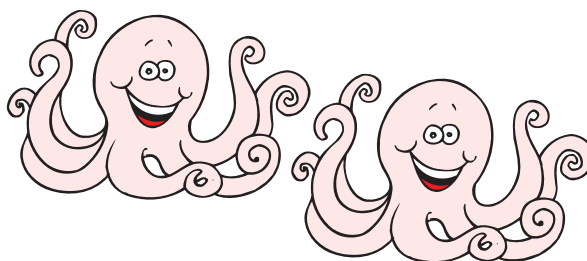
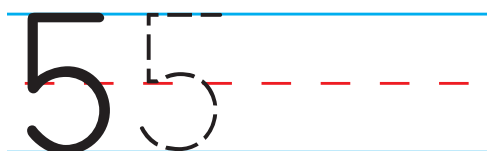
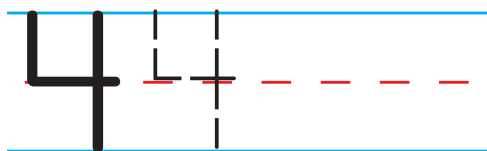
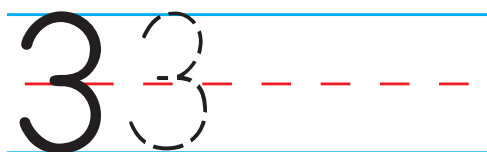
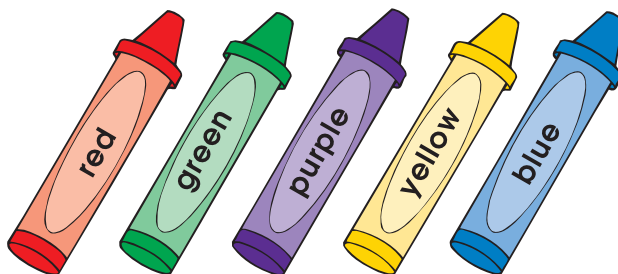
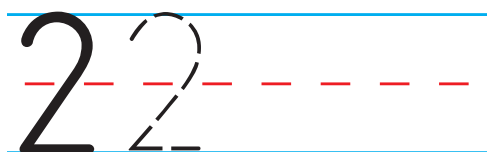
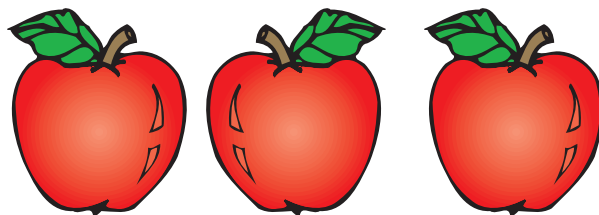
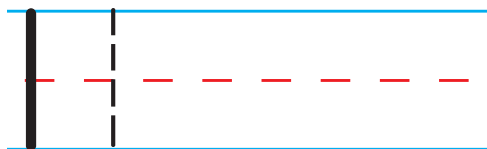
Directions: Trace the dashed lines to complete the shapes. Then, draw the same shape in the last box.

Home practice: Point to a shape on the page and have your child identify it.

Spectrum Reading [Grade K](#)

Name _____

How Many?



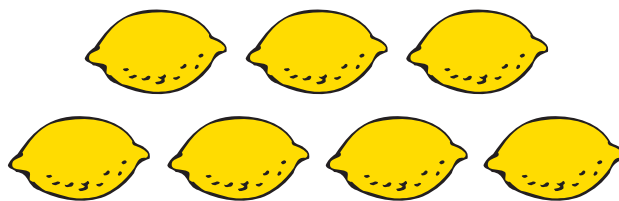
Directions: Trace each numeral and then write it. Then, draw a line from the numeral to the picture set it represents.

Home practice: Ask your child to name the objects and count each set aloud.

Name _____

How Many?

6 6



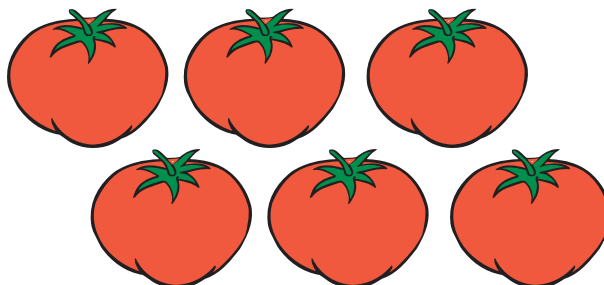
7 7



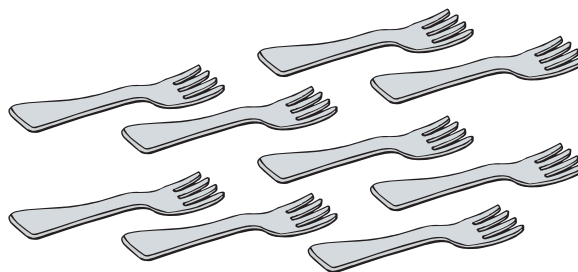
8 8



9 9



10 10



Directions: Trace each numeral and then write it. Then, draw a line from the numeral to the picture set it represents.

Home practice: Ask your child to name the objects and their colors. Then, count each set aloud.

Spectrum Reading [Grade K](#)

Name _____

A Day at the Park



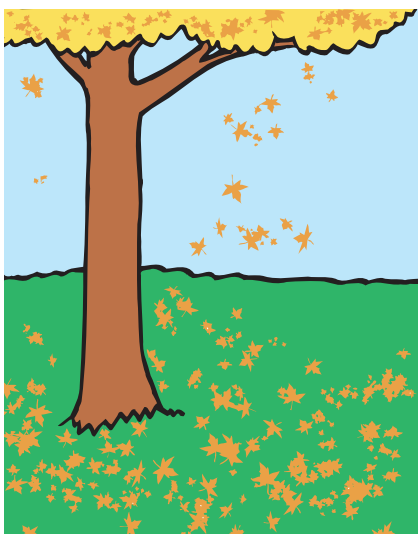
Directions: Discuss the picture.

Home Practice: Ask your child to look at the picture and describe what each person is doing. Ask your child what he or she would most like to do at the park.

Name _____

Sequencing













Directions: Write 1 below the picture that happened first, 2 below the picture that happened next, and 3 below the picture that happened last.

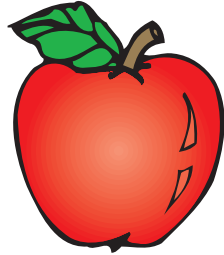
Home Practice: Have your child tell each story in the correct sequence.

Spectrum Reading [Grade K](#)

Name _____

Letters

Aa



Bb



A

A

N

C

A

a

e

a

o

a

B

P

B

C

B

b

g

d

b

b

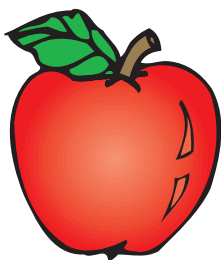
Directions: In each row, circle the matching letters.

Home Practice: Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

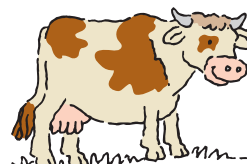
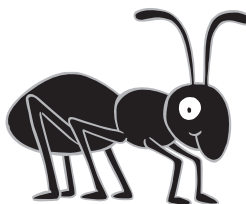
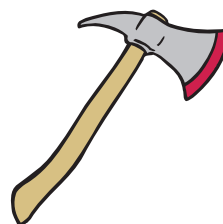
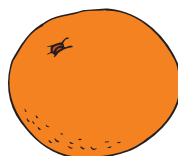
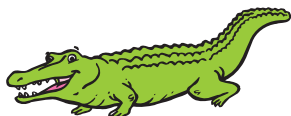
Spectrum Reading *Grade K*

Name _____

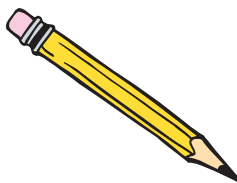
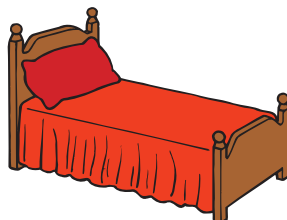
Sounds



A a



B b



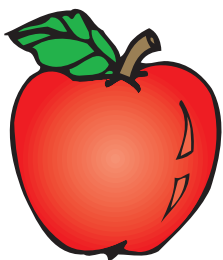
Directions: Name each picture. Circle each picture whose name begins with the same sound as the first picture.

Home Practice: Ask your child to name other words that begin with the same sound.

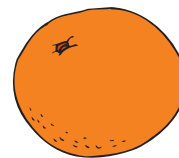
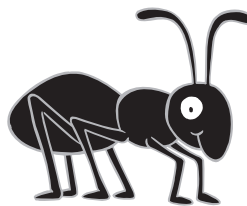
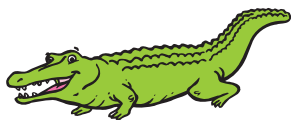
Spectrum Reading [Grade K](#)

Name _____

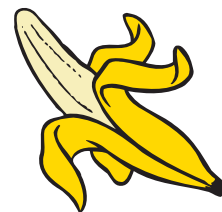
Sounds: A and B



Aa



Bb

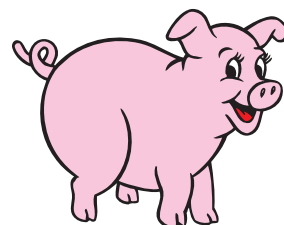
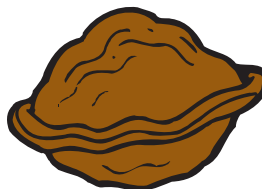
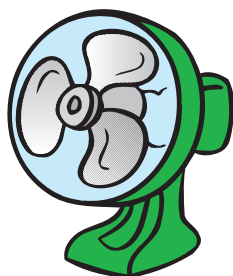
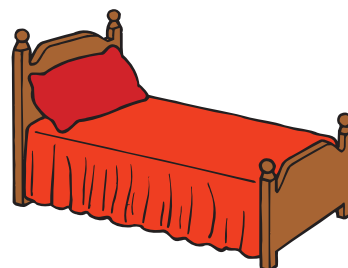
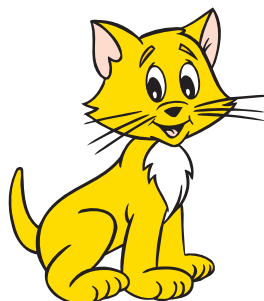
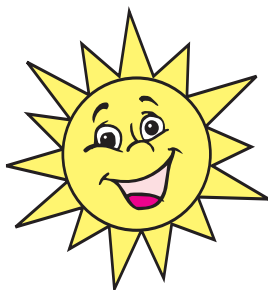
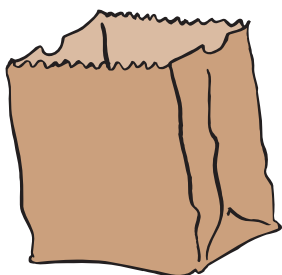
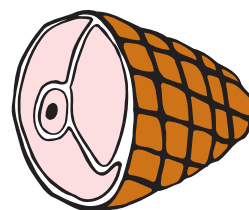
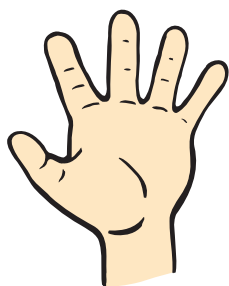
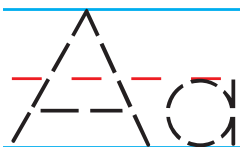


Directions: Trace the letters and write them. Write the letter **A** below the pictures that begin with that sound. Then, do the same thing for **B**.

Home Practice: Have your child find pictures that begin with **A** and **B**.

Name _____

Sounds: A



Directions: Circle each picture whose name has the sound you hear in the middle of *hat*.

Home Practice: Ask your child to point to and name three pictures. Then, say each of these words and have your child tell you whether it has the same middle sound as *hat*.

Spectrum Reading **Grade K**

Name _____

Apple Picking

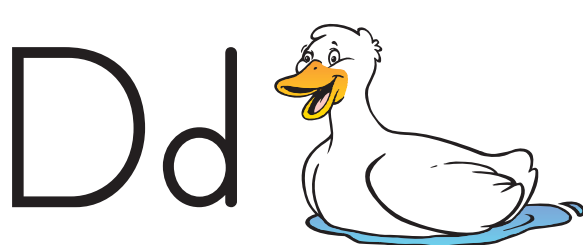
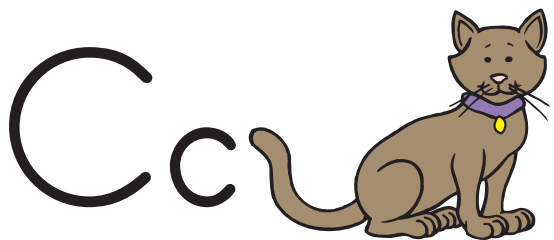


Directions: Discuss the picture.

Home Practice: Ask your child to look at the picture and describe what each person is doing.

Name _____

Letters



C

O

D

C

C

c

e

c

c

d

D

D

P

D

R

d

f

a

d

d

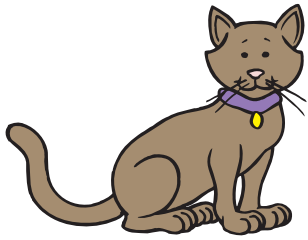
Directions: In each row, circle the matching letters.

Home Practice: Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

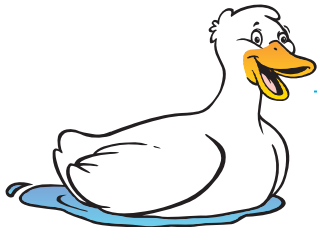
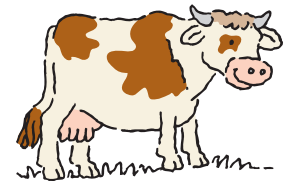
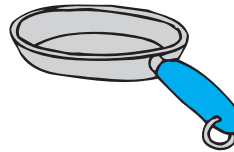
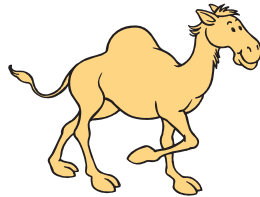
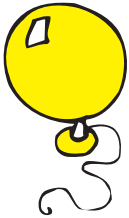
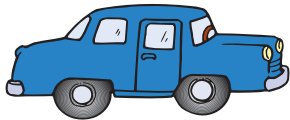
Spectrum Reading [Grade K](#)

Name _____

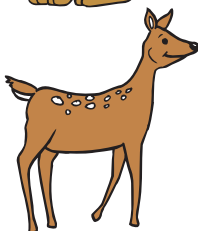
Sounds



C c



D d

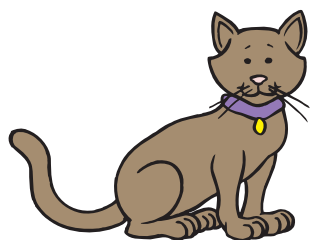


Directions: Name each picture. Circle each picture whose name begins with the same sound as the first picture.

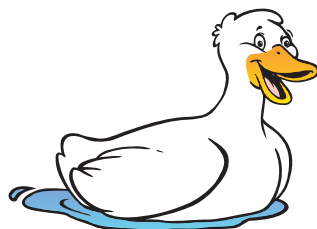
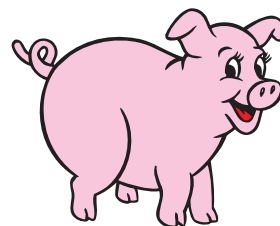
Home Practice: Ask your child to name other words that begin with the same sound.

Name _____

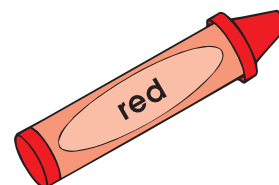
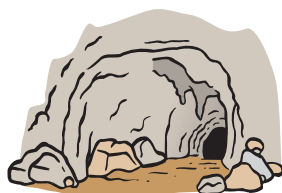
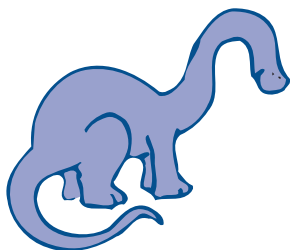
Sounds: C and D



C c



D d



Directions: Trace the letters and write them. Write the letter **C** below the pictures that begin with that sound. Then, do the same thing for **D**.

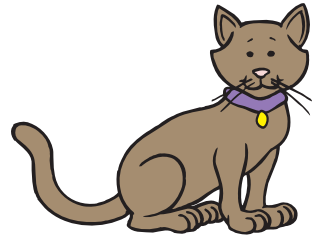
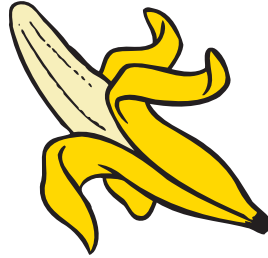
Home Practice: Have your child find pictures that begin with **C** and **D**.

Spectrum Reading *Grade K*

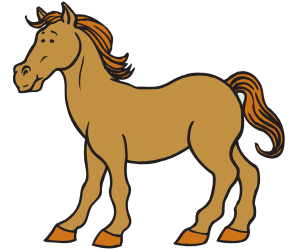
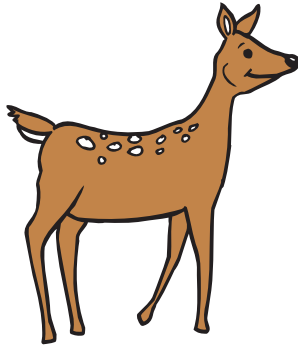
Name _____

Sounds: A, B, C, and D

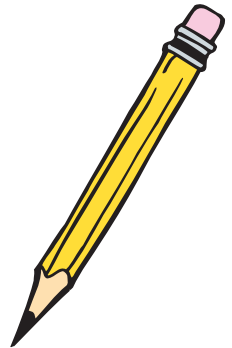
a



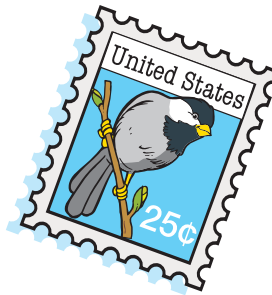
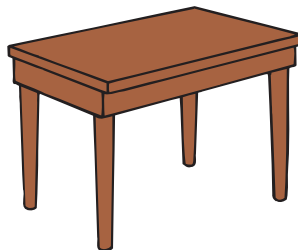
b



c



d

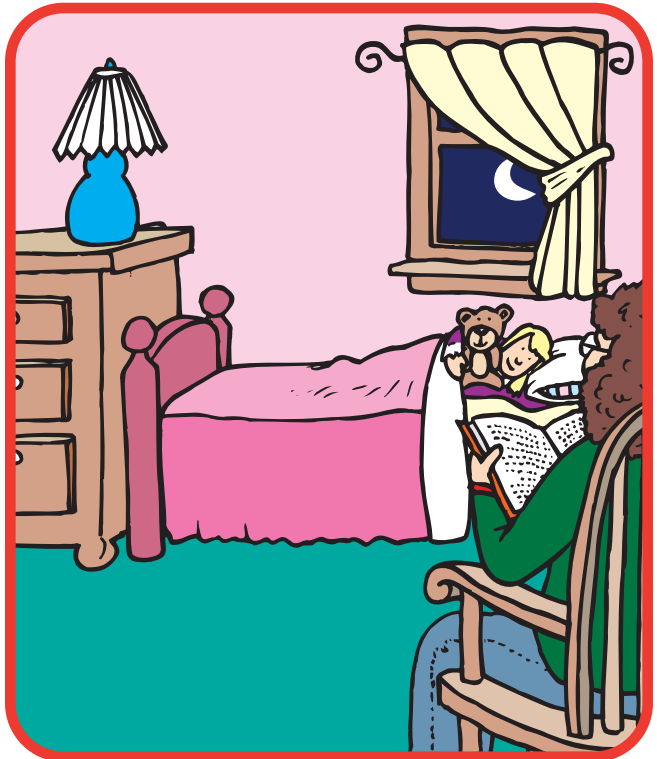
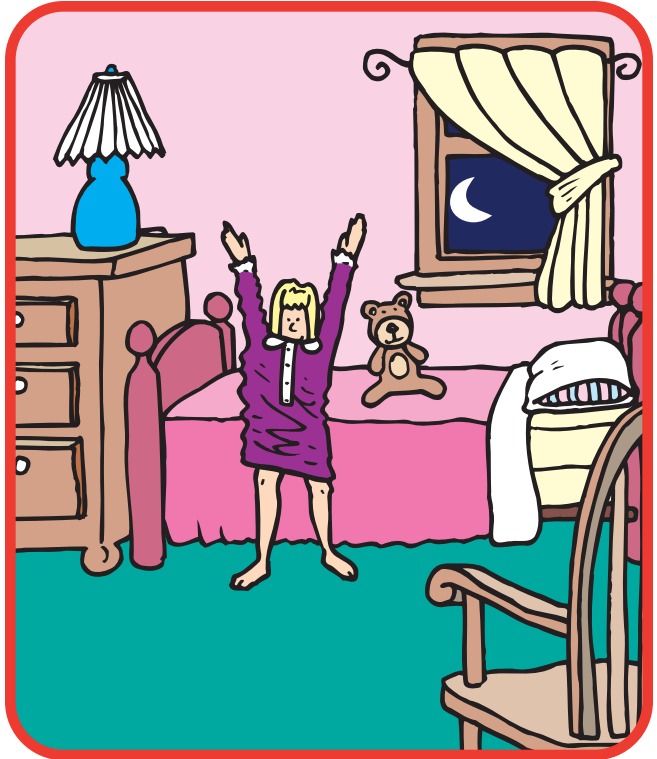


Directions: Look at the first letter in each row. Circle each picture whose name begins with the same sound.

Home Practice: Have your child point to each letter and name another object whose name begins with the same sound.

Name _____

Bedtime



Directions: Discuss the pictures.

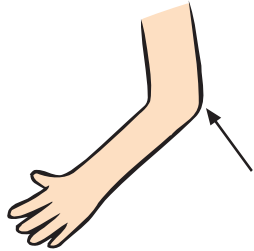
Home Practice: Ask your child to tell a story about what is happening in the pictures shown.

Spectrum Reading [Grade K](#)

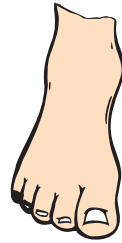
Name _____

Letters

Ee



Ff



E

E

F

E

T

e

g

c

e

e

F

T

F

H

N

f

f

+

|

f

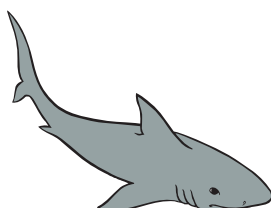
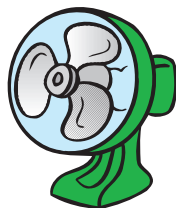
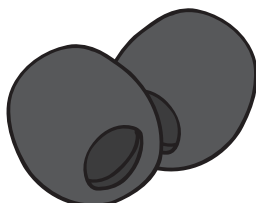
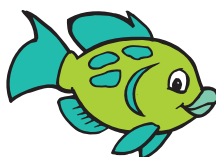
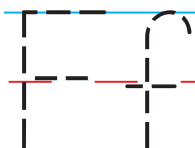
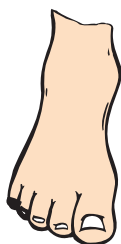
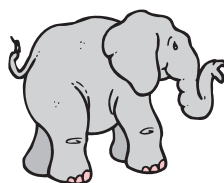
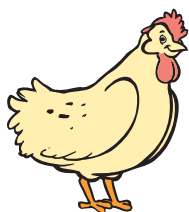
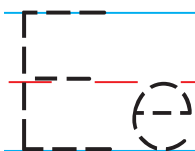
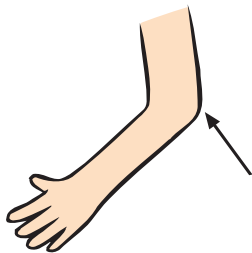
Directions: In each row, circle the matching letters.

Home Practice: Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook

Spectrum Reading [Grade K](#)

Name _____

Sounds



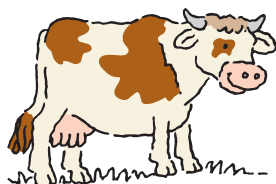
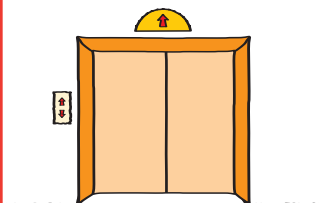
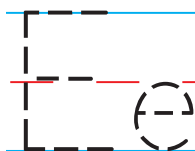
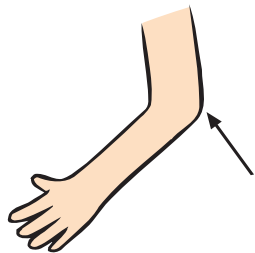
Directions: Name each picture. Circle each picture whose name begins with the same sound as the first picture.

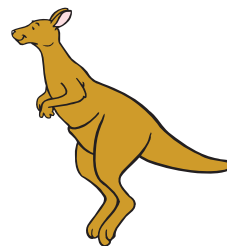
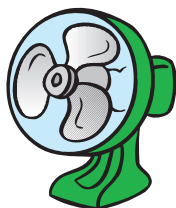
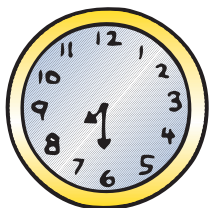
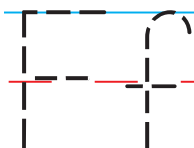
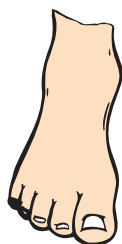
Home Practice: Ask your child to name other words that begin with the same sound.

Spectrum Reading *Grade K*

Name _____

The Sounds of E and F



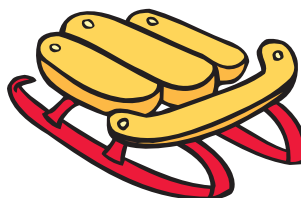
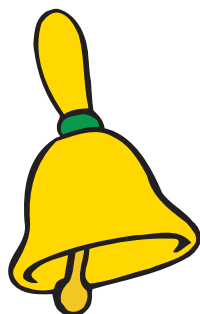
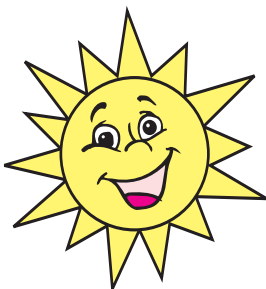
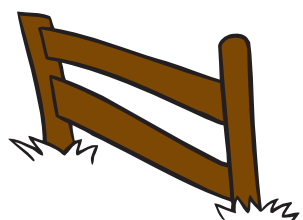
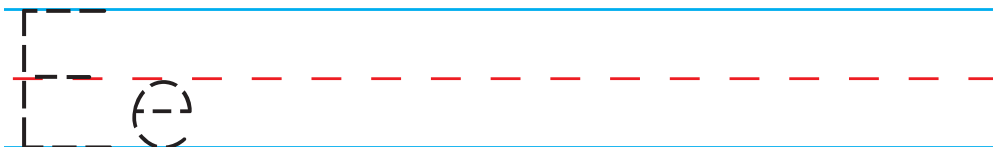
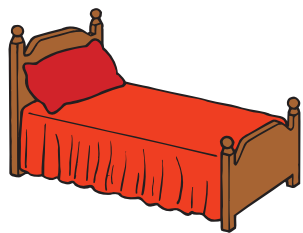


Directions: Trace the letters and write them. Write the letter **E** below the pictures that begin with that sound. Then, do the same thing for **F**.

Home Practice: Have your child find pictures that begin with **E** and **F**.

Name _____

Sounds: E



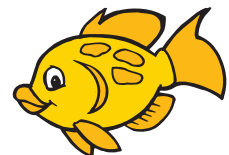
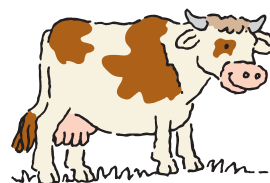
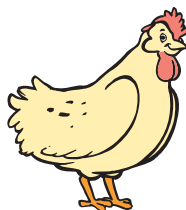
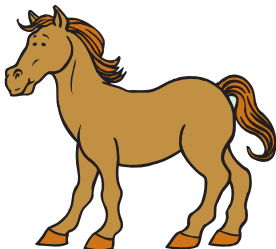
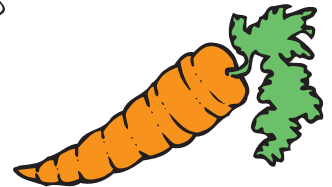
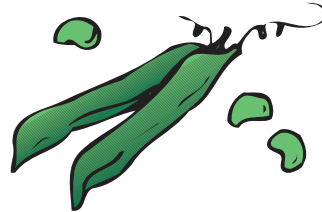
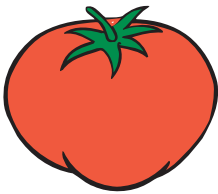
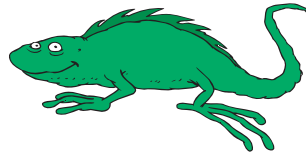
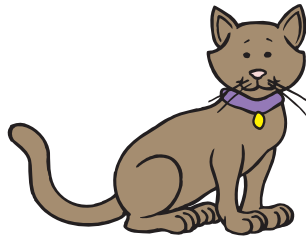
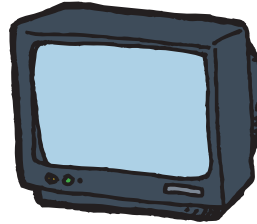
Directions: Circle each picture whose name has the sound you hear in the middle of *bed*.

Home Practice: Ask your child to point to and name three pictures. Then, say each of these words and have your child tell you whether it has the same middle sound as *bed*.

Spectrum Reading [Grade K](#)

Name _____

Classifying

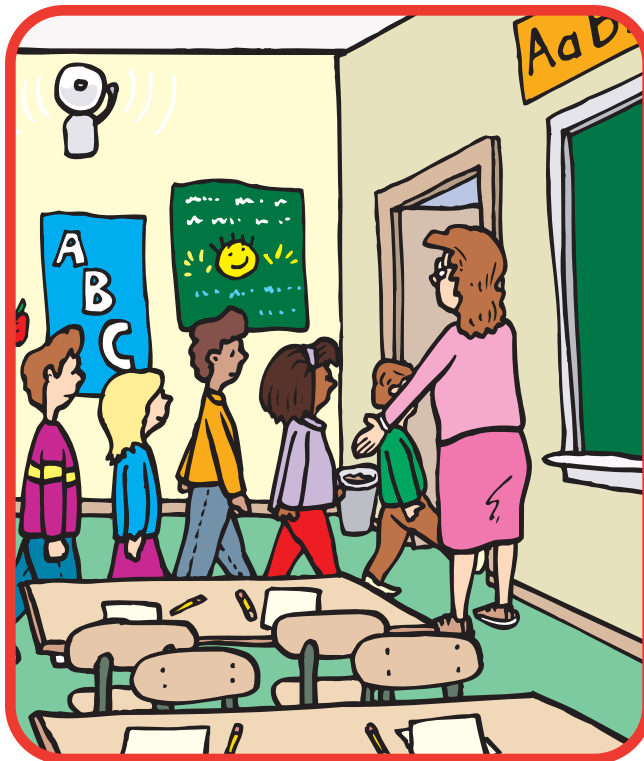


Directions: In each row, circle the three objects that belong together.

Home Practice: Have your child name the pictures in each row that are circled. Then, have your child tell how the objects are alike and why they go together.

Name _____

Practice Fire Drill



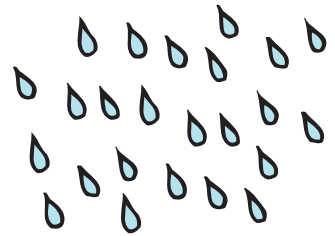
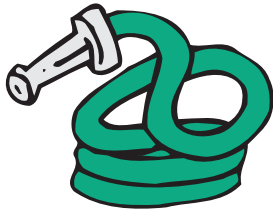
Directions: Discuss the pictures.

Home Practice: Have your child tell what is happening in the pictures shown. Discuss a fire drill at home.

Spectrum Reading [Grade K](#)

Name _____

Classifying



Directions: Draw a line connecting the objects that go together in each box.

Home Practice: Have your child tell you how the objects that go together are related.

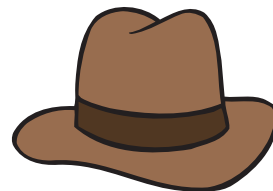
Name _____

Letters

Gg



Hh



G

C

G

O

G

g

t

j

g

g

H

H

F

H

K

h

k

t

h

h

Directions: In each row, circle the matching letters.

Home Practice: Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

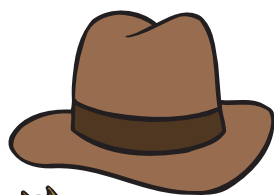
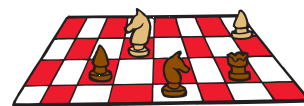
Spectrum Reading [Grade K](#)

Name _____

Sounds



Gg



Hh



Directions: Name each picture. Circle each picture whose name begins with the same sound as the first picture.

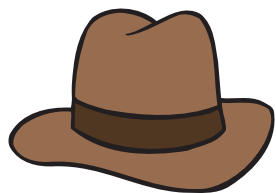
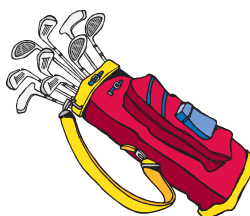
Home Practice: Ask your child to name other words that begin with the same sound.

Name _____

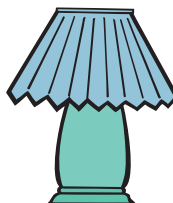
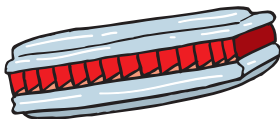
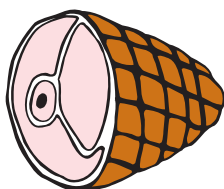
The Sounds of G and H



Gg



Hh



Directions: Trace the letters and write them. Write the letter **G** below the pictures that begin with that sound. Then, do the same thing for **H**.

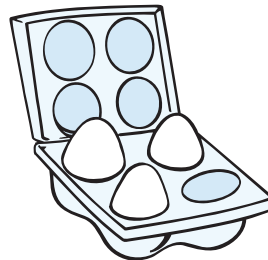
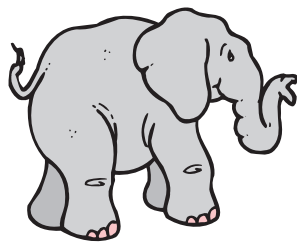
Home Practice: Have your child find pictures that begin with **G** and **H**.

Spectrum Reading *Grade K*

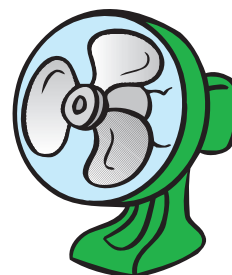
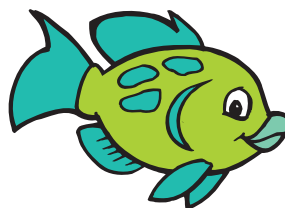
Name _____

Sounds: E, F, G, and H

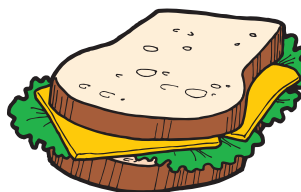
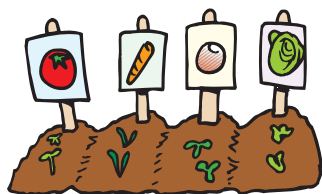
e



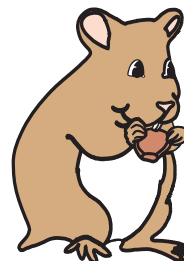
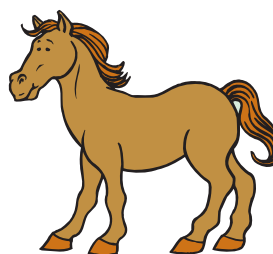
f



g



h



Directions: Look at the first letter in each row. Circle each picture whose name begins with the same sound.

Home Practice: Have your child point to each letter and name another object whose name begins with the same sound.

Name _____

Happy Birthday to You



Directions: Discuss the picture.

Home Practice: Have your child look at the picture and describe what each person is doing.

Spectrum Reading [Grade K](#)

Name _____

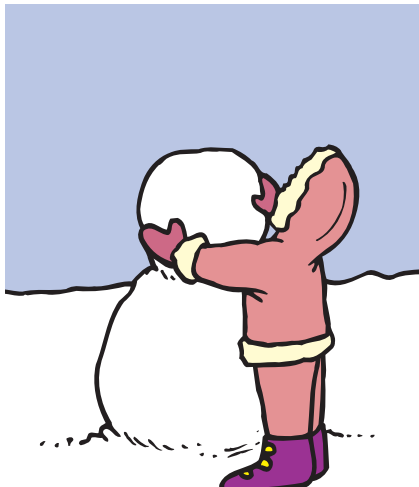
Sequencing

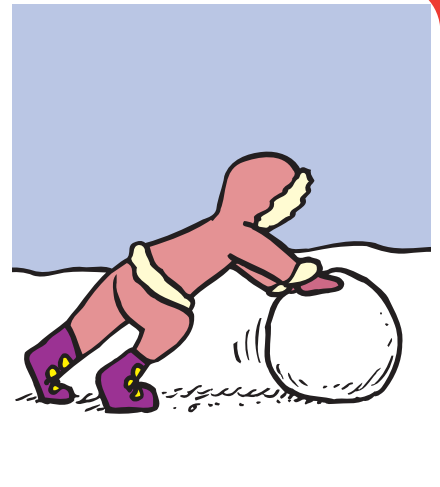












Directions: Write 1 below the picture that happened first, 2 below the picture that happened next, and 3 below the picture that happened last.

Home Practice: Have your child tell each story in the correct sequence.

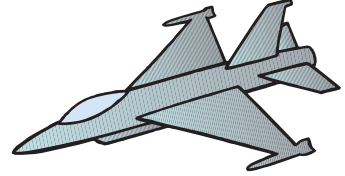
Name _____

Letters

Ii



Jj



I

L

N

I

I

i

i

j

l

i

J

D

J

G

J

j

j

y

v

j

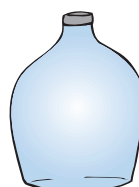
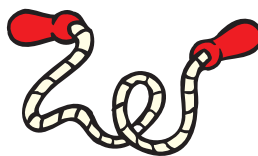
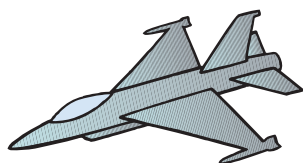
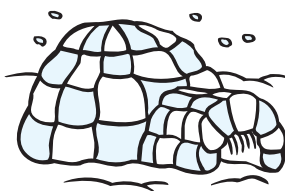
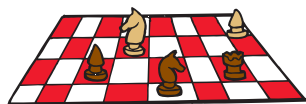
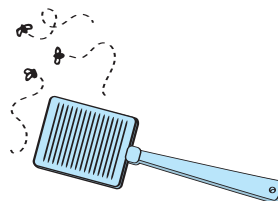
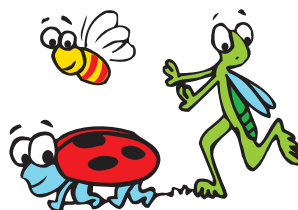
Directions: In each row, circle the matching letters.

Home Practice: Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

Spectrum Reading [Grade K](#)

Name _____

Sounds

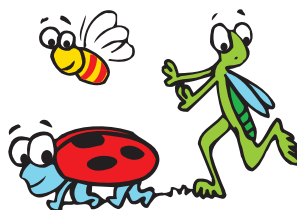


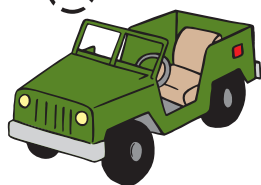
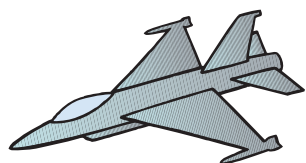
Directions: Name each picture. Circle each picture whose name begins with the same sound as the first picture.

Home Practice: Ask your child to name other words that begin with the same sound.

Name _____

Sounds: I and J





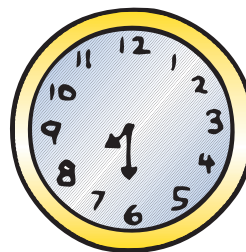
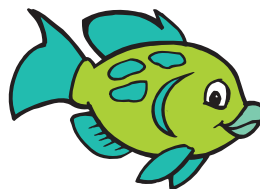
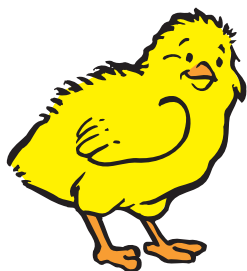
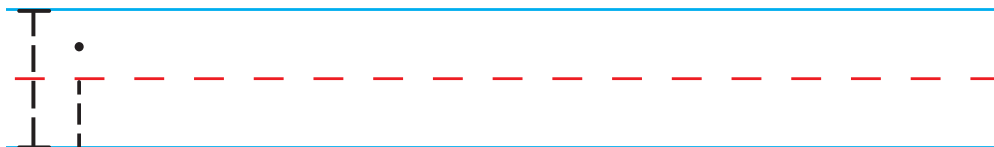
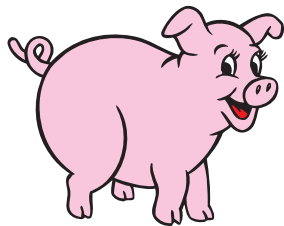
Directions: Trace the letters and write them. Write the letter I below the pictures that begin with that sound. Then, do the same thing for J.

Home Practice: Have your child find pictures that begin with I and J.

Spectrum Reading *Grade K*

Name _____

Sounds: I

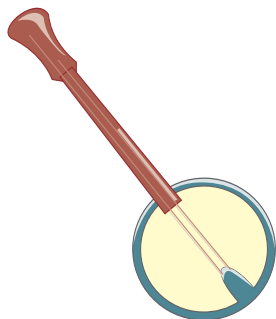
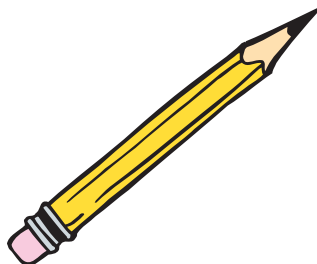
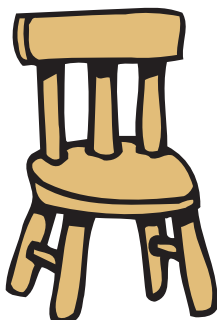
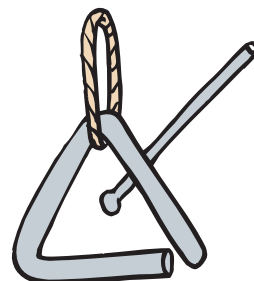
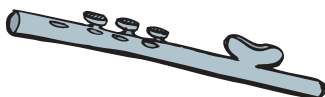
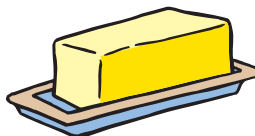
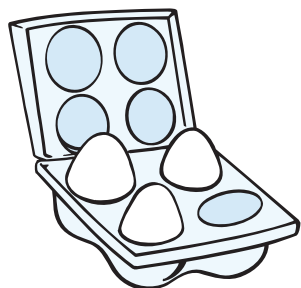


Directions: Name the pictures. Circle each picture whose name has the sound you hear in the middle of *pig*.

Home Practice: Ask your child to point to and name three pictures. Then, say each of these words and have your child tell you whether it has the same middle sound as *pig*.

Name _____

Classifying



Directions: Circle the three objects that belong together.

Home Practice: Have your child tell how the circled objects are related to each other.

Spectrum Reading [Grade K](#)

Name _____

Wintertime

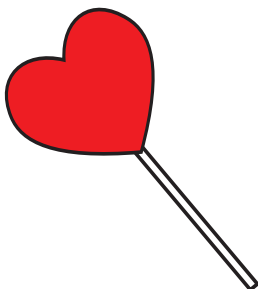
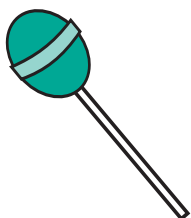
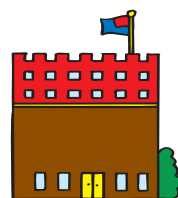
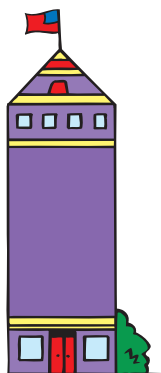


Directions: Discuss the picture.

Home Practice: Ask your child to look at the picture and describe what each person is doing. Ask your child what he or she would most like to be doing if part of this scene.

Name _____

Big and Small



Directions: In each row, circle the objects as told.

Home Practice: Discuss the differences in size with your child.

Spectrum Reading [Grade K](#)

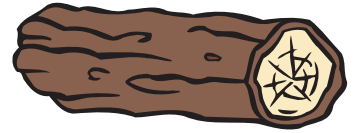
Name _____

Letters

Kk



Ll



K

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u

t

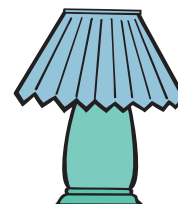
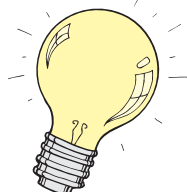
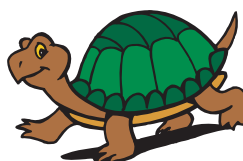
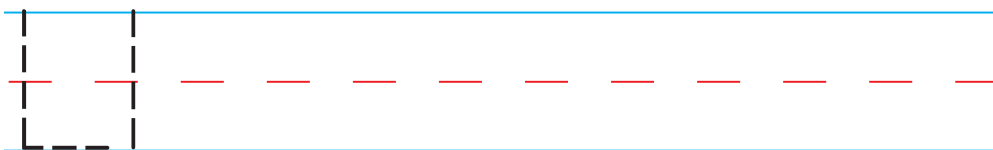
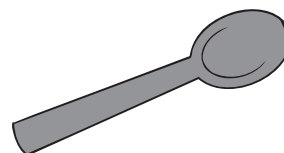
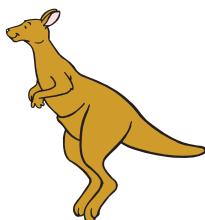
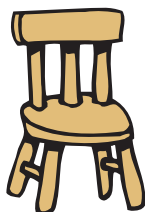
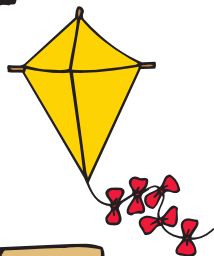
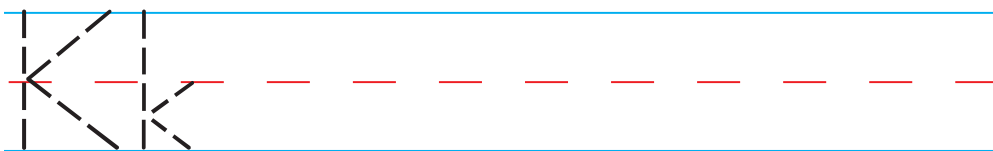
l

Directions: In each row, circle the matching letters.

Home Practice: Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

Name _____

Sounds



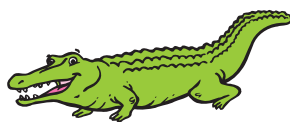
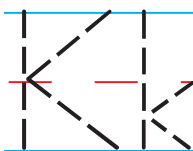
Directions: Name each picture. Circle each picture whose name begins with the same sound as the first picture.

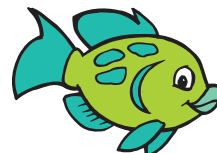
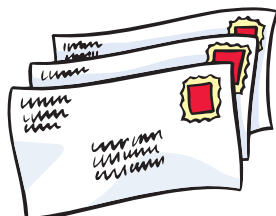
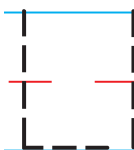
Home Practice: Ask your child to name other words that begin with the same sound.

Spectrum Reading *Grade K*

Name _____

Sounds: K and L





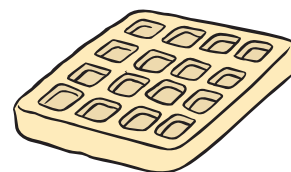
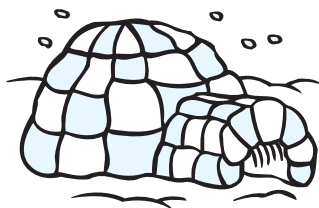
Directions: Trace the letters and write them. Write the letter **K** below the pictures that begin with that sound. Then, do the same thing for **L**.

Home Practice: Have your child find pictures that begin with **K** and **L**.

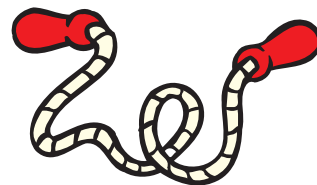
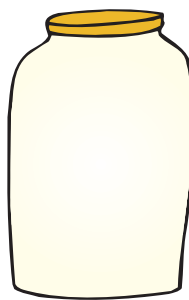
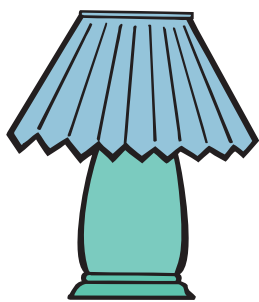
Name _____

Sounds: I, J, K, and L

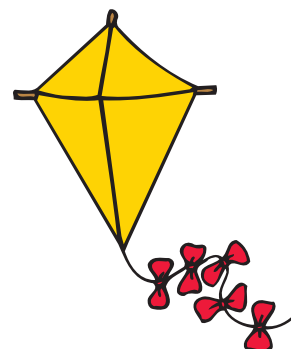
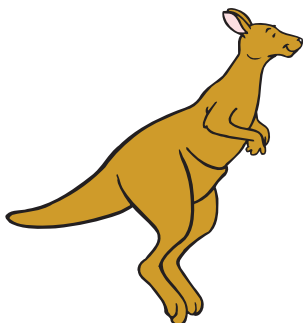
i



j



k



l



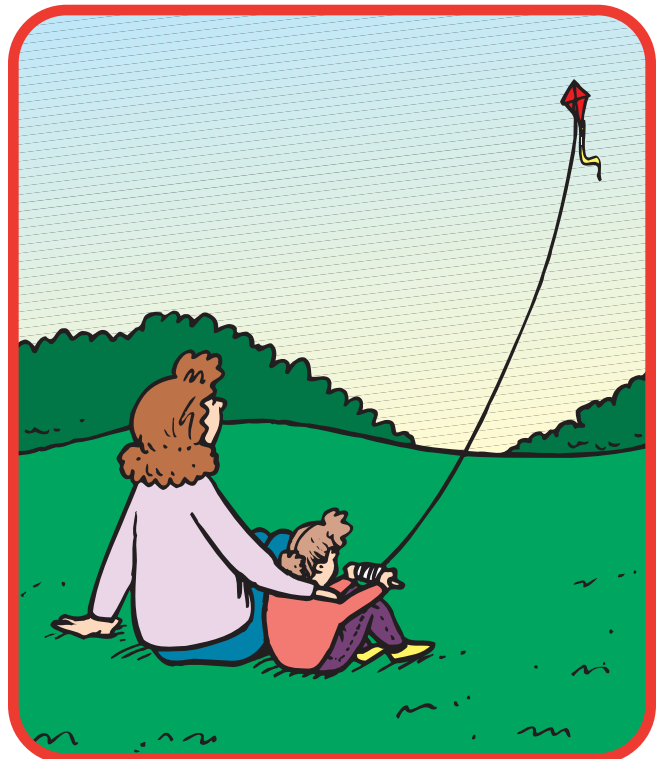
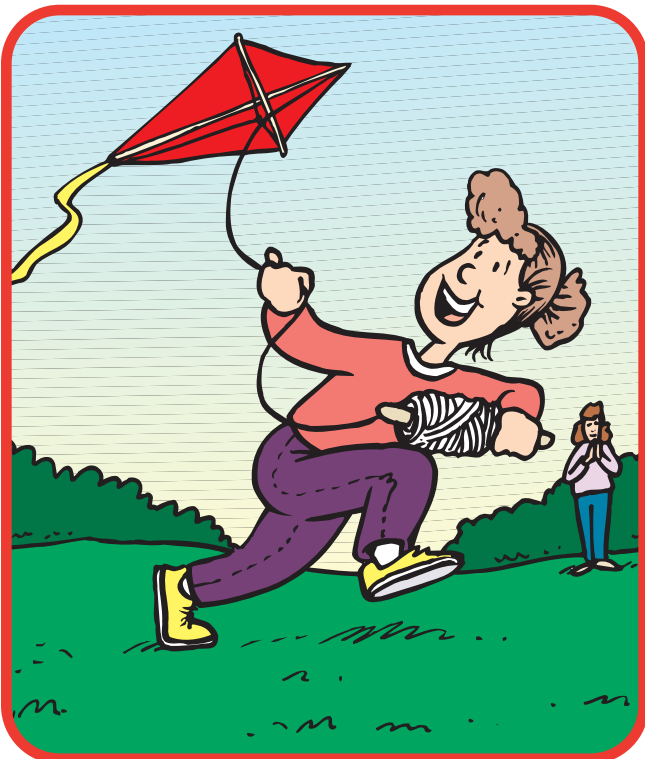
Directions: Look at the first letter in each row. Circle each picture whose name begins with the same sound.

Home Practice: Have your child point to each letter and name another object whose name begins with the same sound.

Spectrum Reading *Grade K*

Name _____

Let's Go Fly a Kite!

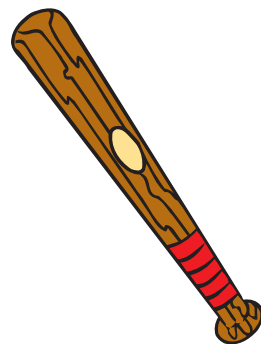
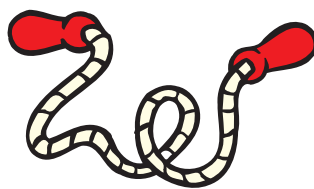
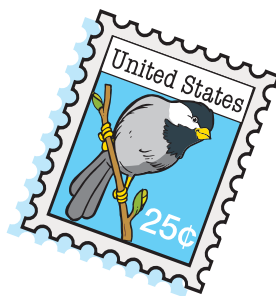
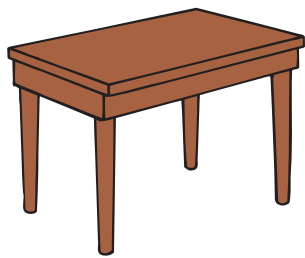
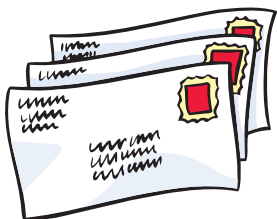
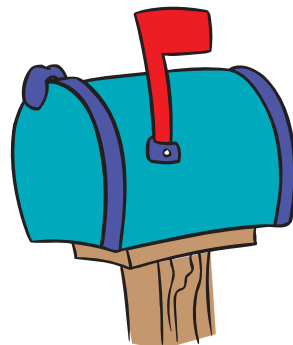
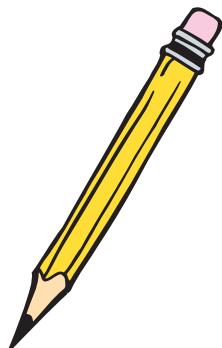


Directions: Discuss the pictures.

Home Practice: Have your child tell what is happening in the pictures shown.

Name _____

Classifying



Directions: Circle one picture that belongs with the first picture in each row.

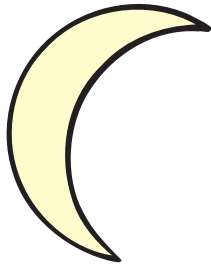
Home Practice: Have your child tell you how the objects he or she chose belong together.

Spectrum Reading *Grade K*

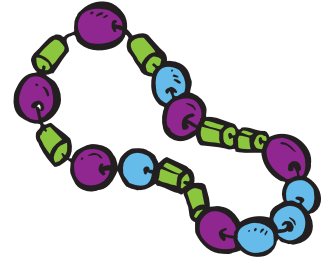
Name _____

Letters

Mm



Nn



M

W

M

S

M

m

n

w

m

m

N

M

X

N

N

n

r

n

t

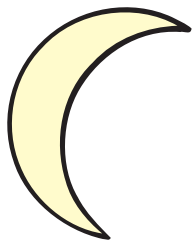
n

Directions: In each row, circle the matching letters.

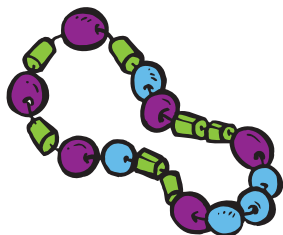
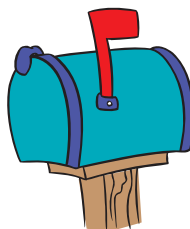
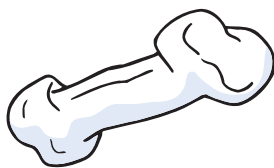
Home Practice: Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

Name _____

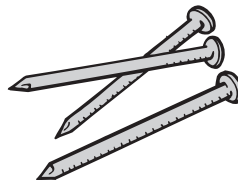
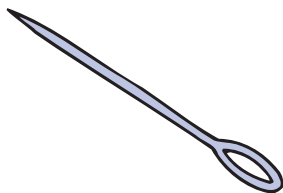
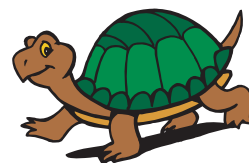
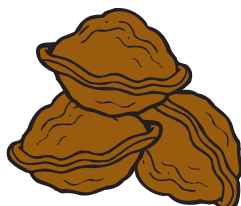
Sounds



Mm



Nn



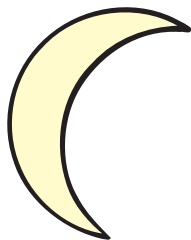
Directions: Name each picture. Circle each picture whose name begins with the same sound as the first picture.

Home Practice: Ask your child to name other words that begin with the same sound.

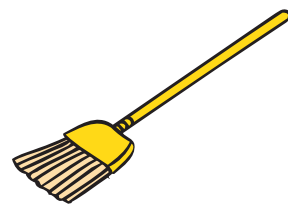
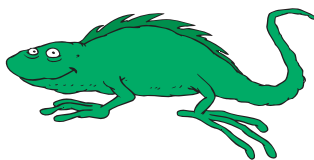
Spectrum Reading [Grade K](#)

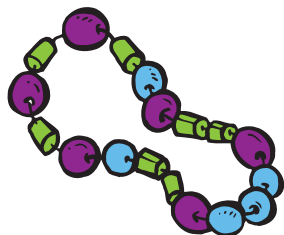
Name _____

Sounds: M and N

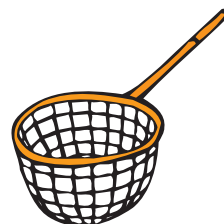
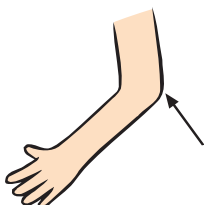
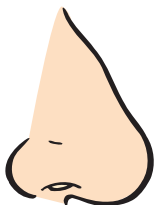


Mm





Nn



Directions: Trace the letters and write them. Write the letter **M** below the pictures that begin with that sound. Then, do the same thing for **N**.

Home Practice: Have your child find pictures that begin with **M** and **N**.

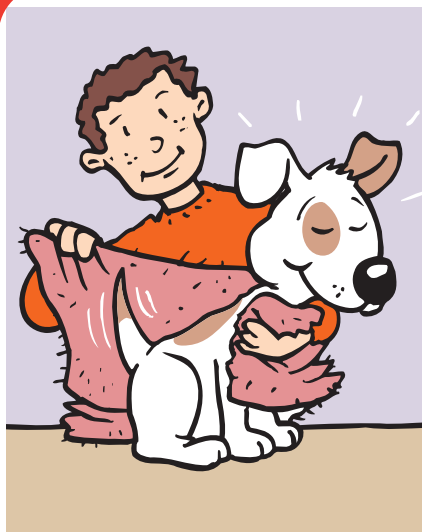
Name _____

Sequencing











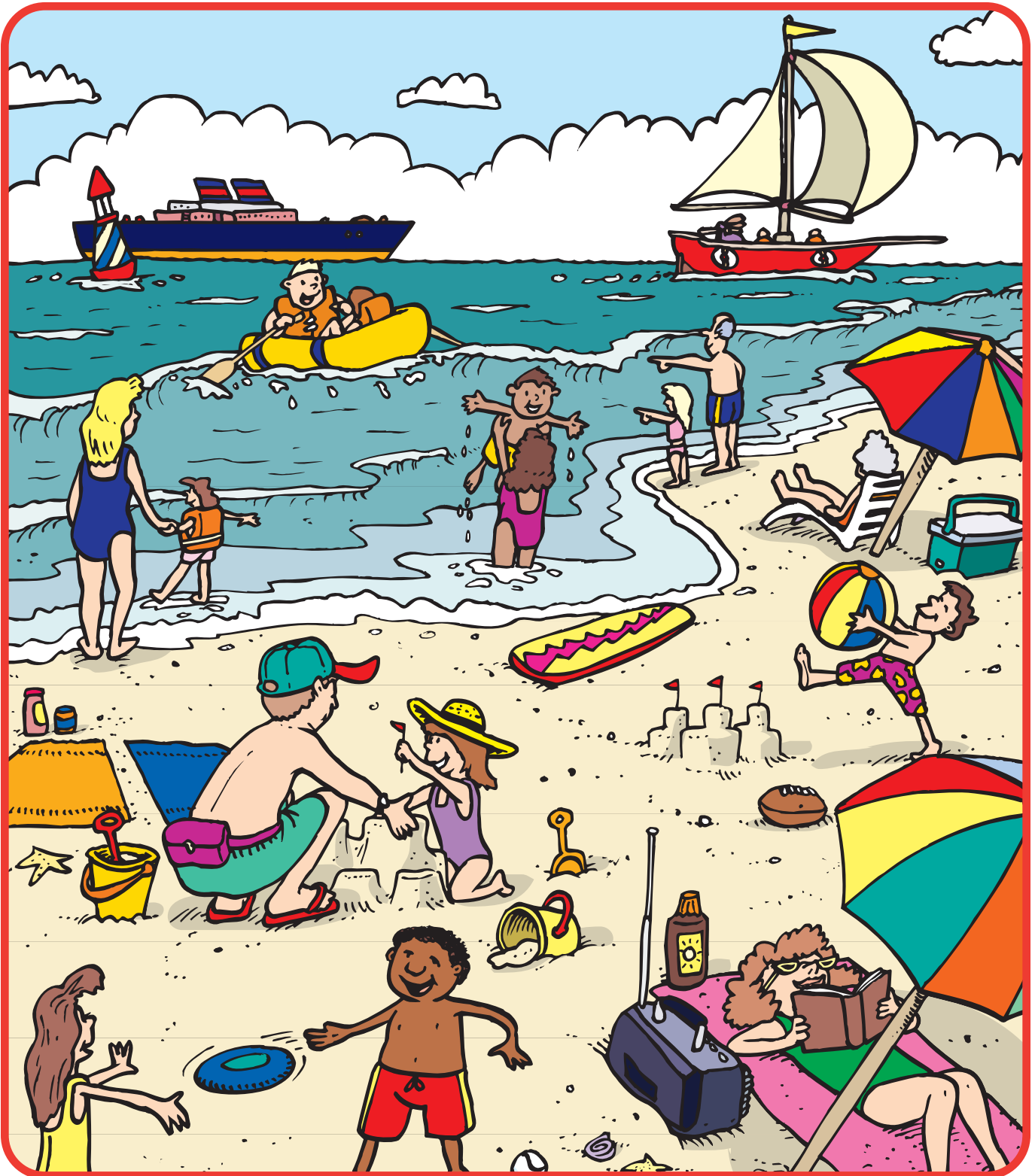


Directions: Write **1** below the picture that happened first, **2** below the picture that happened next, and **3** below the picture that happened last.

Home Practice: Have your child tell each story in the correct sequence.

Spectrum Reading *Grade K*

A Day at the Beach

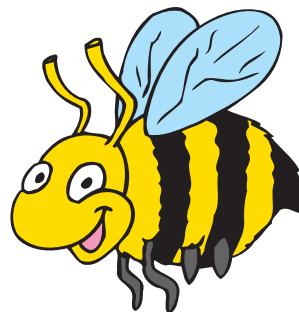
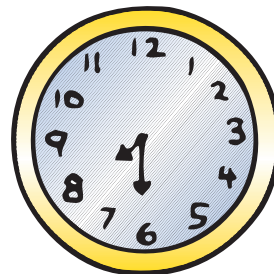
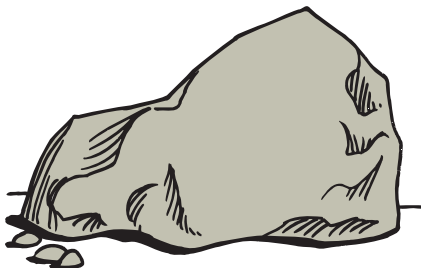
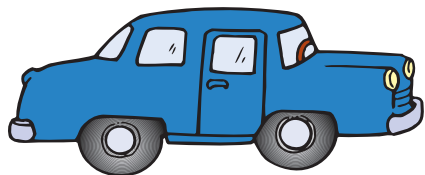
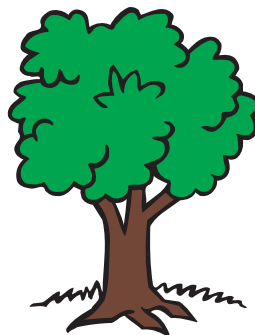
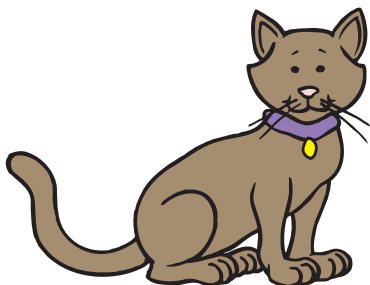
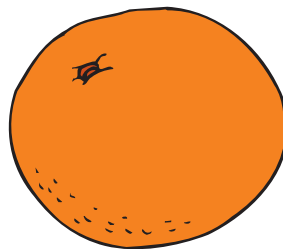
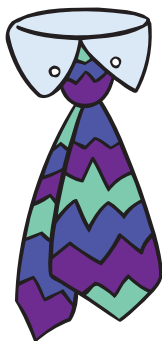
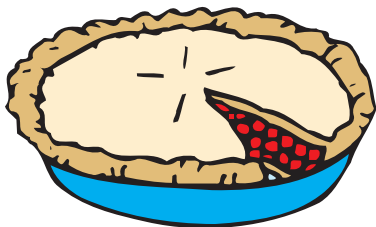


Directions: Discuss the picture.

Home Practice: Ask your child to look at the picture and explain what the children are doing. Have your child tell what the children in the picture might be thinking or feeling.

Name _____

Rhyming Words



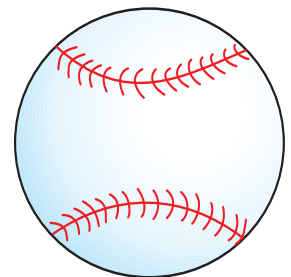
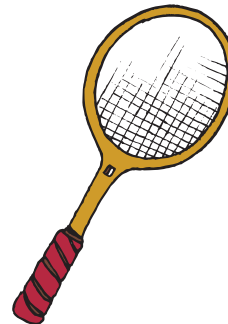
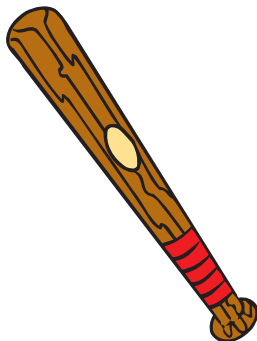
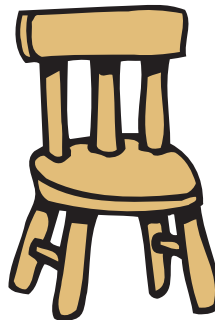
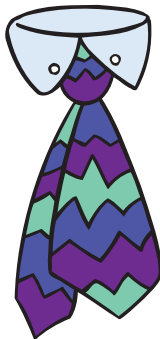
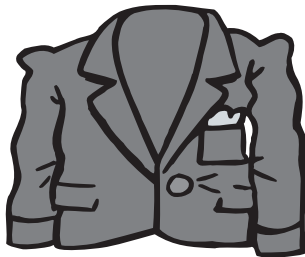
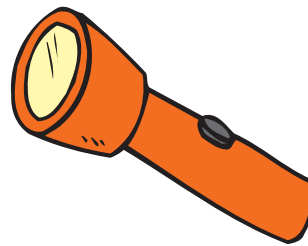
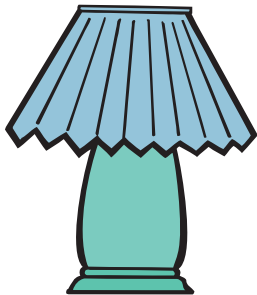
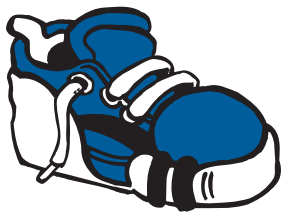
Directions: Draw lines between pictures that rhyme.

Home Practice: Have your child name other objects that rhyme.

Spectrum Reading [Grade K](#)

Name _____

Classifying



Directions: In each row, circle the three objects that belong together.

Home Practice: Have your child tell how the circled objects are related to one another.

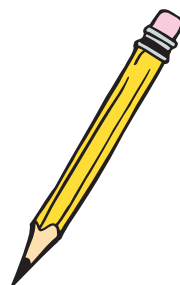
Name _____

Letters

O o



P p



O

Q

O

U

O

o

c

g

o

o

P

R

P

F

B

p

q

p

r

p

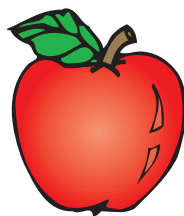
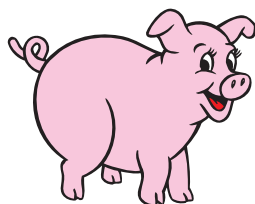
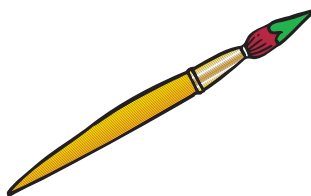
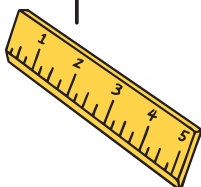
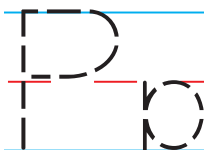
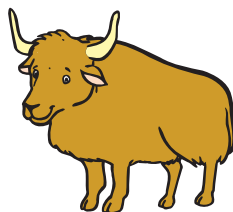
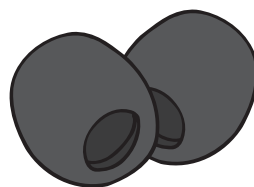
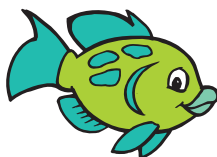
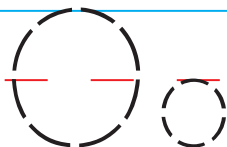
Directions: In each row, circle the matching letters.

Home Practice: Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

Spectrum Reading [Grade K](#)

Name _____

Sounds

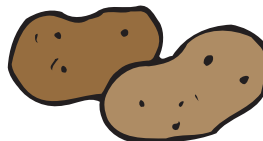
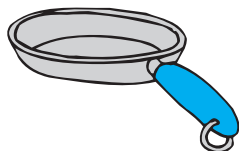
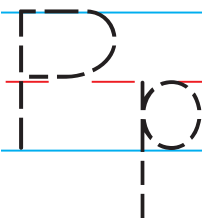
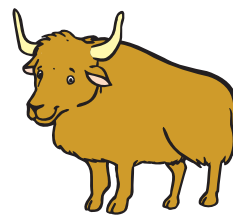
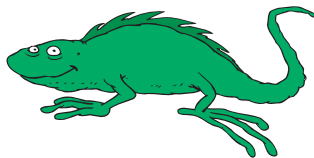
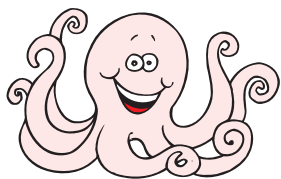
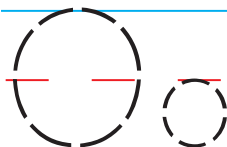


Directions: Name each picture. Circle each picture whose name begins with the same sound as the first picture.

Home Practice: Ask your child to name other words that begin with the same sound.

Name _____

Sounds: O and P



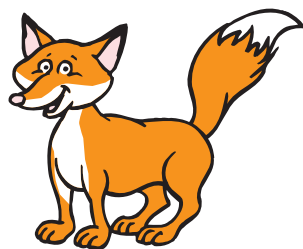
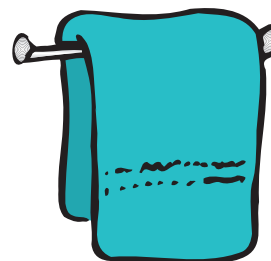
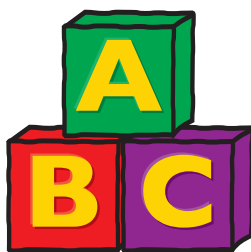
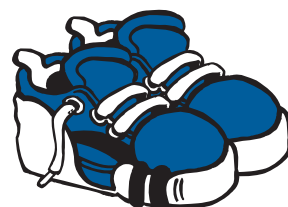
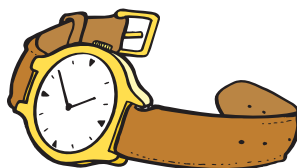
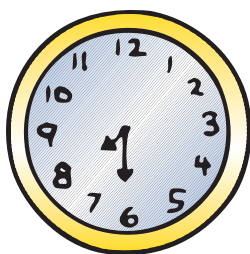
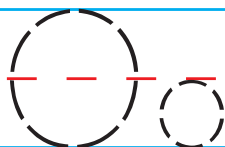
Directions: Trace the letters and write them. Write the letter **O** below the pictures that begin with that sound. Then, do the same thing for **P**.

Home Practice: Have your child find pictures that begin with **O** and **P**.

Spectrum Reading *Grade K*

Name _____

Sounds: O



Directions: Name the pictures. Circle each picture whose name has the sound you hear in the middle of *top*.

Home Practice: Ask your child to point to and name three pictures. Then, say each of these words and have your child tell you whether it has the same middle sound as *top*.

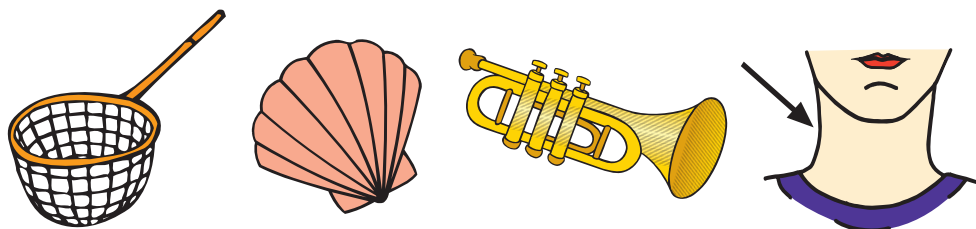
Name _____

Sounds: M, N, O, and P

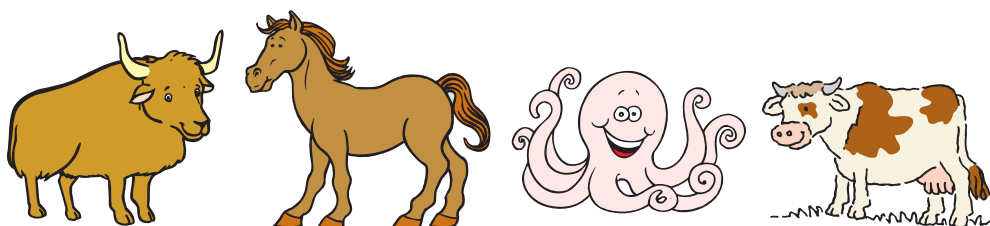
m



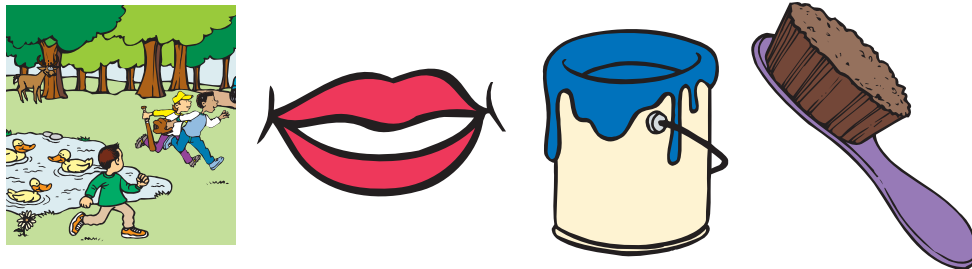
n



o



p



Directions: Look at the first letter in each row. Circle each picture whose name begins with the same sound.

Home Practice: Have your child point to each letter and name another object whose name begins with the same sound.

Spectrum Reading *Grade K*

Name _____

The First Day of School



Directions: Discuss the picture.

Home Practice: Ask your child to look at the picture and name some of the objects in the picture. Have your child tell what the people in the picture might be thinking or feeling.

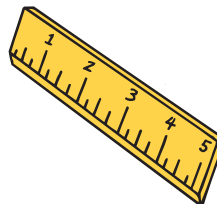
Name _____

Letters

Qq



Rr



Q

Q

O

C

Q

q

g

q

p

q

R

R

P

R

F

r

y

r

r

w

Directions: In each row, circle the matching letters.

Home Practice: Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook .

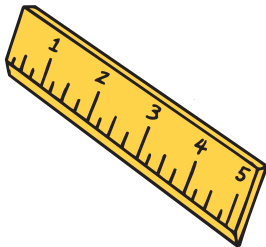
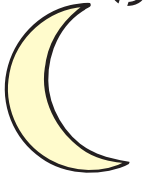
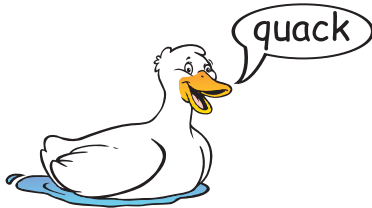
Spectrum Reading [Grade K](#)

Name _____

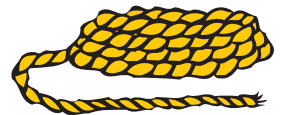
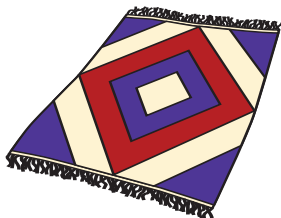
Sounds



Q q



R r



Directions: Name each picture. Circle each picture whose name begins with the same sound as the first picture.

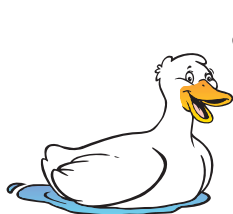
Home Practice: Ask your child to name other words that begin with the same sound.

Name _____

Sounds: Q and R



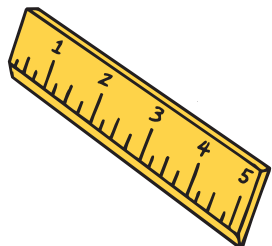
Q q



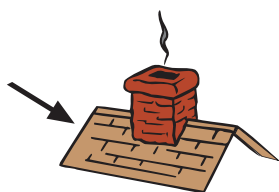
quack



?



R r



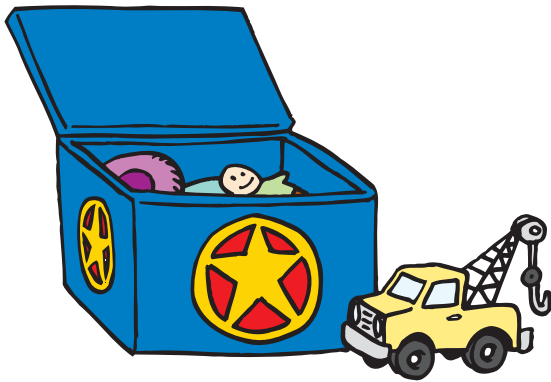
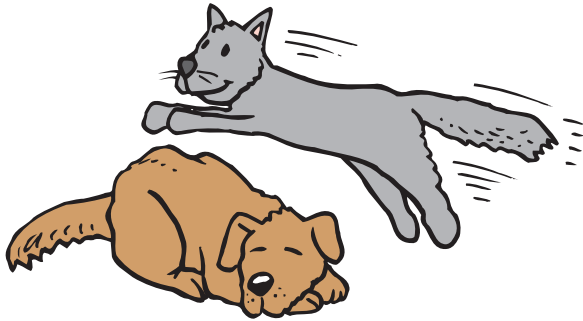
Directions: Trace the letters and write them. Write the letter **Q** below the pictures that begin with that sound. Then, do the same thing for **R**.

Home Practice: Have your child find pictures that begin with **Q** and **R**.

Spectrum Reading [Grade K](#)

Name _____

Position Words

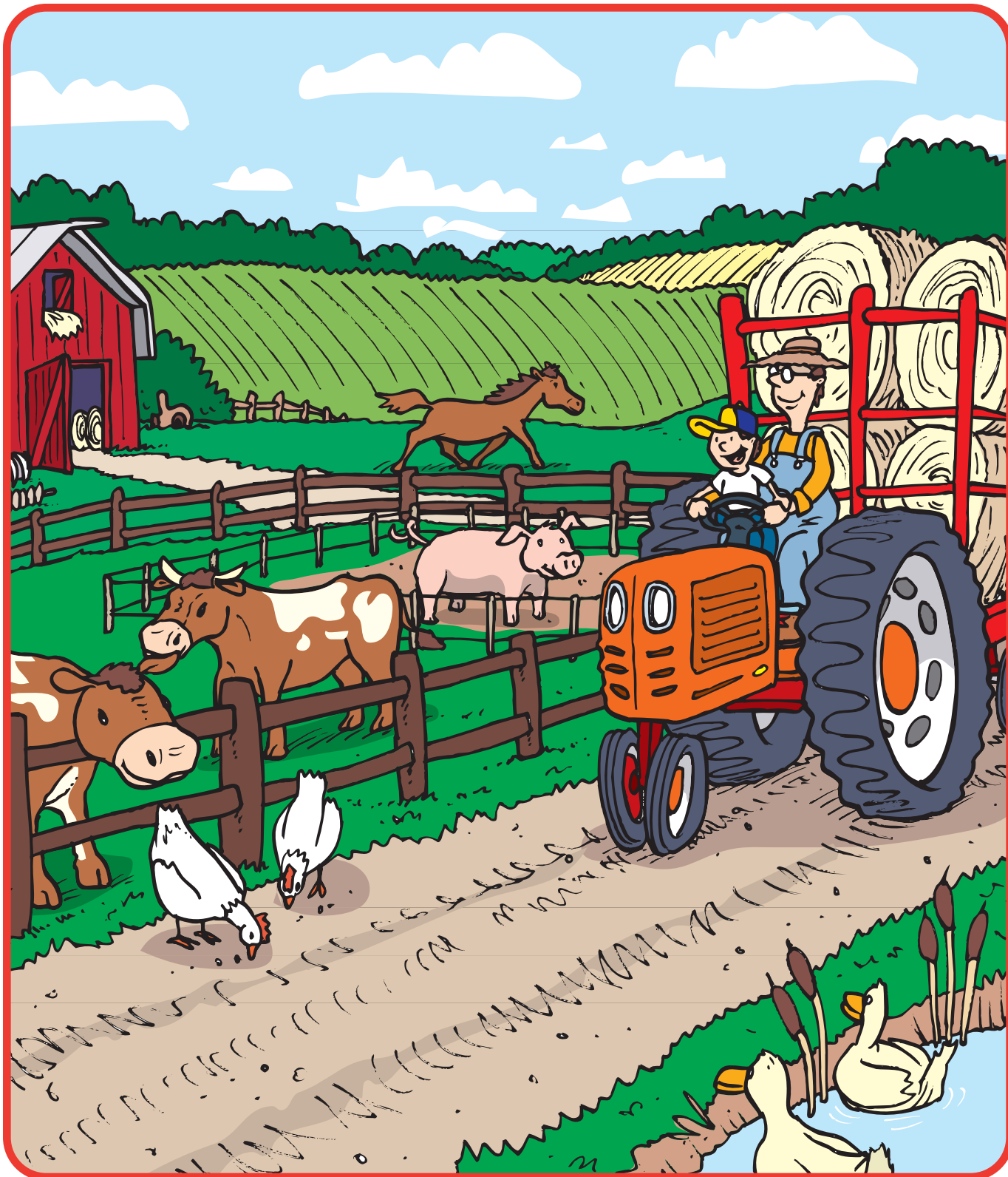


Directions: Circle each picture that your teacher indicates.

Home Practice: Point to pictures at random and have your child describe them.

Name _____

A Day on the Farm



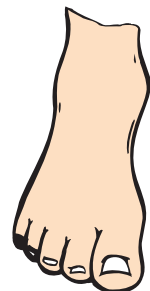
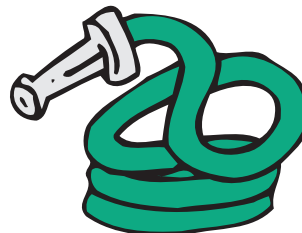
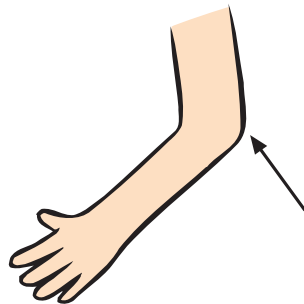
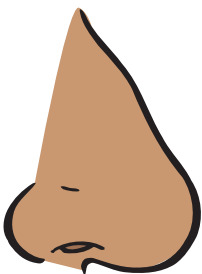
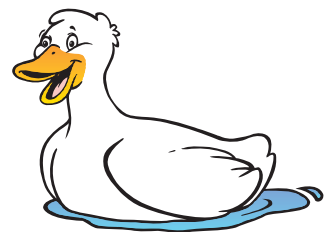
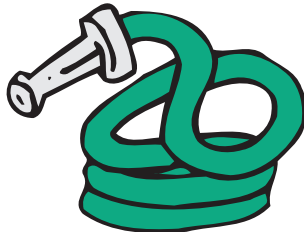
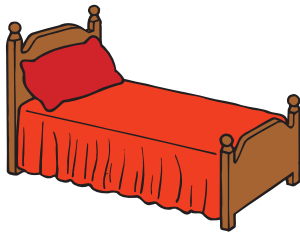
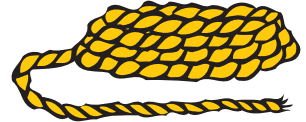
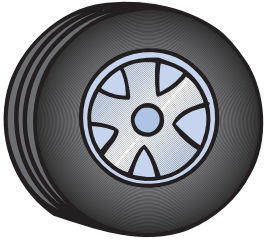
Directions: Talk about the picture.

Home Practice: Ask your child to look at the picture and tell about what is happening.

Spectrum Reading [Grade K](#)

Name _____

Rhyming Words



Directions: Circle each picture that rhymes with the first picture.

Home Practice: Have your child name other objects that rhyme.

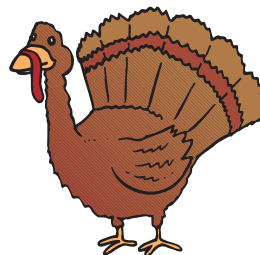
Name _____

Letters

Ss



Tt



S

G

S

Y

S

s

t

q

s

s

T

L

T

Y

T

t

l

t

y

t

Directions: In each row, circle the matching letters.

Home Practice: Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

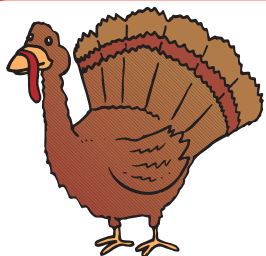
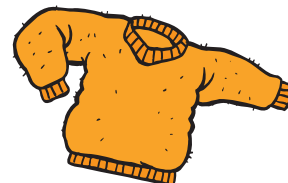
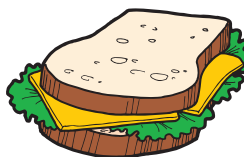
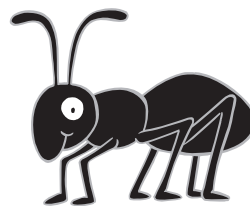
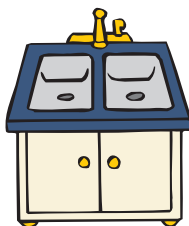
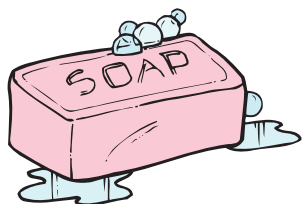
Spectrum Reading [Grade K](#)

Name _____

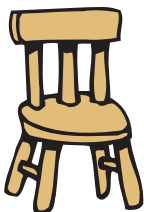
Sounds



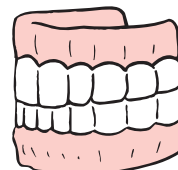
Ss



Tt



10



Directions: Name each picture. Circle each picture whose name begins with the same sound as the first picture.

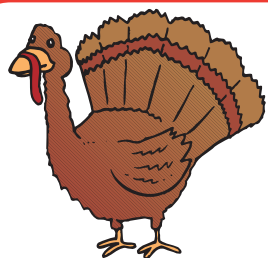
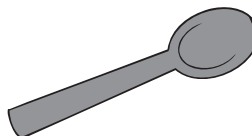
Home Practice: Ask your child to name other words that begin with the same sound.

Name _____

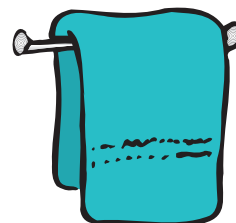
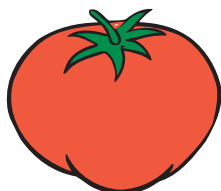
Sounds: S and T



Ss



Tt



Directions: Trace the letters and write them. Write the letter **S** below the pictures that begin with that sound. Then, do the same thing for **T**.

Home Practice: Have your child find pictures that begin with **S** and **T**.

Spectrum Reading *Grade K*

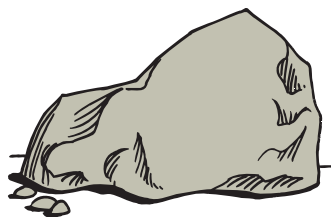
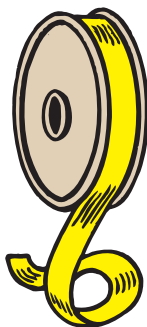
Name _____

Sounds: Q, R, S, and T

q



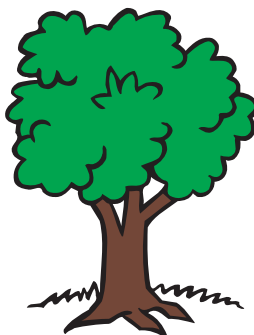
r



s



t



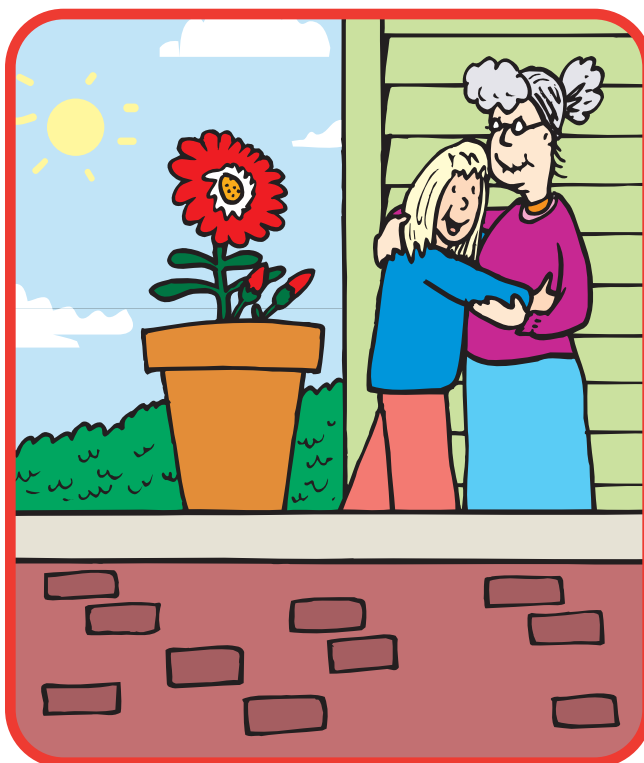
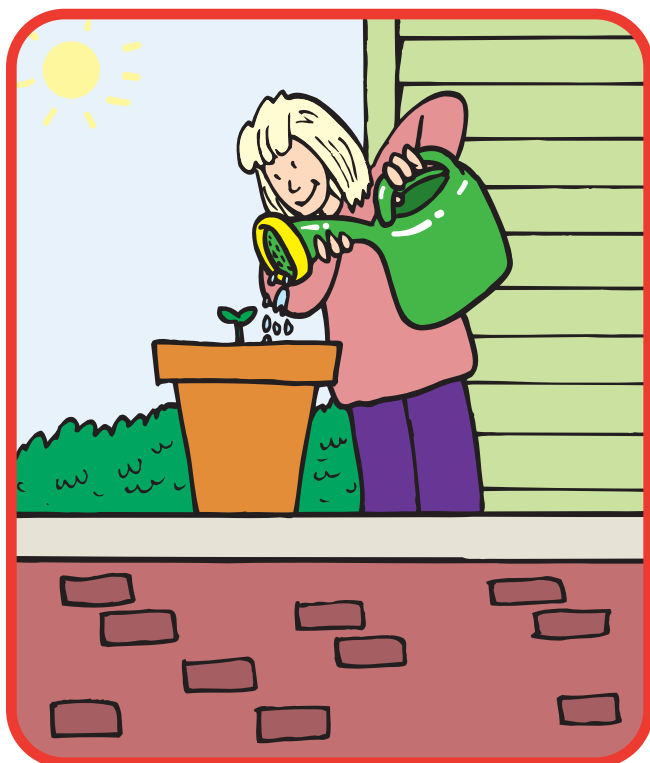
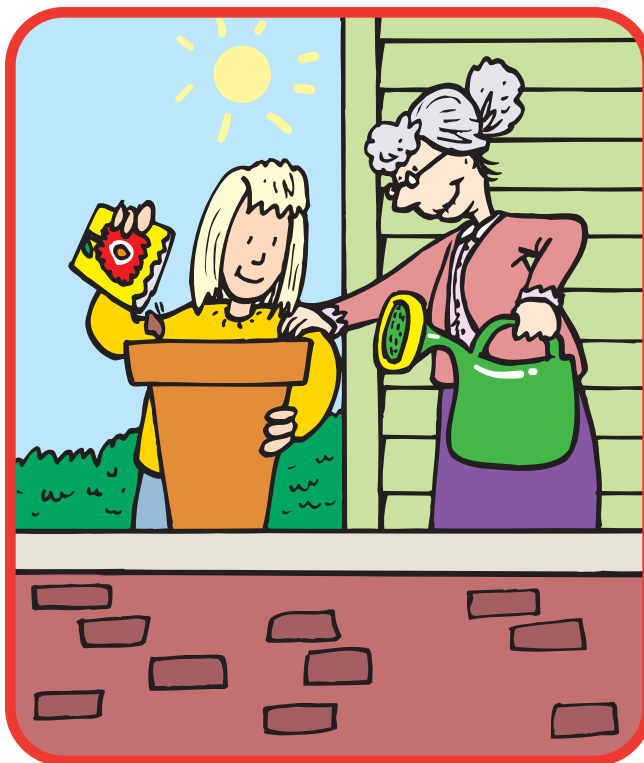
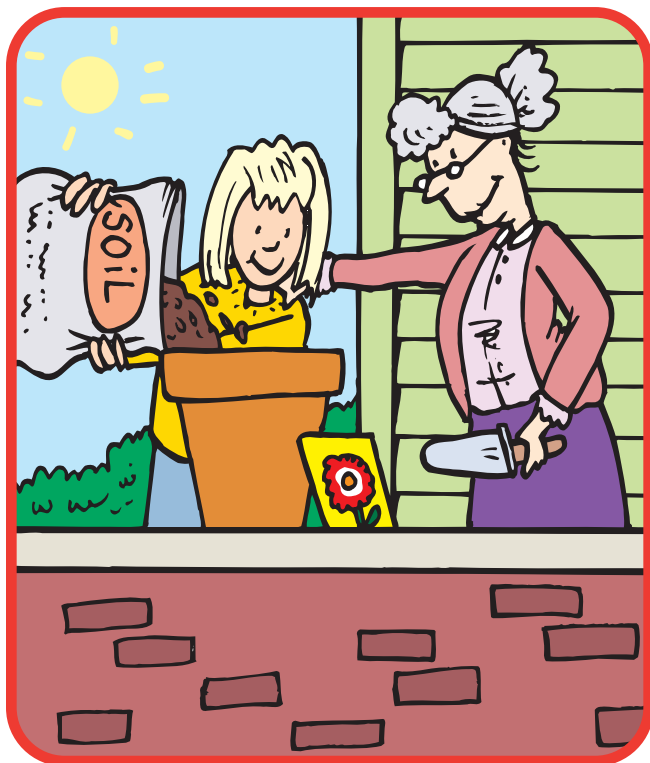
Directions: Look at the first letter in each row. Circle each picture whose name begins with the same sound.

Home Practice: Have your child point to each letter and name another item found at school whose name begins with the same sound.

Spectrum Reading *Grade K*

Name _____

Watch It Grow!



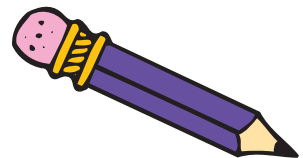
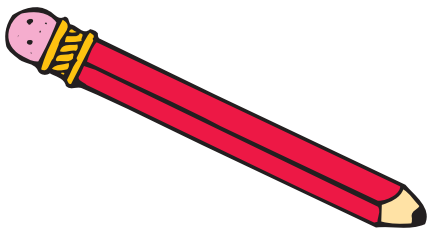
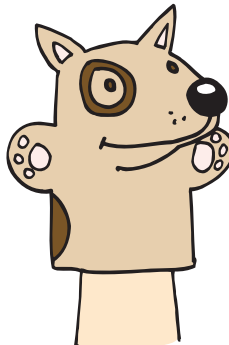
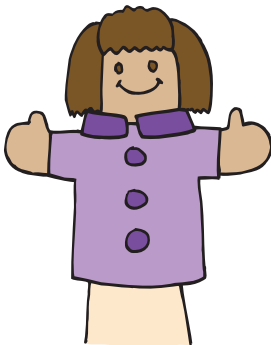
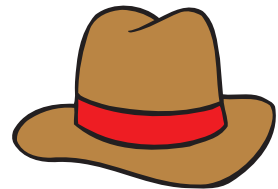
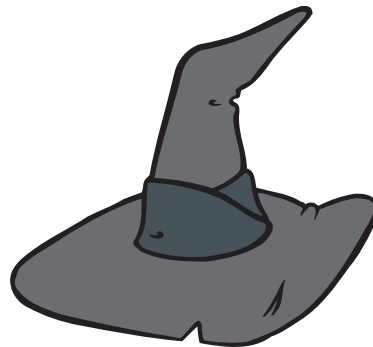
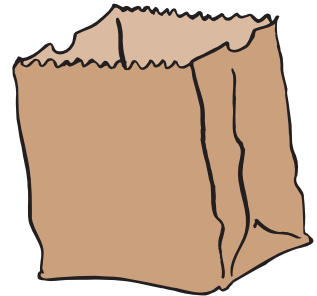
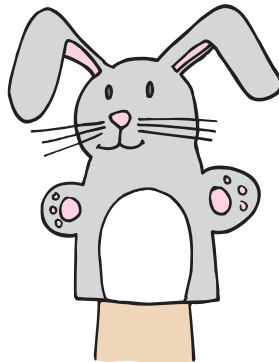
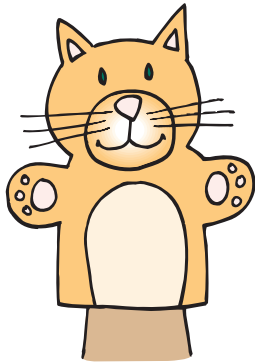
Directions: Talk about the pictures.

Home Practice: Ask your child to look at the pictures and tell about what is happening. Ask your child if he or she has ever planted anything.

Spectrum Reading [Grade K](#)

Name _____

Same and Different



Directions: Circle each picture that your teacher indicates.

Home Practice: Point to different pictures in the same row. Ask your child to tell how they are alike and different.

Spectrum Reading *Grade K*

Name _____

Letters

Uu



Vv



U

V

U

W

U

u

u

n

u

v

V

Y

W

V

V

v

a

v

u

w

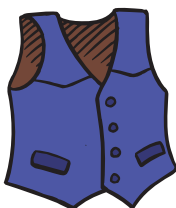
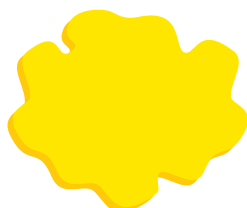
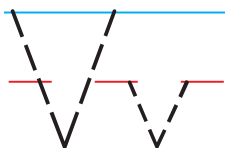
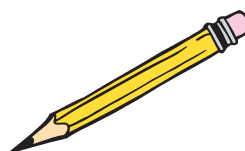
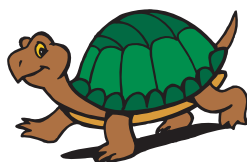
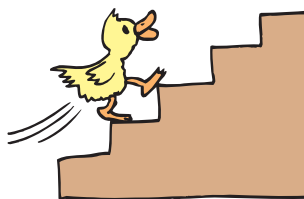
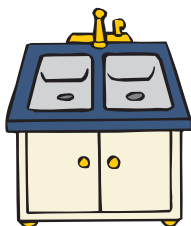
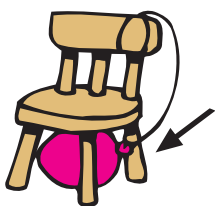
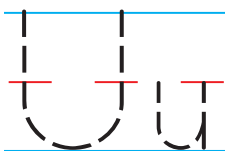
Directions: In each row, circle the matching letters.

Home Practice: Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

Spectrum Reading [Grade K](#)

Name _____

Sounds

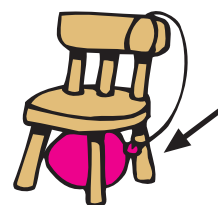
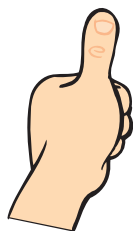
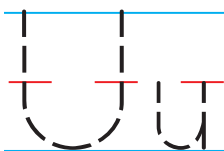


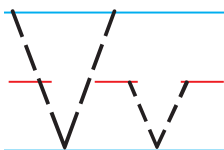
Directions: Name each picture. Circle each picture whose name begins with the same sound as the first picture.

Home Practice: Ask your child to name other words that begin with the same sound.

Name _____

Sounds: U and V





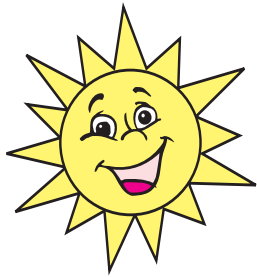
Directions: Trace the letters and write them. Write the letter **U** below the pictures that begin with that sound. Then, do the same thing for **V**.

Home Practice: Have your child find pictures that begin with **U** and **V**.

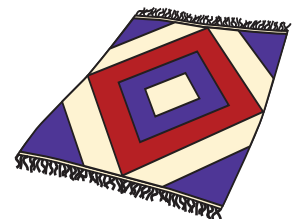
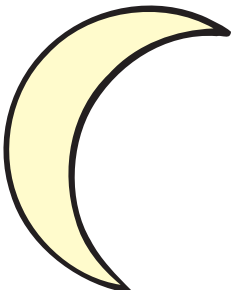
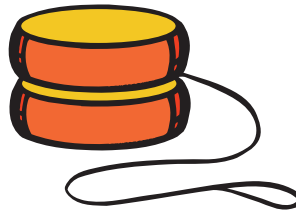
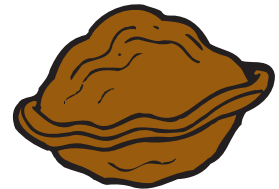
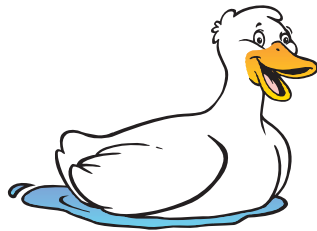
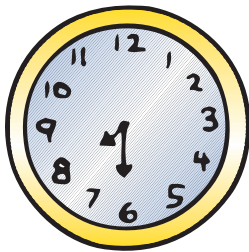
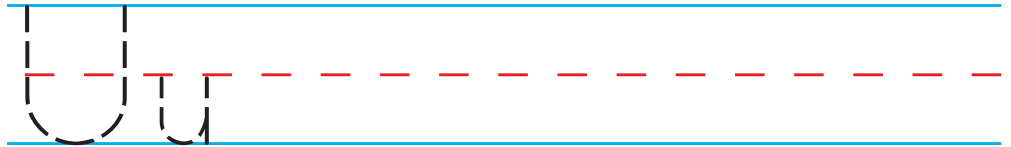
Spectrum Reading *Grade K*

Name _____

Sounds: U



sun

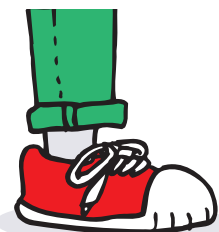
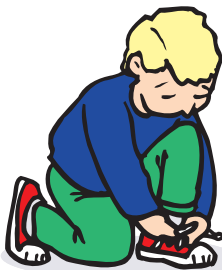
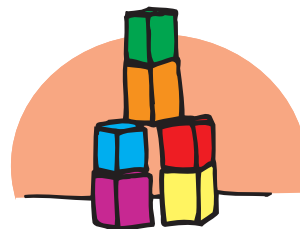
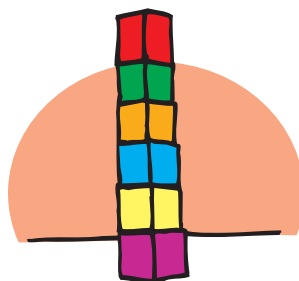
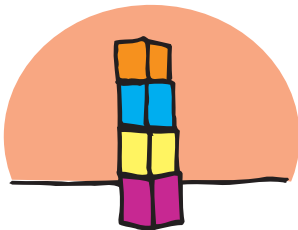
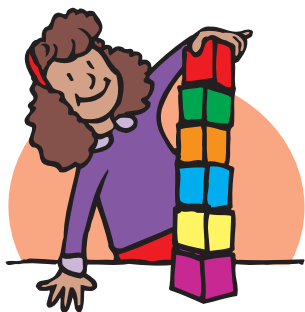
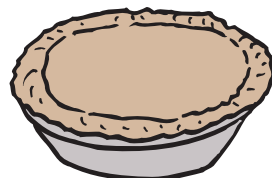
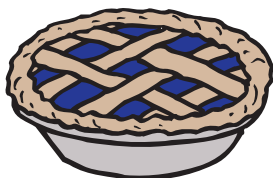


Directions: Name the pictures. Circle each picture whose name has the sound you hear in the middle of *sun*.

Home Practice: Have your child name other words that have the same middle sound as *sun*.

Name _____

Start and Finish



Directions: Circle the picture in each row that would be the result of the first picture.

Home Practice: Point to a different picture on the page and ask your child to describe it.

Spectrum Reading [Grade K](#)

Name _____

Rainy Days

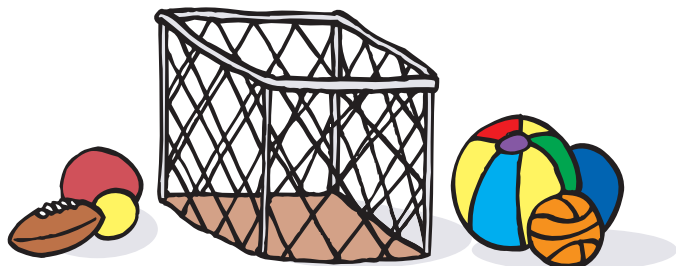
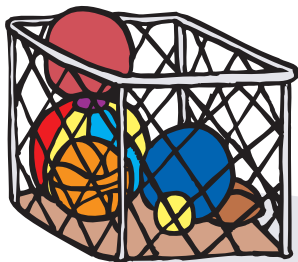
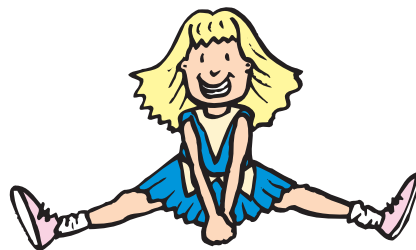


Directions: Talk about the picture.

Home Practice: Ask your child to look at the picture and tell about what each person is doing.

Name _____

Position Words




Directions: Circle each picture that your teacher identifies.

Home Practice: Point to pictures at random and have your child describe them.

Spectrum Reading [Grade K](#)

Name _____

Letters

Ww  Xx 6

W

V

U

W

M

w

w

m

w

v

X

Y

A

X

X

x

x

a

x

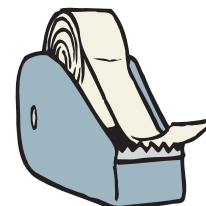
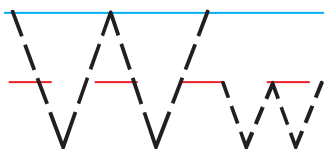
y

Directions: In each row, circle the matching letters.

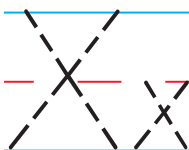
Home Practice: Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

Name _____

Sounds



6



6

0



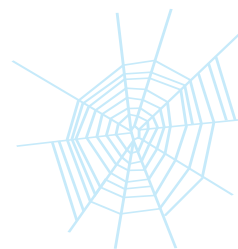
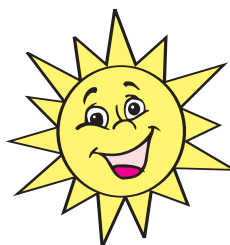
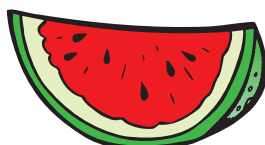
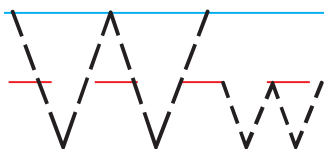
Directions: Name each picture. Circle each picture whose name begins with the same sound as the first picture in the top box, and each picture whose name ends with the same sound as the first picture in the bottom box.

Home Practice: Ask your child to name other words that begin with the same sound.

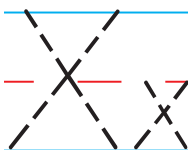
Spectrum Reading *Grade K*

Name _____

Sounds: W and X



6



Directions: Trace the letters and write them. Write the letter **W** below the pictures that begin with that sound. Then, write the letter **X** below the pictures that end with that sound.

Home Practice: Have your child find pictures that begin with **W** and end with **X**.

Name _____

Waterslide!



Directions: Talk about the picture.

Home Practice: Ask your child to look at the picture and tell what the different children are doing and may be feeling. Which child would they most like to be in the picture? Why?

Spectrum Reading *Grade K*

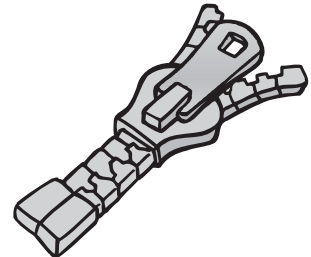
Name _____

Letters

Yy



Zz



Y

V

N

Y

Y

y

y

f

y

v

Z

A

Z

E

Z

Z

S

Z

Z

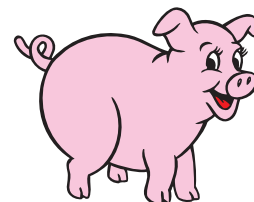
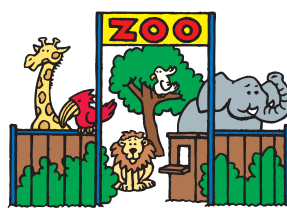
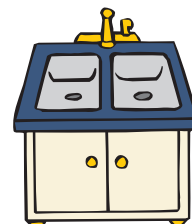
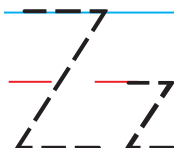
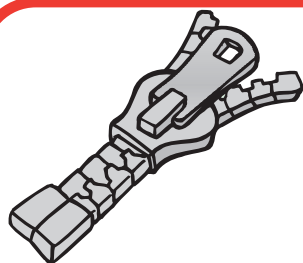
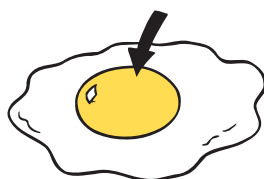
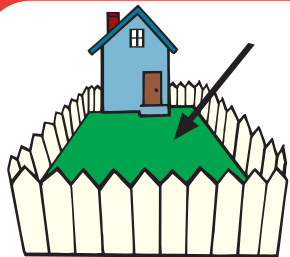
n

Directions: In each row, circle the matching letters.

Home Practice: Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

Name _____

Sounds



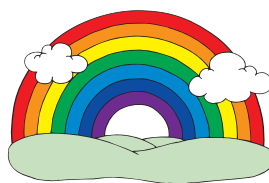
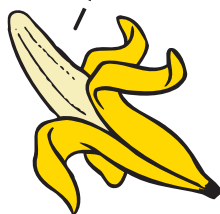
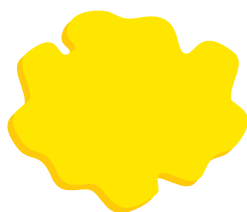
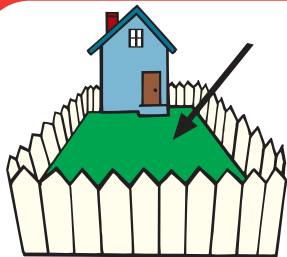
Directions: Name each picture. Circle each picture whose name begins with the same sound as the first picture.

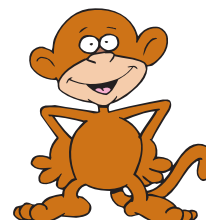
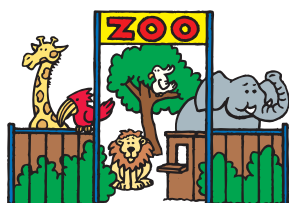
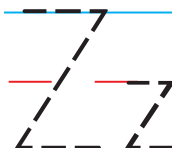
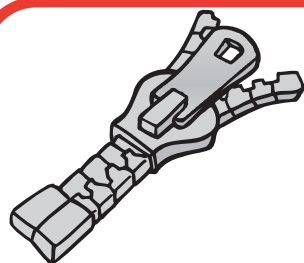
Home Practice: Ask your child to name other words that begin with the same sound.

Spectrum Reading *Grade K*

Name _____

Sounds: Y and Z





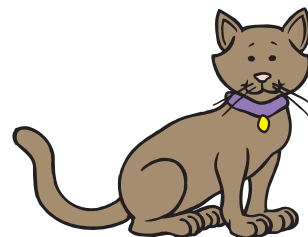
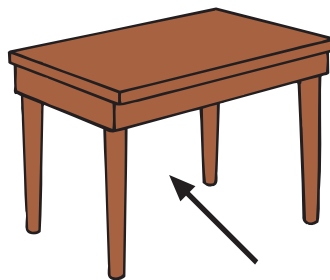
Directions: Trace the letters and write them. Write the letter **Y** below the pictures that begin with that sound. Then, do the same thing for **Z**.

Home Practice: Have your child find pictures that begin with **Y** and **Z**.

Name _____

Sounds: U, V, W, and Y

u



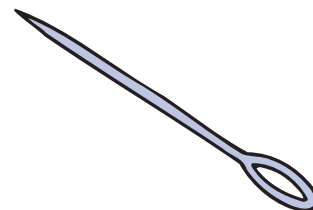
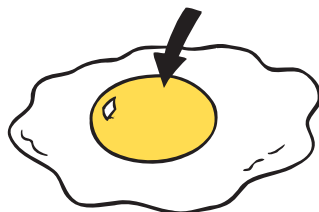
v



w



y



Directions: Look at the first letter in each row. Circle each picture whose name begins with the same sound.

Home Practice: Have your child point to each letter and name another toy whose name begins with the same sound.

Spectrum Reading [Grade K](#)

Name _____

Matching Words



top

cap

top

top

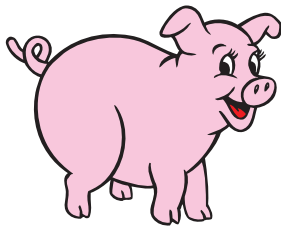


cap

cap

pig

cap

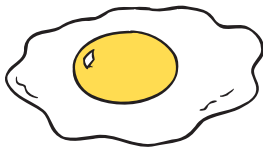


pig

top

pig

pig



egg

egg

egg

top



cub

cap

cub

cub

Directions: Circle the words that match the first word.

Home Practice: Have your child point to other words in the workbook that match.

Name _____

Matching Words

do	do	you	do
you	the	you	do
smell	do	smell	smell
the	the	you	the
cake	cake	smell	cake



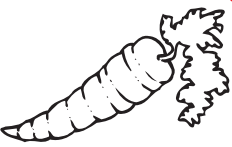

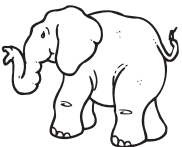

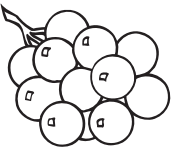

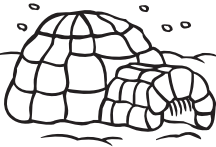
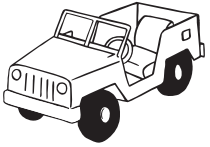





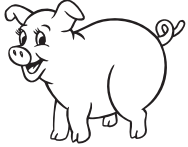



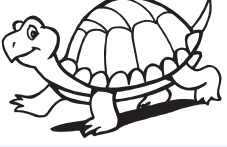


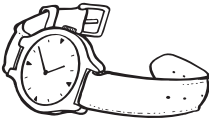
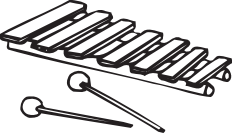


Directions: Circle the words that match the first word.

Home Practice: Have your child point to other words in the workbook that match.

Spectrum Reading [Grade K](#)

Name _____

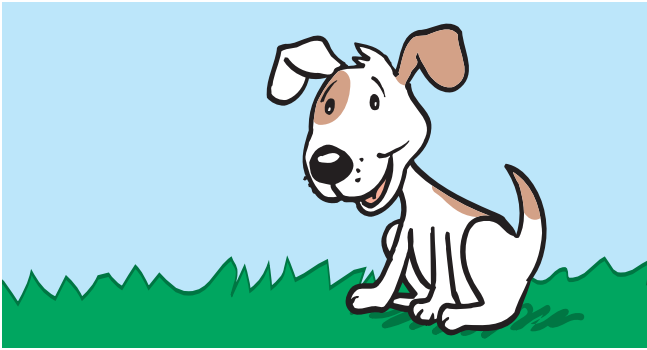
The Alphabet

Aa 	Bb 	Cc 
Dd 	Ee 	Ff 
Gg 	Hh 	Ii 
Jj 	Kk 	Ll 
Mm 	Nn 	Oo 
Pp 	Qq 	Rr 
Ss 	Tt 	Uu 
Vv 	Ww 	Xx 
Yy 	Zz 	

Directions: Say each letter and the picture next to it aloud.

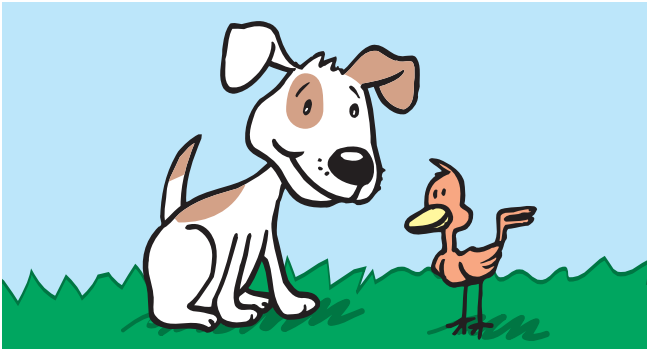
Home Practice: Review the alphabet and any letter, and practice together any letter that may be especially hard for your child to say, remember, or learn.

Meet Max



Meet Max.

Who is Max? What do you think he is like?



Max is big.

How do you think the other animal feels sitting next to Max?



Max is tall.



Meet Max.

How do you think Max and the other animals feel?

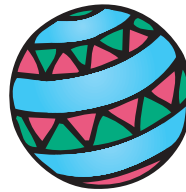
Picture Interpretation and Guided Reading (for all stories): Introduce your student to Max, a playful puppy who is the main character of the following stories. Encourage your student to look at the pictures and tell what is happening. Have your student relate to his or her own experiences. Have your student read the story silently. Help him or her with new words. Then, have your student read the story aloud.

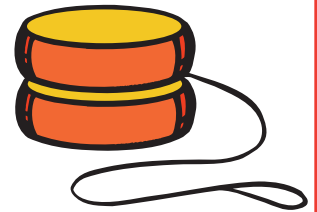
Spectrum Reading [Grade K](#)

Name _____

1. B



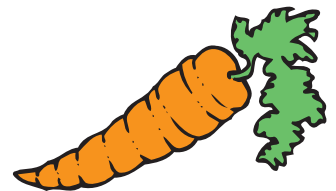




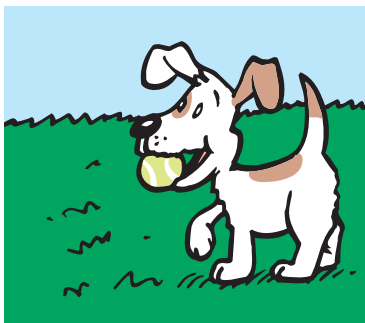
2. C







3.





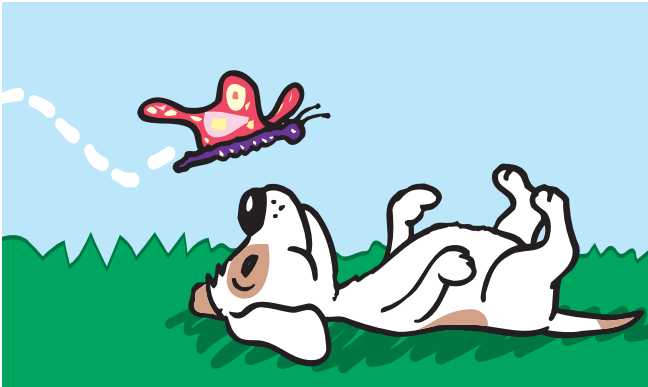


Directions:

Initial Consonants (1-2): Review the sounds of **B** and **C**. Have your student name the pictures. Have your student write **B** (for question 1) and **C** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

Sequence (3): Have your student look at all three pictures. Ask your student to write **1** below the event that would happen first, **2** below the event that would happen second, and **3** below the event that would happen third.

Max Plays



Max plays.

What is Max doing?



Max rolls over.

How do you think Max feels?



Max rolls over and over.

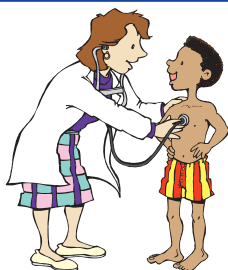


Max is happy.

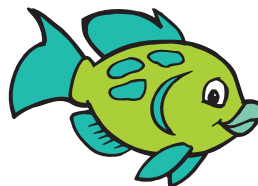
What will Max do next?

Name _____

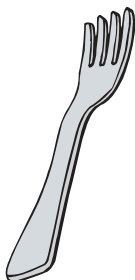
1. D







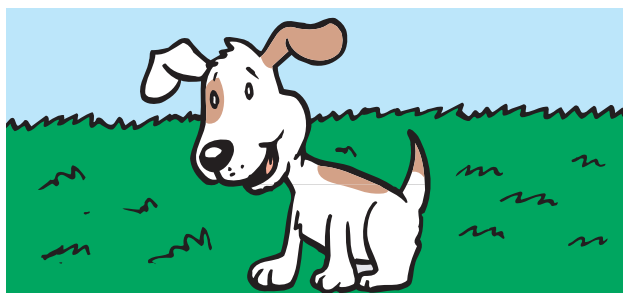
2. F







3.



See Max jump.

Here is Max.

4.



Max rolls over.

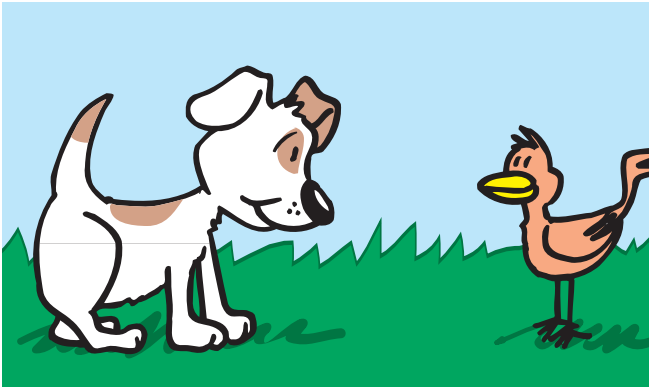
Max hides.

Directions:

Initial Consonants (1-2): Review the sounds of **D** and **F**. Have your student name the pictures. Have your student write **D** (for question 1) and **F** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

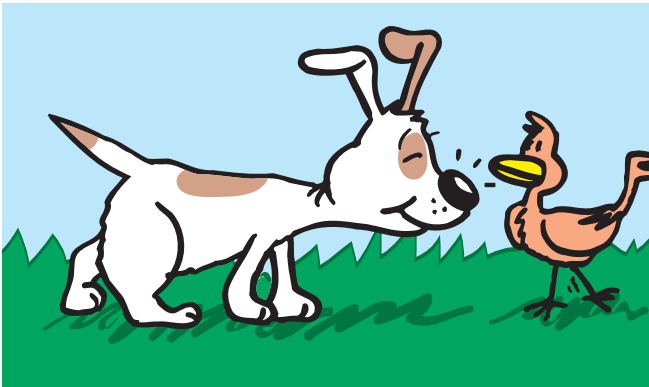
Picture Clues (3-4): Ask your student to read the sentences in each box and circle the sentence that best describes the picture.

Look, Max!



Look, Max.

What does Max see?



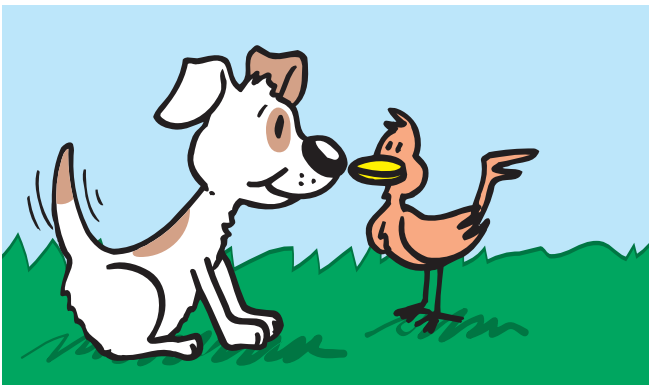
Look, Max, look.

Why is Max doing what he is doing?



Max wags his tail.

How do you think Max feels?

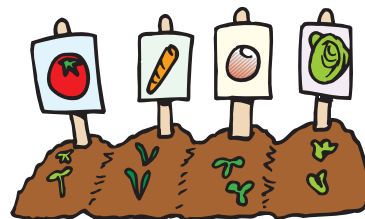


Max looks.

What do you think will happen next?

Name _____

1. G



2. H



3. Max looks.

yes

no

4. Max runs away.

yes

no

5. Max wags his tail.

yes

no

6. Max eats.

yes

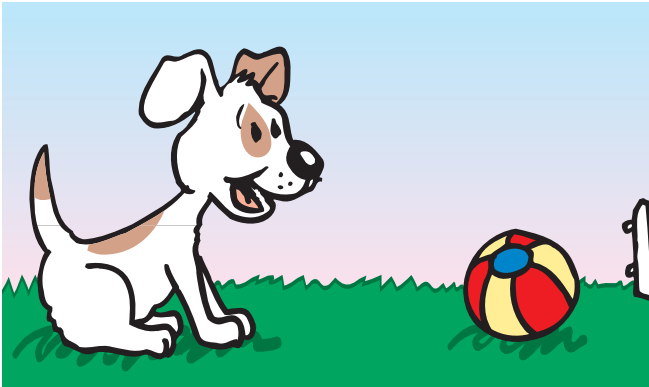
no

Directions:

Initial Consonants (1-2): Review the sounds of **G** and **H**. Have your student name the pictures. Have your student write **G** (for question 1) and **H** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

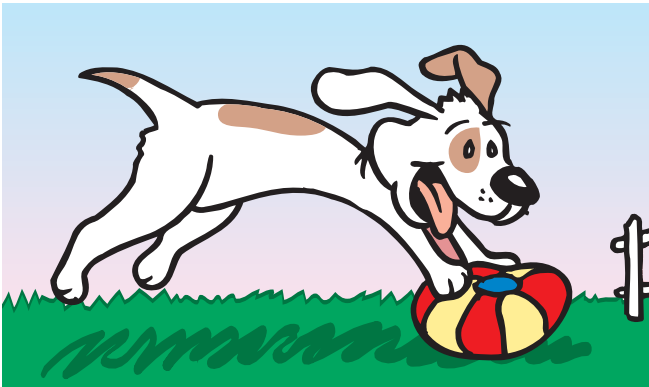
Facts and Details (3-6): Introduce the words *yes* and *no*. Ask your student to read each sentence. Then, based on the story events, circle the correct answer.

Max Jumps



Max looks.

What does Max see?

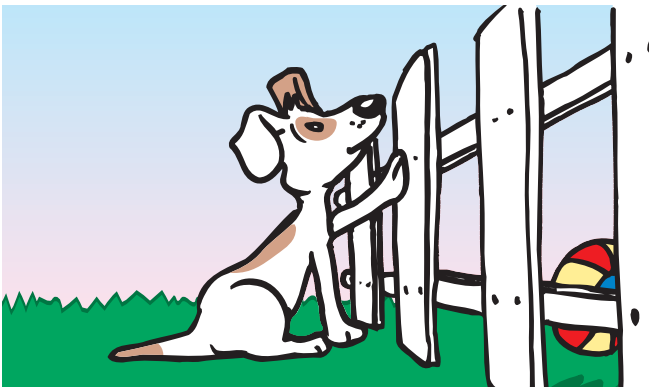


Max jumps.



Max plays.

What is Max doing?

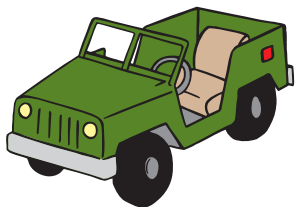


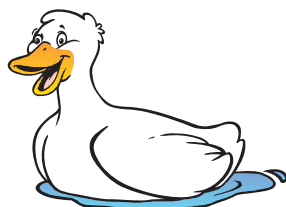
Jump, Max!

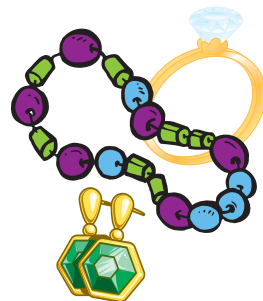
What should Max do?

Name _____

1. J

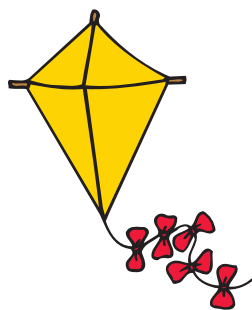






2. K







3.



Max goes in.

Max goes out.

4.



Max finds the ball.

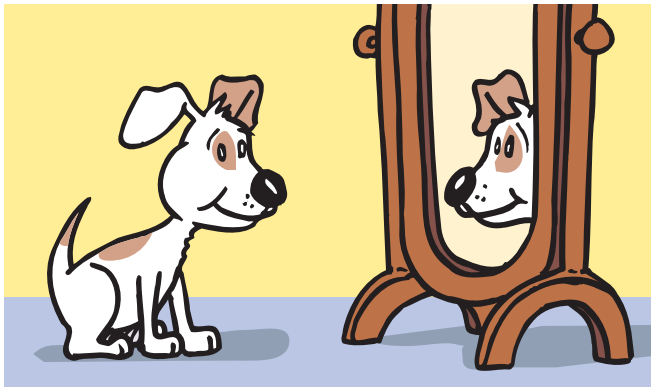
Max lost the ball.

Directions:

Initial Consonants (1-2): Review the sounds of **J** and **K**. Have your student name the pictures. Have your student write **J** (for question 1) and **K** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

Picture Clues (3-4): Ask your student to read the sentences in each box and circle the sentence that best describes the picture.

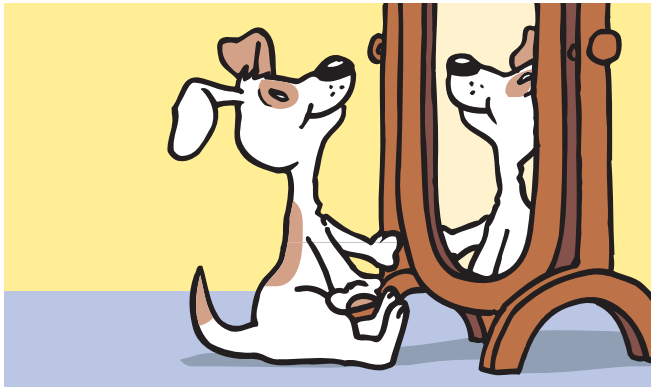
Max Meets Max



Max looks.

It looks.

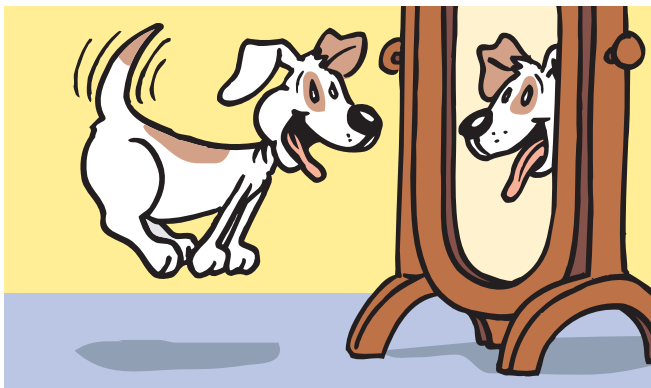
What does Max see? What is he looking into?



Max sits up.

It sits up.

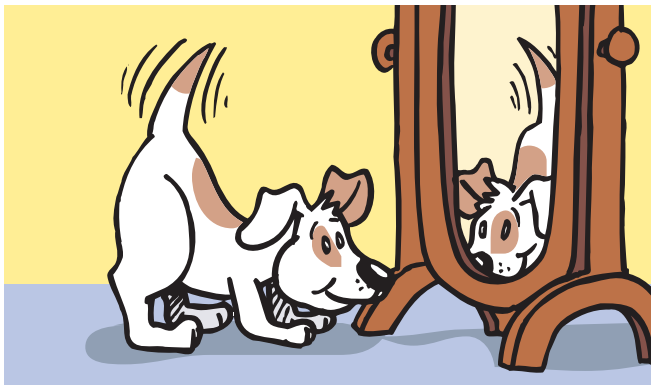
What does Max think he sees?



Max jumps.

It jumps up.

How does Max feel about what he sees?



Max wags his tail.

It wags its tail.

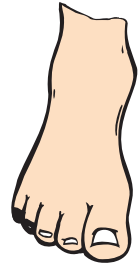
How many tails are really wagging?

Name _____

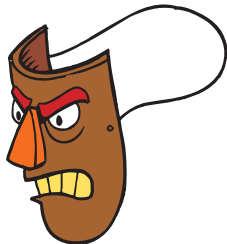
1. L

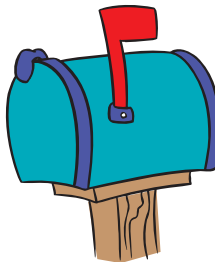


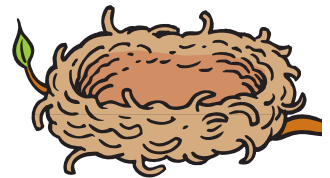




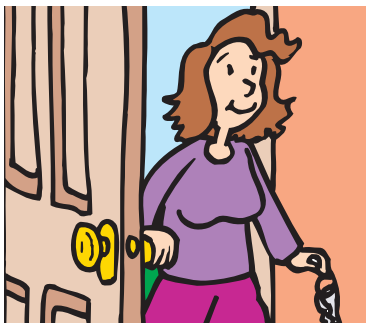
2. M

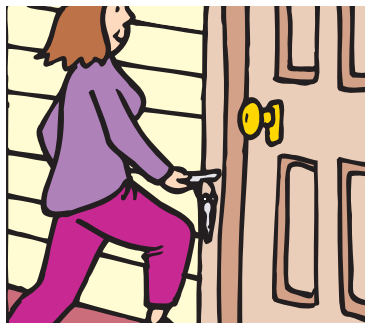


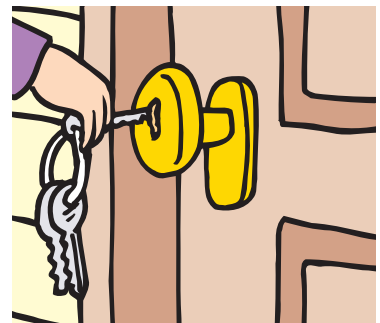




3.







Directions:

Initial Consonants (1-2): Review the sounds of **L** and **M**. Have your student name the pictures. Have your student write **L** (for question 1) and **M** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

Sequence (3): Have your student look at all three pictures. Ask your student to write **1** below the event that would happen first, **2** below the event that would happen second, and **3** below the event that would happen third.

Max Meets a Man



Max sees a man.

Max sits up.

What does Max see? Why does he sit up?



Max sees the man.

The man comes to the door.

Max barks.

Why do you think Max barks?



Max jumps.

Max barks again.



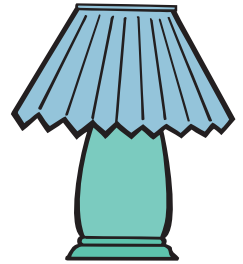
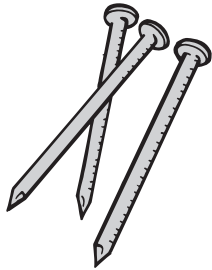
Max wags his tail.

The man smiles.

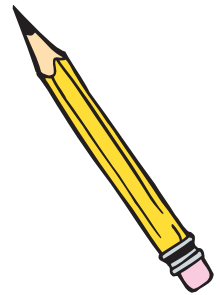
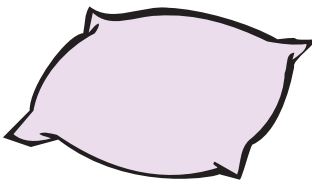
Why do you think Max wags his tail?

Name _____

1. N



2. P



3. Max can _____
the ball.

jump walk get

4. Max can't _____
a book.

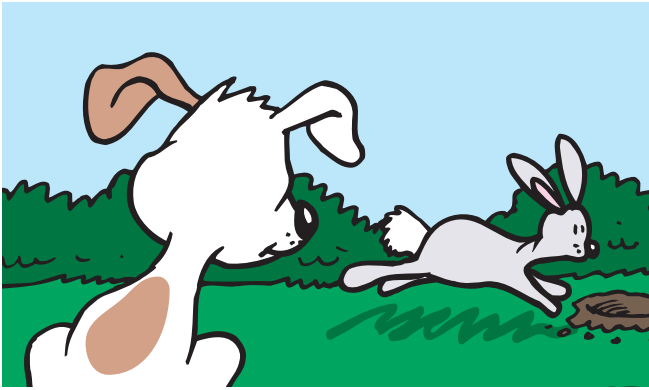
eat read look

Directions:

Initial Consonants (1-2): Review the sounds of **N** and **P**. Have your student name the pictures. Have your student write **N** (for question 1) and **P** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

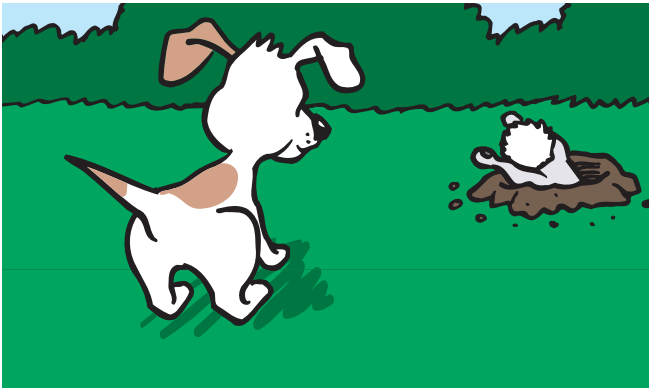
Context Clues (3-4): Ask your student to read each sentence and circle the word that best completes the sentence.

Max Digs a Hole



Max sees an animal.

What kind of animal has Max found? Where do you think the animal came from?



The rabbit runs into a hole.
Can the rabbit play?

What does Max want the rabbit to do?



Max digs a bigger hole.

What is Max doing now?



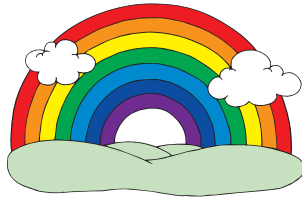
Max is tired.

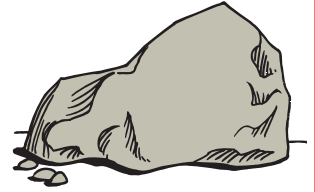
Why did Max stop digging?

Name _____

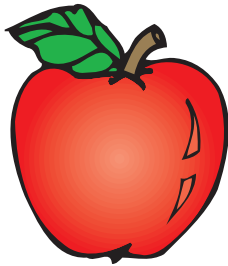
1. R



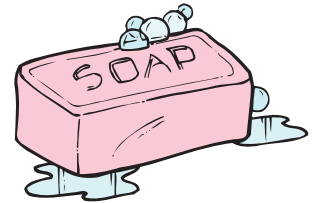




2. S

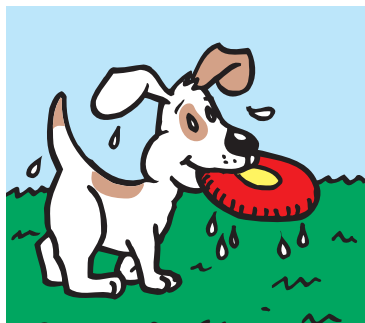


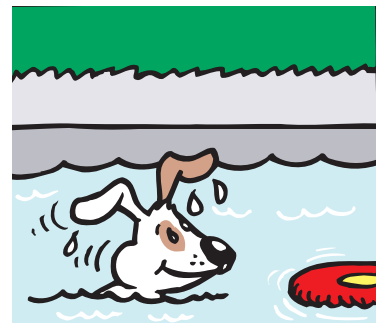




3.





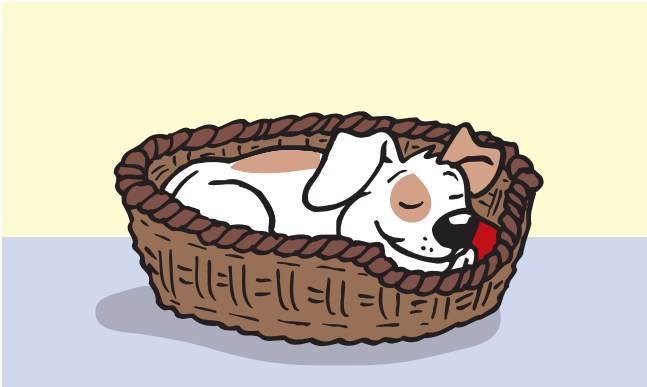


Directions:

Initial Consonants (1-2): Review the sounds of **R** and **S**. Have your student name the pictures. Have your student write **R** (for question 1) and **S** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

Sequence (3): Have your student look at all three pictures. Ask your student to write **1** below the event that would happen first, **2** below the event that would happen second, and **3** below the event that would happen third.

Dreamy Max



Max sleeps.

Max is having a dream.

What do you think Max is dreaming about?



Max dreams about food.

Max smiles.

Why do you think Max smiles?



Max licks his lips.

Max wags his tail.

What color is Max's tongue? What kind of food do you like?



A boy pets Max.

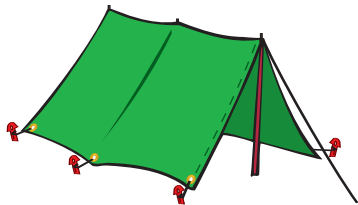
Max wakes up.

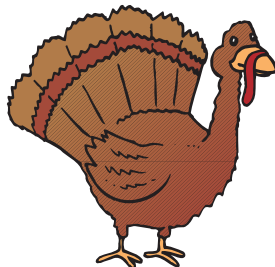
The boy gives Max a bone.

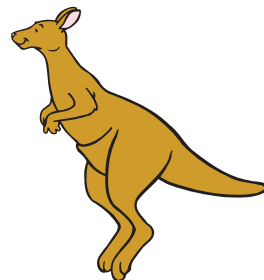
How do you think Max feels about what he sees?
Did Max's dream come true?

Name _____

1. T



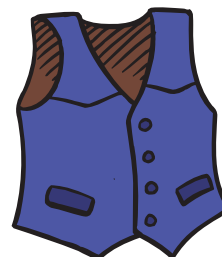




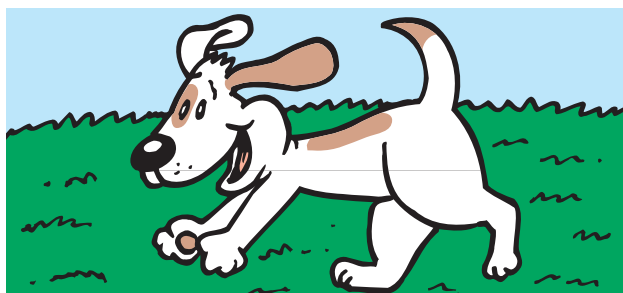
2. V







3.



Max is tired.

Max has energy.

4.



Max is happy.

Max is growling.

Directions:

Initial Consonants (1-2): Review the sounds of **T** and **V**. Have your student name the pictures. Have your student write **T** (for question 1) and **V** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

Picture Clues (3-4): Ask your student to read the sentences in each box and circle the sentence that best describes the picture.

Max Sees Snow



Max sees white things.

What is happening? What does Max hear?



Max sees snow falling.

What does Max see? What should Max do?



Come back, Max!

Why is Max running? Where should he go?



Max comes home.

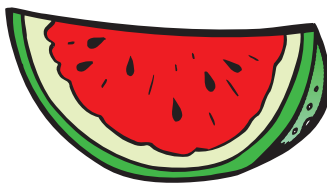
Sleep, Max, sleep.

Why is Max tired? How does Max feel now?

Name _____

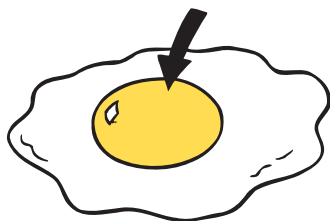
1. W

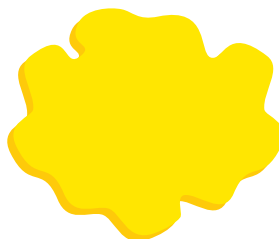






2. Y







3. The rain is _____.

dry wet look

4. The snow is _____.

slow silly white

Directions:

Initial Consonants (1-2): Review the sounds of **W** and **Y**. Have your student name the pictures. Have your student write **W** (for question 1) and **Y** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

Context Clues (3-4): Have your student read each sentence and circle the word that best completes the sentence.

Dizzy Max



Max sees a bird.
He wants to play.

Where is the bird?



Max runs after the bird.
Max runs and runs.

What is Max doing?



The bird flies away.

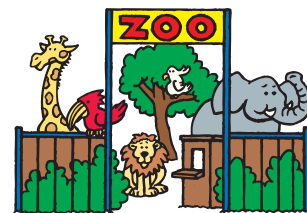
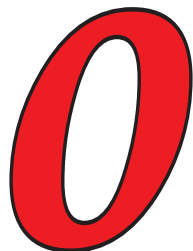


Max is dizzy.

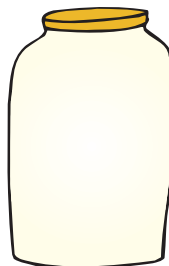
What happened to Max? What should Max
do now?

Name _____

1. Z



2. R



3. Max does not want to play. yes no

4. Max feels tired. yes no

5. Max runs away from a rabbit. yes no

6. Max can't find the bird. yes no

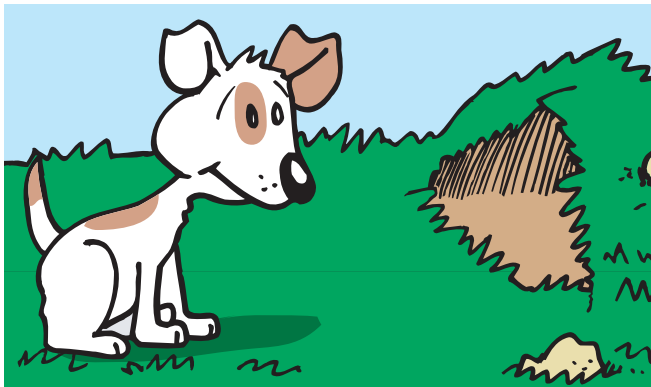
Directions:

Initial Consonants (1): Review the sound of **Z**. Have your student name the pictures. Have your student write **Z** below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

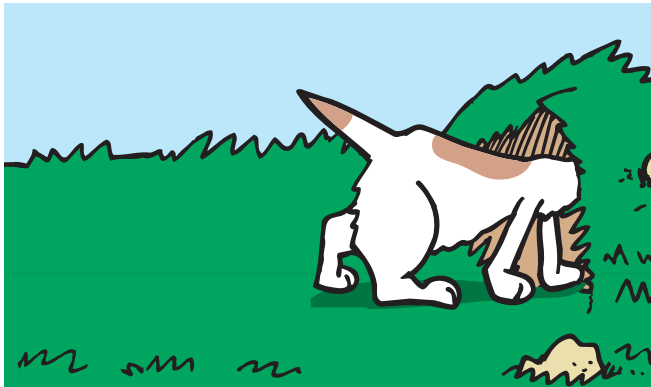
Final Consonants (2): Review the sound of the letter **R**. Ask your student to name each picture. Direct your student to write **R** below each picture whose name ends with the **R** sound. Have your student put an **X** directly on the picture that does not end with the **R** sound.

Facts and Details (3-6): Review *yes* and *no*. Have your student read each sentence. Then, based on the story events, have your student circle the correct answer.

Max Looks

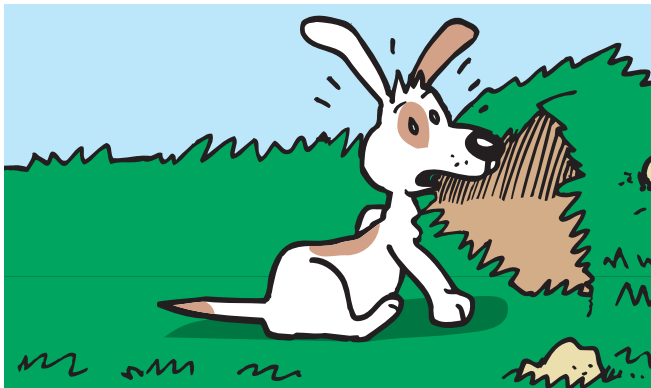


Max sees a hole.



Max looks inside.
It is dark.

What do you think Max sees?



Run, Max, run!

Why does Max run?

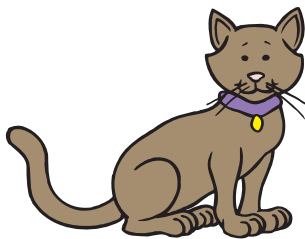


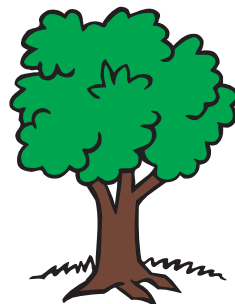
Max goes home.

How does Max feel?

Name _____

1. T







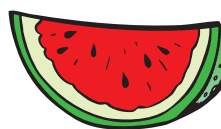
2.



3.



4.



5. Max finds a _____.

bone lamp sled

6. Max _____ in the dirt.

rolls slow tall

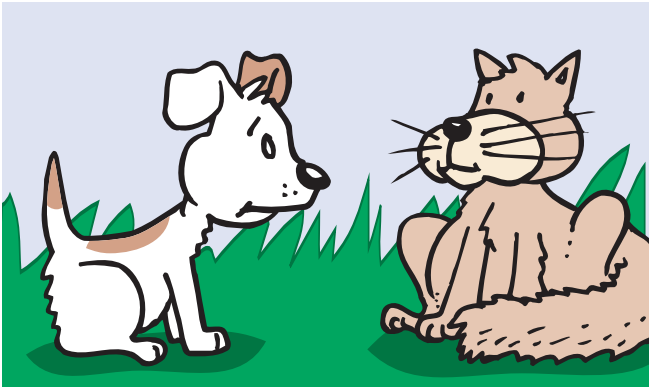
Directions:

Final Consonants (1): Review the sound of the letter **T**. Have your student name each picture. Direct him or her to write **T** below each picture whose name ends with the **T** sound. Ask your student to put an **X** directly on the picture that does not end with the **T** sound.

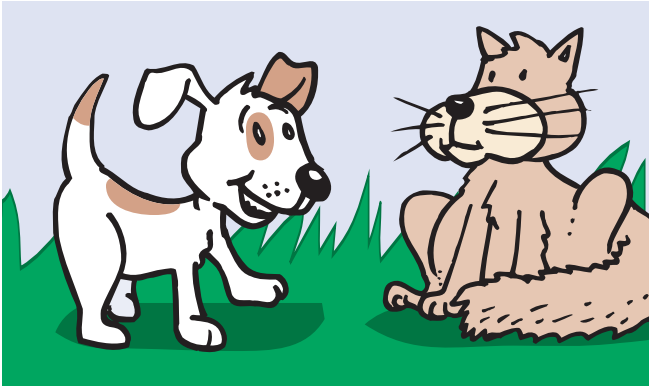
Classification (2-4): Have your student look at all four pictures in each row and then circle the three that belong together.

Drawing Conclusions (5-6): Ask your student to read the sentences in each box. Then, have your student circle the word that makes the most sense.

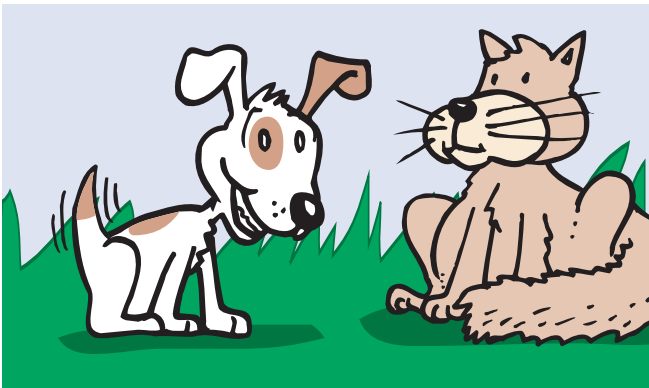
Max Sees a Cat



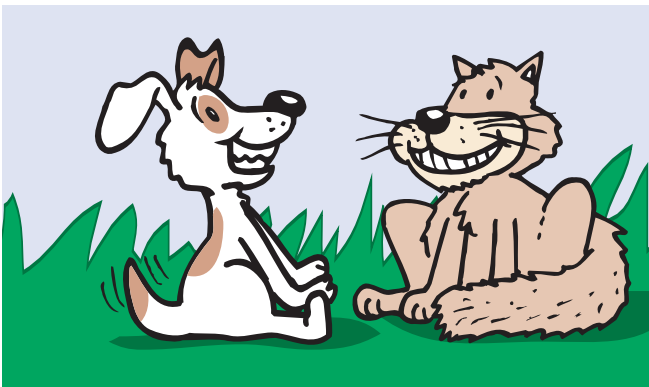
Max sees a cat.
The cat is fat.
The cat sits.



Max walks to the cat.
Max smiles.
The cat sits.



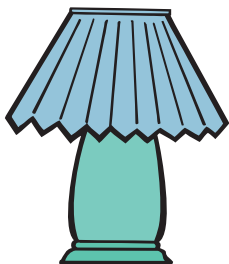
Max smiles again.
The cat sits.



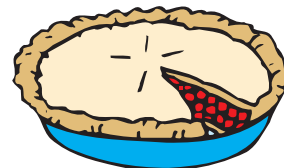
Max sits.
The cat smiles back.

Name _____

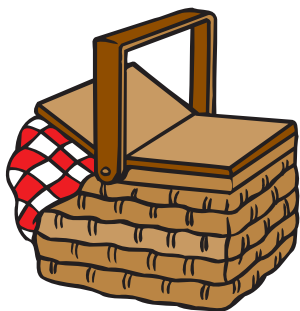
1. P





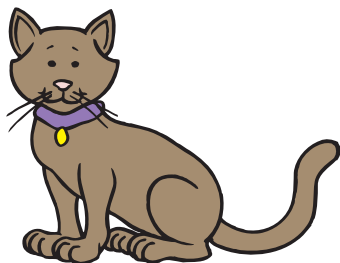


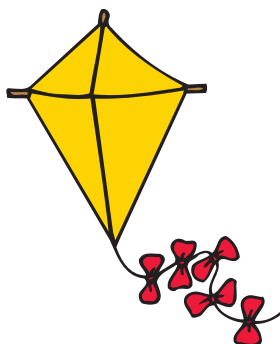
2. A

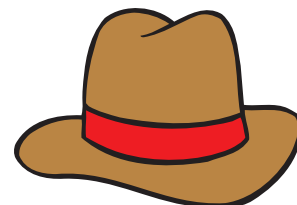










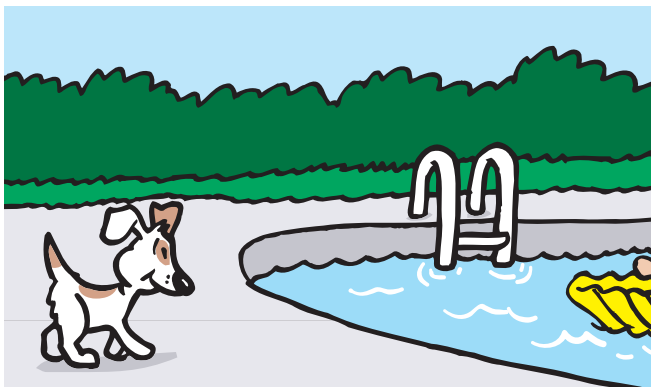


Directions:

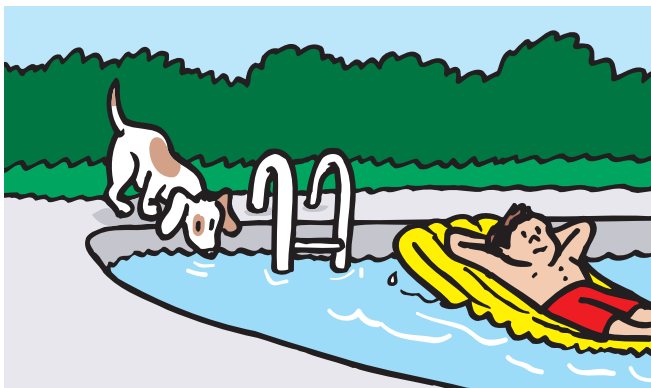
Final Consonants (1): Review the sound of the letter **P**. Have your student name each picture. Direct your student to write **P** below each picture whose name ends with the **P** sound. Have your student put an **X** directly on the picture that does not end with the **P** sound.

Short Vowels (2): Review the sound of short **A**. Have your student name each picture. Direct your student to write **A** below each picture whose name has the short-**A** sound. Ask your student put an **X** directly on the picture that does not have the short-**A** sound.

Max Takes a Splash!

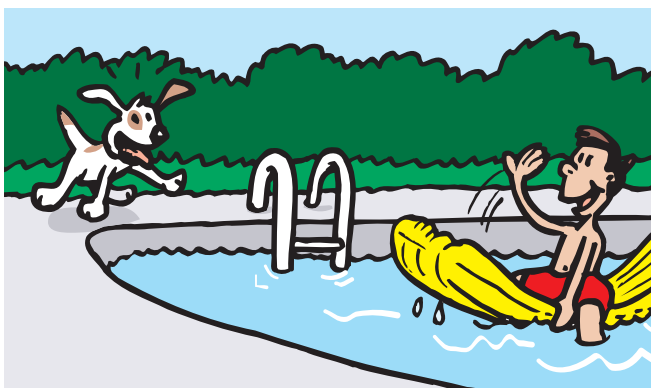


Max sees the pool.
Max walks near the pool.



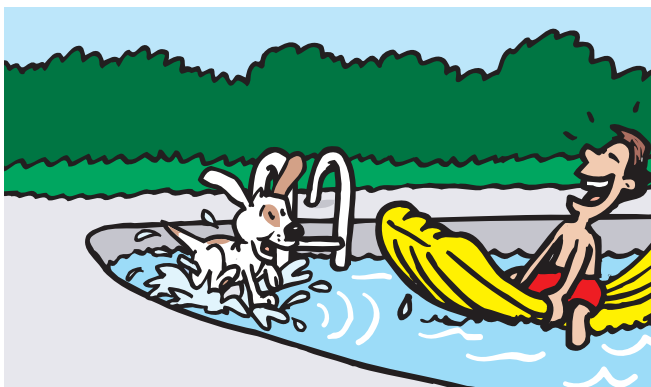
A boy is lying in the pool on a raft. Max walks to the edge of the pool. Max puts his nose in the water.

Why does Max put his nose in the water?



The boy says, "Come in, Max!"
The boy waves his hand.

Why do you think the boy wants Max to come into the pool?



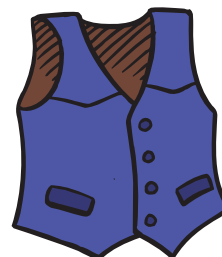
Max jumps into the pool and swims. The boy laughs.

Name _____

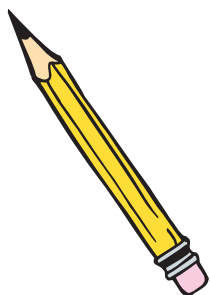
1. L

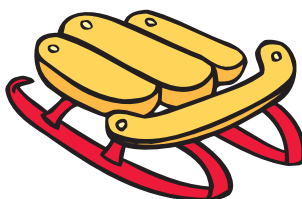


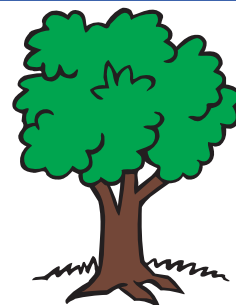




2. E







3. Max plays with it.
It rolls. It is a _____.
car hat ball

4. Max rolls in _____.
grass milk syrup

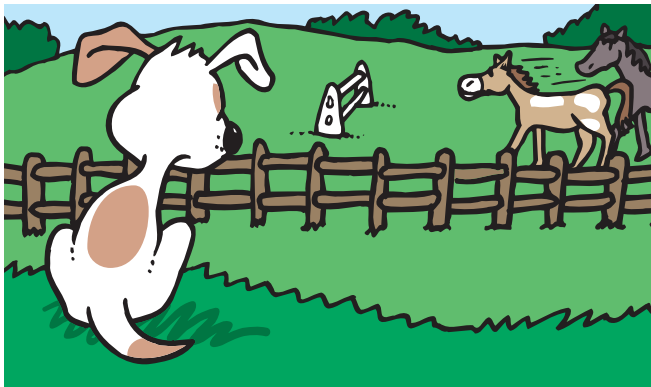
Directions:

Final Consonants (1): Review the sound of the letter **L**. Have your student name each picture. Direct your student to write **L** below each picture whose name ends with the **L** sound. Have your student put an **X** directly on the picture that does not end with the **L** sound.

Short Vowels (2): Review the sound of short **E**. Have your student name each picture. Ask your student to write **E** below each picture whose name has the short-**E** sound. Have your student put an **X** directly on the picture that does not have the short-**E** sound.

Drawing Conclusions (3-4): Have your student read the sentences in each box. Then, have your student circle the word that makes the most sense.

Max Horses Around



Look, Max.
Max sees horses.



Max watches the horses
jumping. Max wants to jump, too.

Why do you think Max wants to jump?



Max tries to jump over the
fence. Max tries, but he falls.



The horses look at Max. They
come closer. Max looks up at
them.

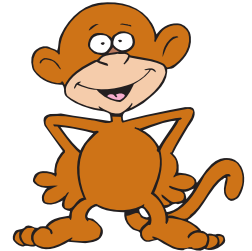
Why do you think the horses stop jumping?

Name _____

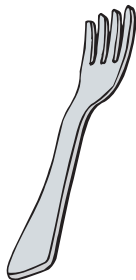
1. N

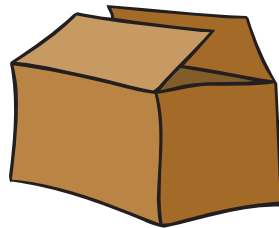


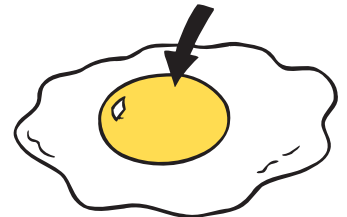




2. K







3. Max sees a toy.
He loves to play.
What will Max do?

Eat dinner

Play with the toy

Go to sleep

4. The cat wants to eat.
Food is in the house.
What will the cat do?

Stay outside

Go to sleep

Go inside the house

Directions:

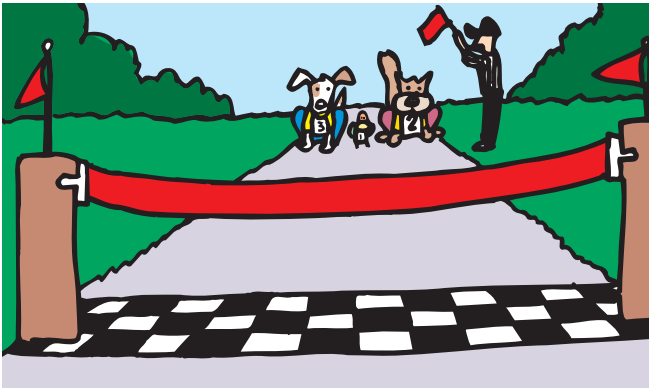
Final Consonants (1-2): Review the sounds of the letters **N** and **K**. Have your student name each picture. Direct your student to write **N** (question 1) and **K** (question 2) below each picture whose name ends with that sound. Ask your student to put an **X** directly on the picture that does not end with that sound.

Predicting Outcomes (3-4): Have your student read the sentences at the top of each box. Then, have your student circle the phrase below that makes sense.

The Big Race

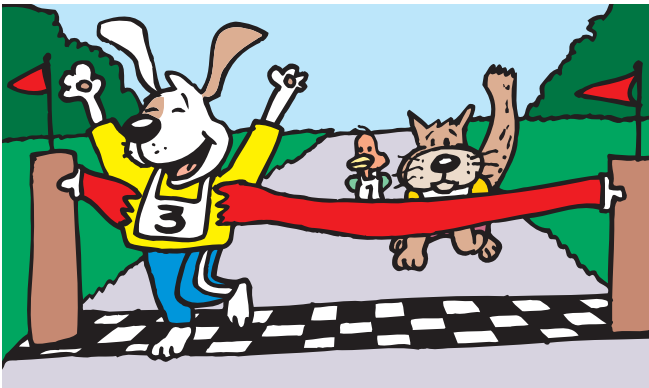


Max gets into line.
Max looks at his friends.

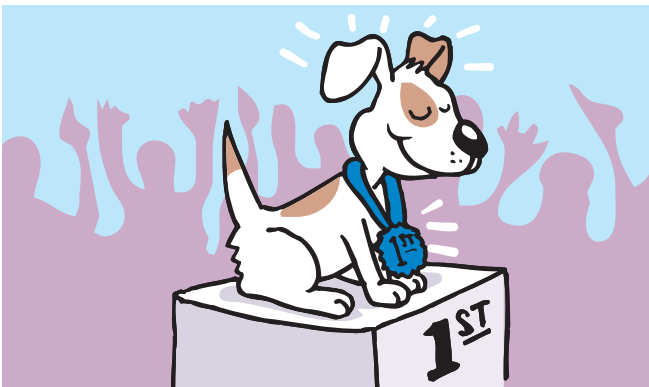


Get ready, Max.
"Go!" says the man.
Max starts running.

Do you think Max will win? Why or why not?



Max crosses the finish line.
He is first. He wins the race.

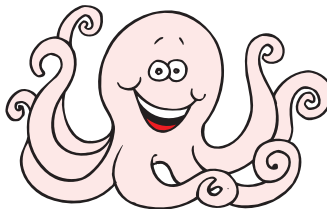


The crowd cheers.
Max gets a blue ribbon.

Name _____

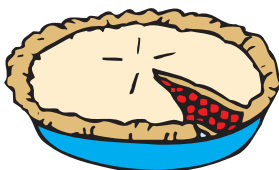
1. S







2. I







3. Max _____ at his friends. winks smiles looks

4. Max _____ the race. loses wins forgets

5. Max crosses the finish line _____. last second first

6. "Go!" says the _____. man girl doggie

Directions:

Final Consonants (1): Review the sound of the letter **S**. Have your student name each picture. Direct your student to write **S** below each picture whose name ends with the **S** sound. Ask your student to put an **X** directly on the picture that does not end with the **S** sound.

Short Vowels (2): Review the sound of short **I**. Have your student name each picture. Ask your student to write **I** below each picture whose name has the short-I sound. Have your student put an **X** directly on the picture that does not have the short-I sound.

Facts and Details (3–6): Have your student read each sentence. Then, based on story events, circle the correct answer.

The Birthday Dog



It is Max's birthday.
He is so happy.

Why are most people happy on their birthday?



Max walks into the yard.
He sees his friends.

Why are friends important?



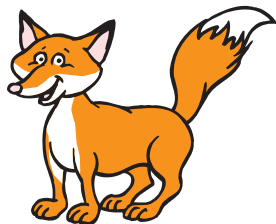
They all shout, "Happy
Birthday, Max! How old are
you now?"



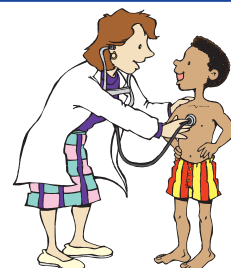
Max smiles.
He barks five times.

Name _____

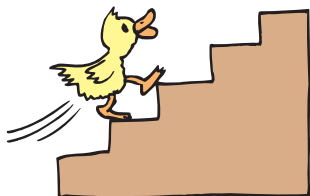
1. O







2. U







3. Max's friends have come over for his birthday party. What will they do?

sing

ski

take a nap

4. The cat forgot to bring a present. What will she do?

bring one tomorrow

run up a tree

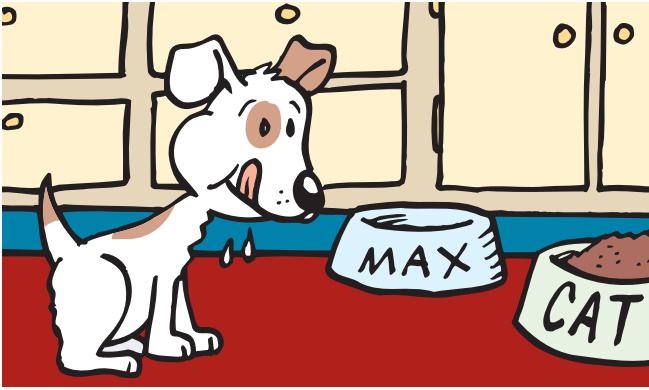
hide under the table

Directions:

Short Vowels (1–2): Review the sounds of short O and short U. Have your student name each picture. Direct your student to write O (for question 1) and U (for question 2) below each picture whose name has that sound. Ask your student to put an X directly on the picture that does not have that sound.

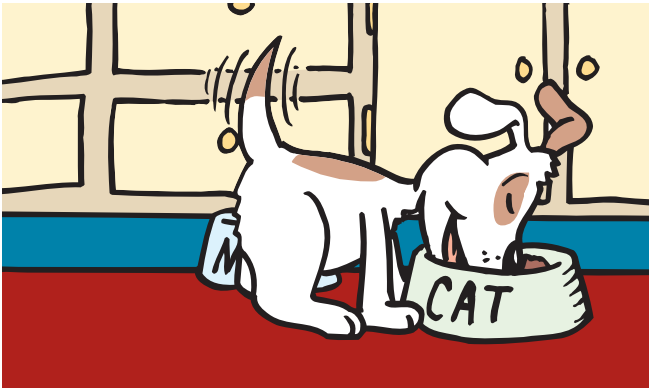
Predicting Outcomes (3–4): Have your student read the sentence at the top of each box. Then, have your student circle the phrase below that makes sense.

Hungry Max



Max is hungry.

Max looks around the kitchen for food.



Max looks at the bowls.

Max eats the cat's food.

Why do you think Max eats from the cat's bowl?



Max looks up.

He looks funny.



The cat comes in.

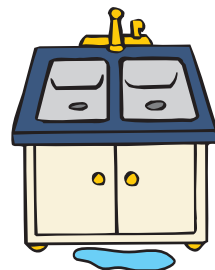
The cat looks at Max.

The cat smiles.

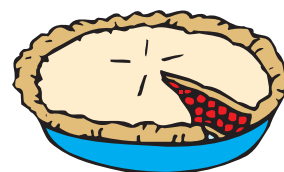
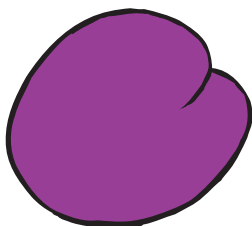
Why is the cat smiling?

Name _____

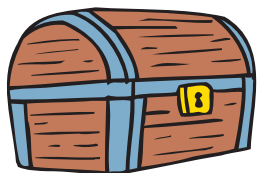
1. sn



2. pl



3.



e

u

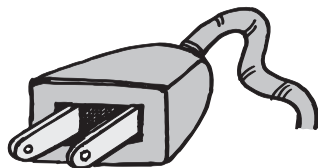
4.



e

i

5.



u

a

6.



o

a

Directions:

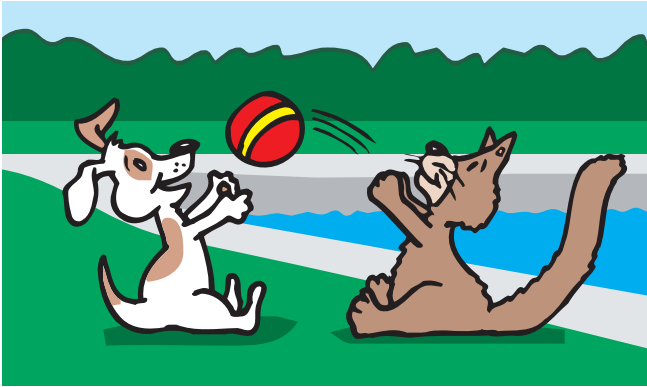
Blends (1-2): Review the sounds of the blends **sn** and **pl**. Have your student name each picture. Direct your student to write **sn** (for question 1) and **pl** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

Short Vowels (3-6): Have your student name each picture and listen to the vowel sound. Ask your student to circle the correct vowel below each picture.

Max and the Cat Play Catch



Max says hello to the cat.
They go outside.



Max and the cat find a ball.
They play catch.



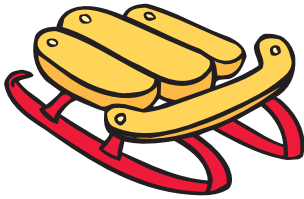
Max throws the ball over the
cat's head. The cat looks up at
the ball.



The ball goes into the pool.
Max jumps into the pool.
The cat smiles.

Name _____

1. sl







2. st







3. The cat and Max find a ball. Max throws it

_____.

under

below

up

4. The cat and Max play catch. Max throws it _____ the cat's head.

over

under

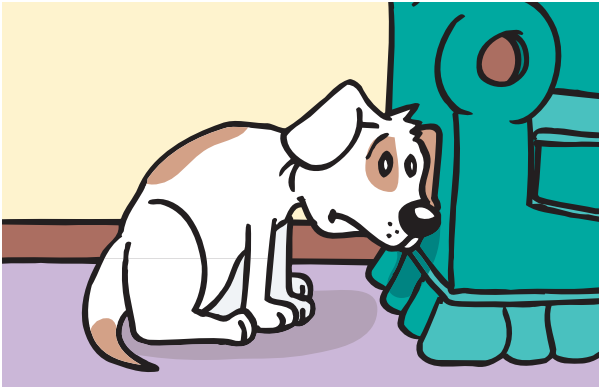
on top of

Directions:

Blends (1-2): Review the sounds of the blends **sl** and **st**. Have your student name each picture. Direct your student to write **sl** (for question 1) and **st** (for question 2) below each picture whose name begins with that sound. Have your student put an **X** directly on the picture that does not begin with that sound.

Predicting Outcomes (3-4): Have your student read the sentences at the top of each box. Then, ask your student to circle the word or phrase below that makes sense.

Max Is Sad



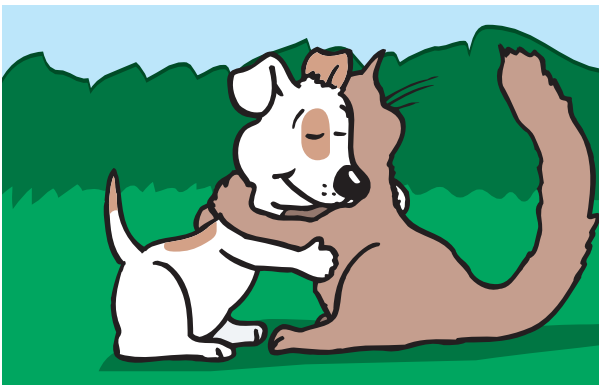
Max is sad.
He cannot find his bone.



Max walks outside.
He lies down on the grass.



Max closes his eyes.
The cat comes outside.

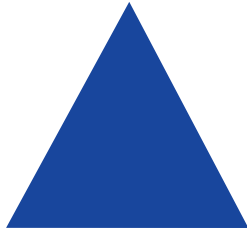


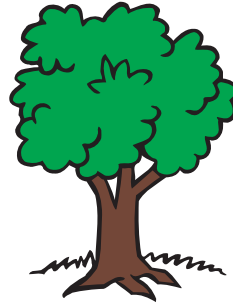
The cat taps Max on the
back. The cat gives Max a hug.
Max feels better.

Why does Max feel better?

Name _____

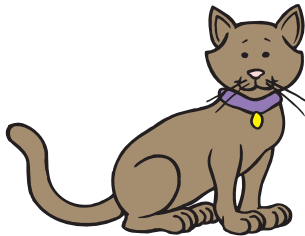
1. tr

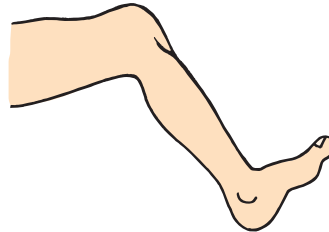


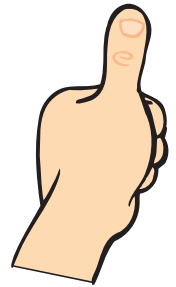


3

2.







3. It is little.
It can make a web.
It has many legs.
What is it?

Ferris wheel
spider
caterpillar

4. It has four legs.
It is furry.
It says "Meow!"
What is it?

duck
cat
lamb

Directions:

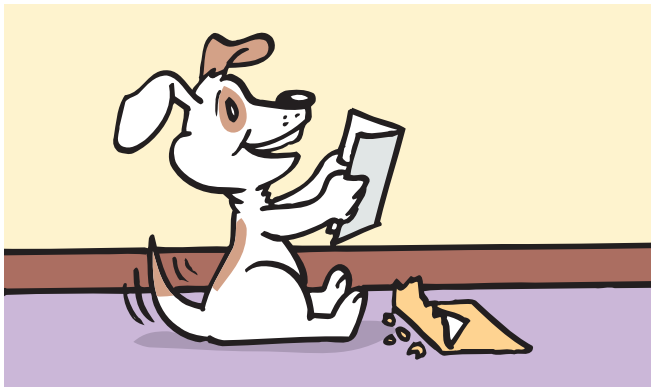
Blends (1): Review the sound of the blend **tr**. Have your student name each picture. Direct your student to write **tr** below each picture whose name begins with the **tr** sound. Have your student put an **X** directly on the picture that does not begin with the **tr** sound.

Short Vowels (2): Have your student name each picture, listen to the vowel sound, and write the vowel below the picture.

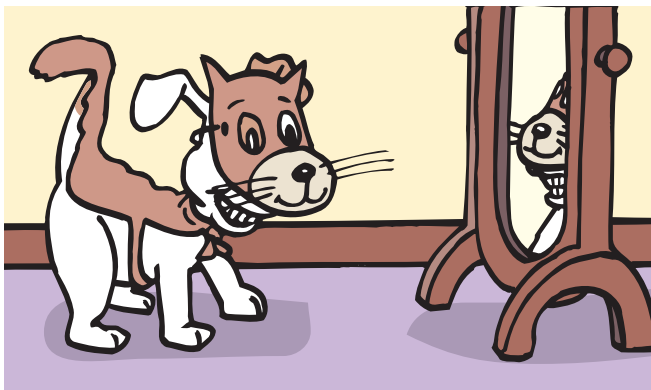
Drawing Conclusions (3-4): Have your student read the sentence riddles in each box. Then, have your student circle the word that makes the most sense.

Spectrum Reading *Grade K*

Max Goes to a Costume Party



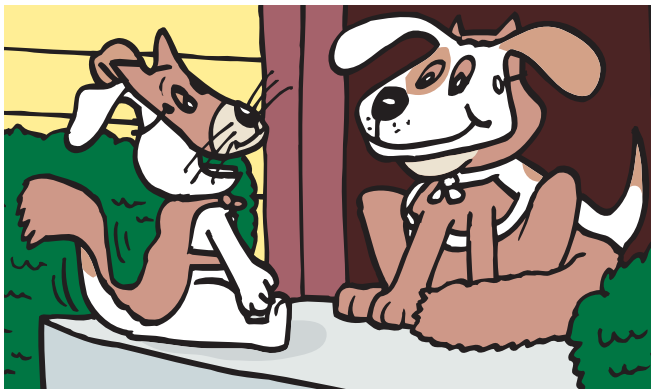
Max is invited to a costume party. Max wants to wear a costume.



Max puts on a cat costume.
He looks in the mirror.
He laughs.



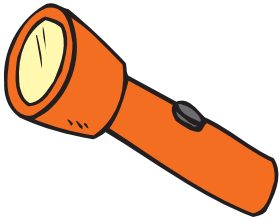
Max walks to the costume party at a friend's house.
The cat opens the door.



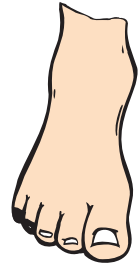
The cat is wearing a dog costume.
Max laughs. The cat laughs even harder.

Name _____

1. fl



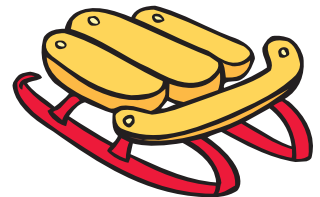




2.







3. Max sees something. It jumps up from the water. Then, it jumps back in. *Splash!* What is it?

- A bear
- A frog
- A tadpole

4. A squirrel runs down the tree and sees Max. Then, the squirrel runs up the tree. Where is the squirrel now?

The squirrel is with Max.
The squirrel is hiding in the leaves.

Directions:

Blends (1): Review the sound of the blend **fl**. Have your student name each picture. Direct your student to write **fl** below each picture whose name begins with the **fl** sound. Have your student put an **X** directly on the picture that does not begin with the **fl** sound.

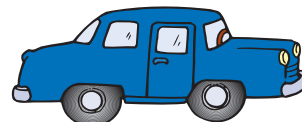
Blends (2): Have your student name each picture, listen to the beginning sound, and write the blend below the picture.

Drawing Conclusions (3-4): Have your student read the sentence at the top of each box. Then, ask your student to circle the phrase or sentence below that makes the most sense.

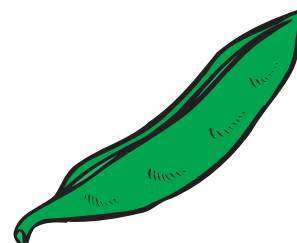
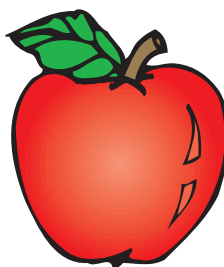
Name _____

Same and Different

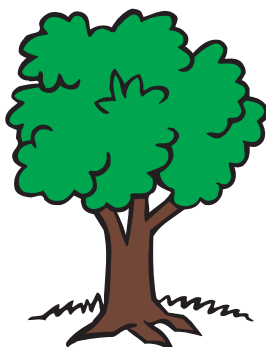
1.



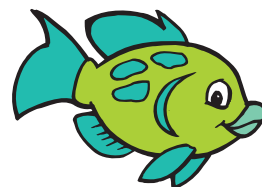
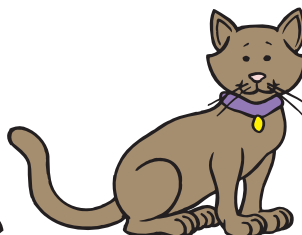
2.



3.



4.



Directions:

Classification (1-4): Have your student look at all four pictures in each row and circle the three that belong together.

Spectrum Reading *Grade K*

Name _____

Sounds You Know

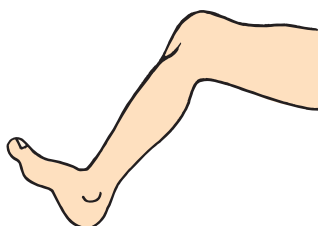
1.



2.



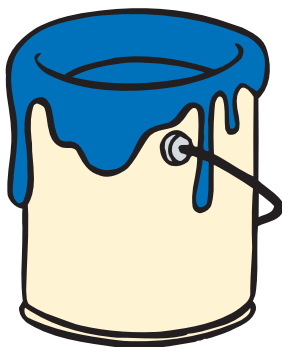
3.



4.



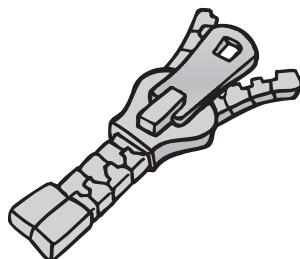
5.



6.



7.



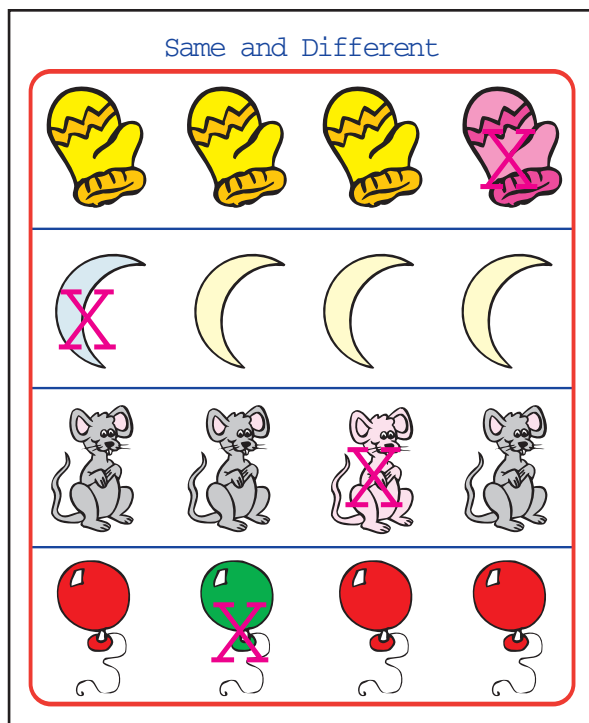
8.



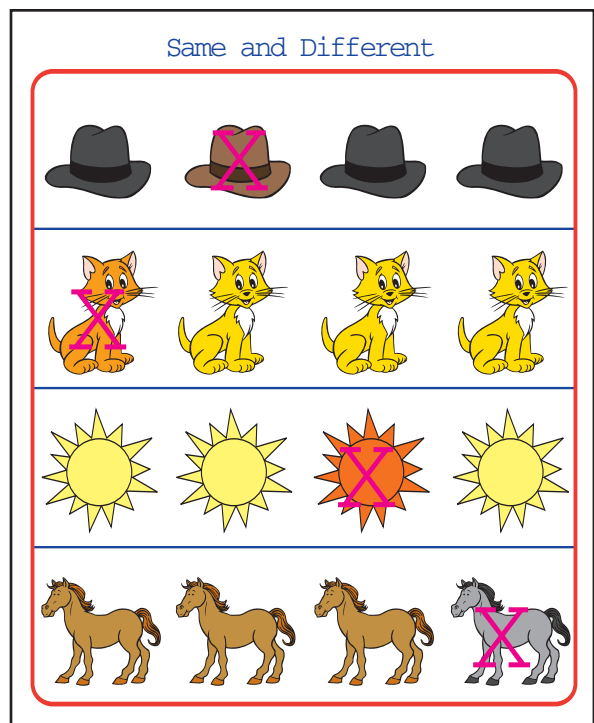
Directions:

Initial and Final Consonants (1-8): Have your student look at each picture and say it aloud. Have your student listen to the beginning and ending consonants. Then, ask your student to write down the beginning and ending consonants next to each picture.

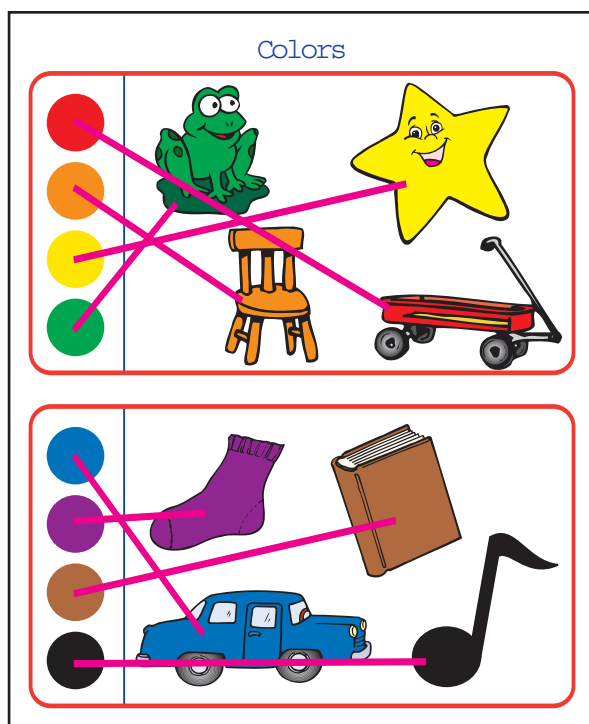
Answer Key



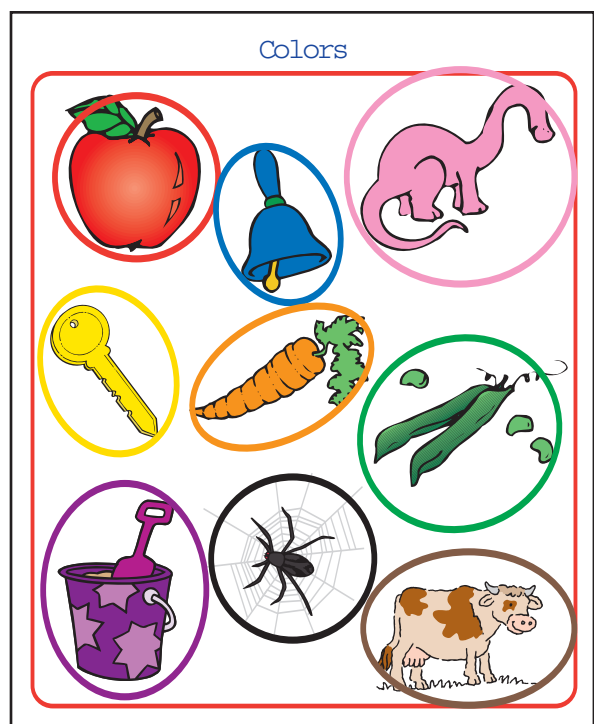
2



3

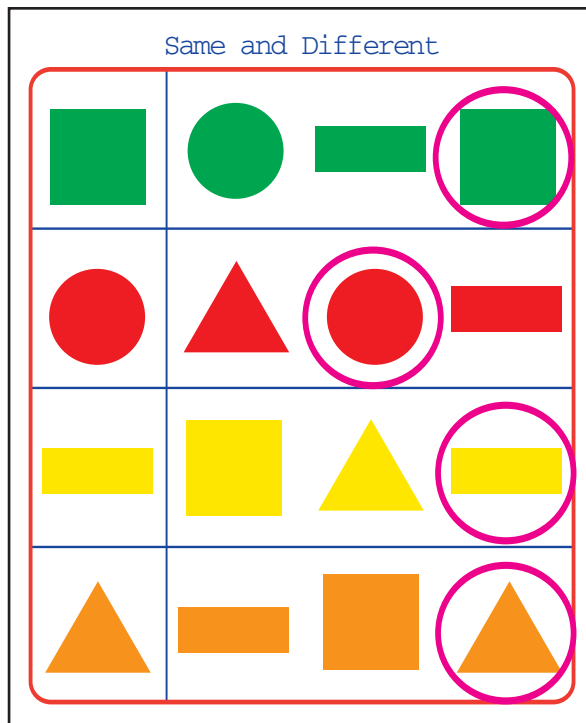


4

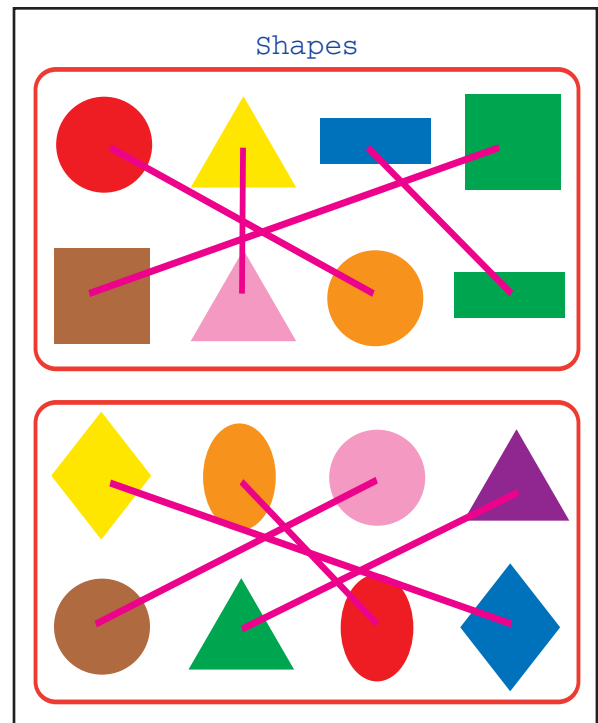


5

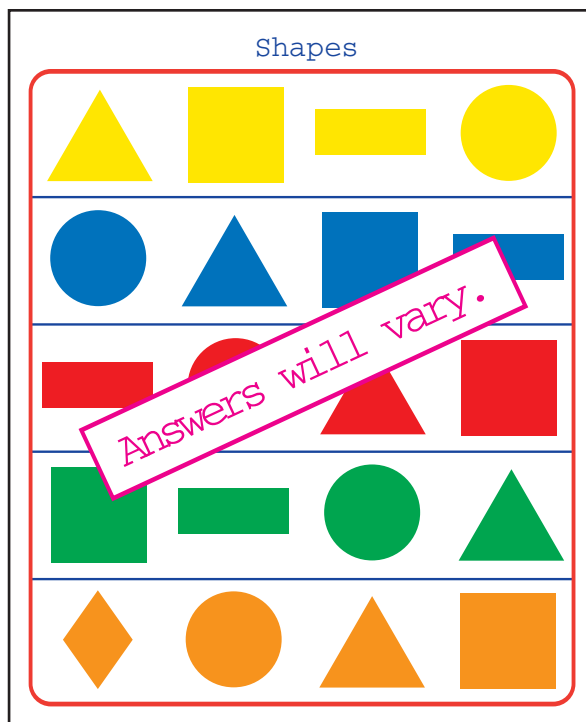
Answer Key



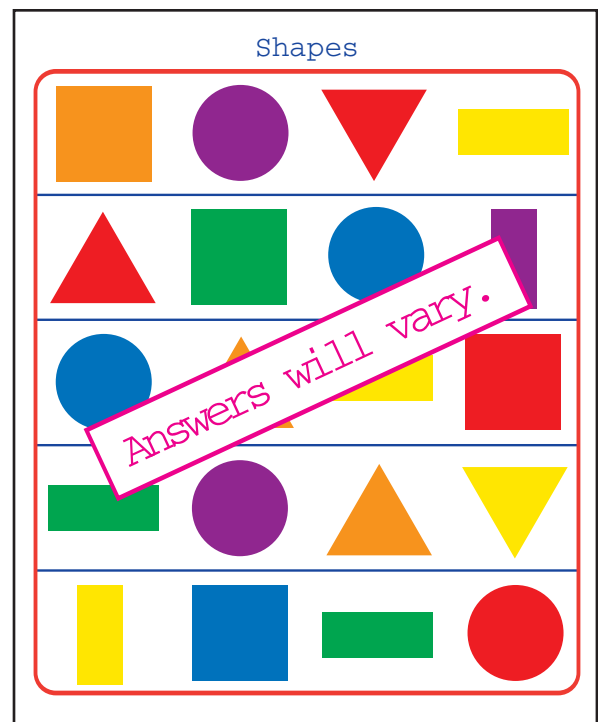
6



7



8



9

Answer Key

Completing Shapes

10

How Many?

1 1 1	
2 2 2	
3 3 3	
4 4 4	
5 5 5	

11

How Many?

6 6 6	
7 7 7	
8 8 8	
9 9 9	
10 10 10	

12

Sequencing







3	1	2

2	3	1

14

Answer Key

Letters

Aa		Bb	
A		N	C
a	e		o
B	P		C
b	g	d	

15

Sounds

Aa Aa Aa


Bb Bb Bb





    


16





Sounds: A and B

 Aa Aa Aa

A A

 Bb Bb Bb

B B B

17

Sounds: A

 Aa Aa Aa











   

18



Answer Key

Letters

Cc		Dd	
C	O	D	 
c	e	 	d
D		P	 R
d	f	a	 




















20

Sounds










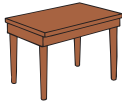


21

Sounds: C and D

22









Sounds: A, B, C, and D

a	 	
b	 	
c	 	
d	 	

23

Answer Key





Letters





Ee		Ff	
E		F	
e	g	c	
F	T		H N
f		t	

25

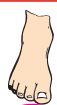



Sounds


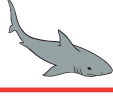


Ee Ee Ee Ee

Ff Ff Ff Ff





   

26

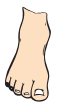




The Sounds of E and F

Ee Ee Ee Ee

E E

Ff Ff Ff Ff


    

F

27

Sounds: E

Ee Ee Ee Ee

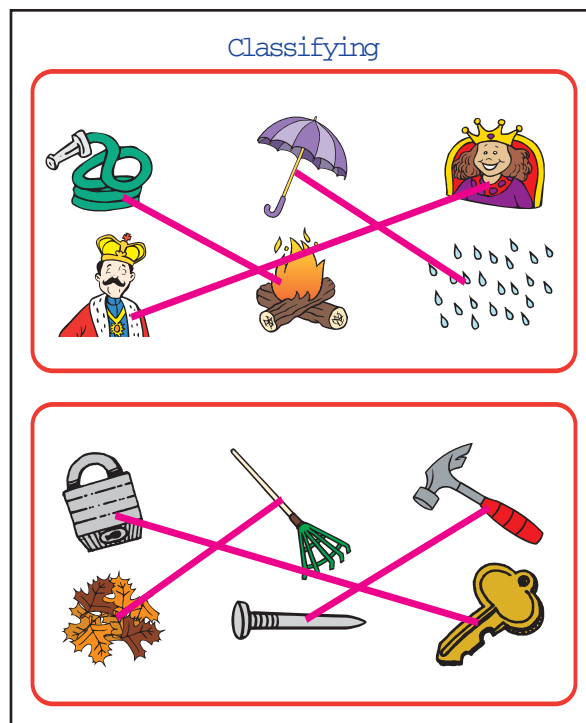
   

28

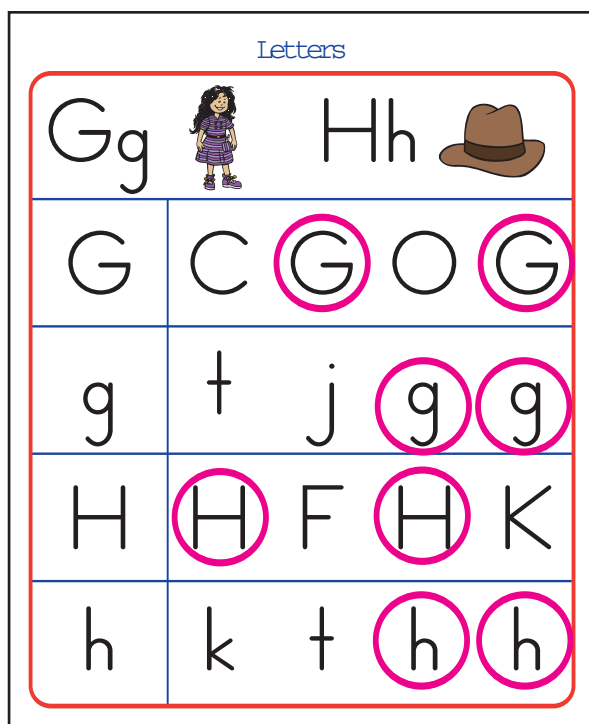
Answer Key



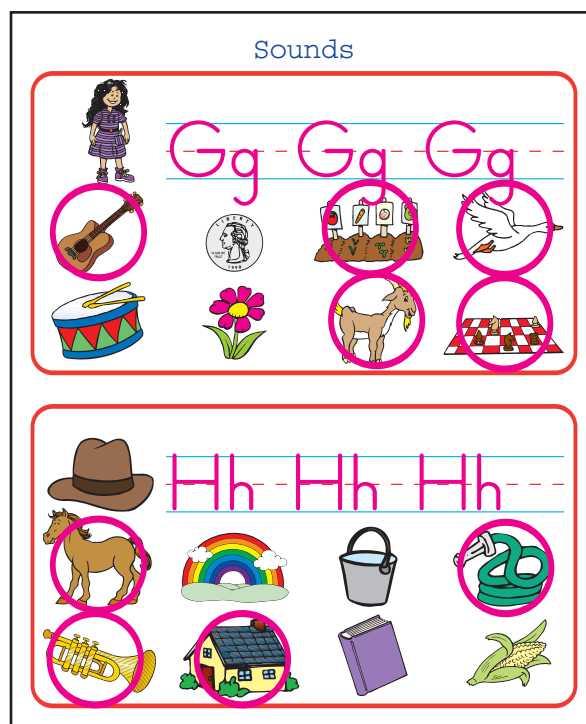
29



31







32








33

Answer Key








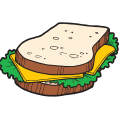




The Sounds of G and H

	Gg	Gg	Gg
			
G		G	G

	Hh	Hh	Hh
			
H	H		H




34



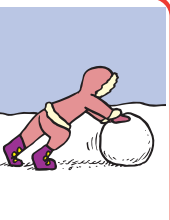
Sounds: E, F, G, and H

e			
f			
g			
h			

35



Sequencing

		
2	3	1

		
3	2	1

37

Letters

Ii		Jj	
I	L	N	I I
i	i	j	l i
J	D	J	G J
j	J	y	v J

38

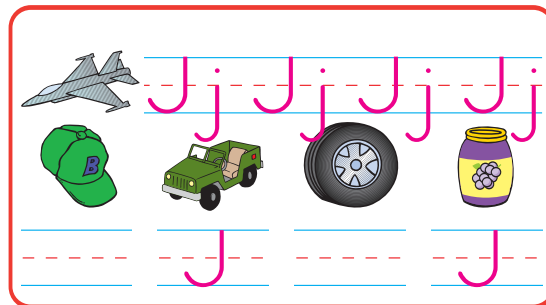
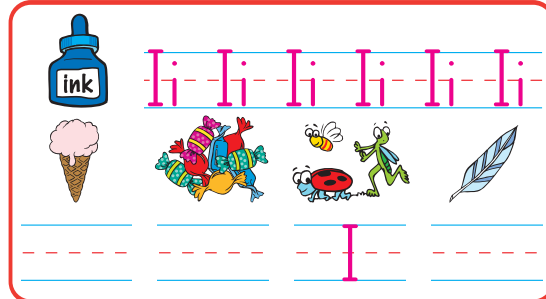
Answer Key

Sounds



39

Sounds: I and J



40

Sounds: I



41

Classifying



42

Answer Key

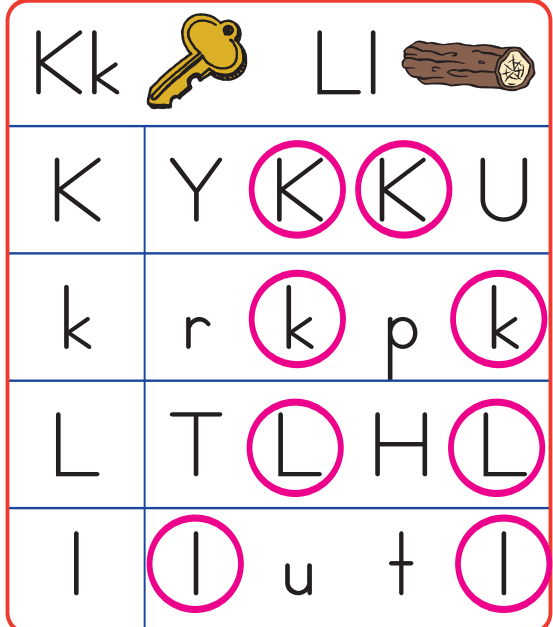
Big and Small



Answers will vary.

44

Letters



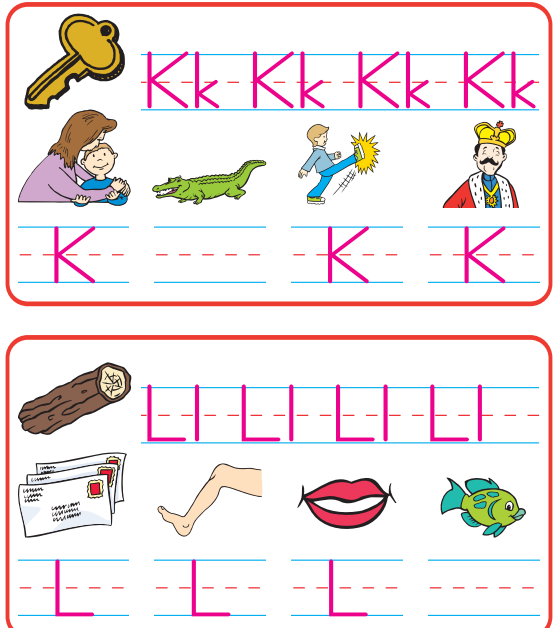
45

Sounds



46




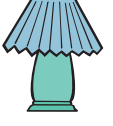








Sounds: K and L



47

Answer Key

Sounds: I, J, K, and L

i			
j			
k			
l			


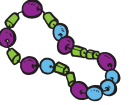




48

Classifying

50

Letters

Mm		Nn	
M	W		S
m	n	w	
N	M	X	
n	r		t

51

Sounds

	Mm Mm Mm		
			
			
	Nn Nn Nn		
			
			

52

Answer Key

Sounds: M and N

Mm Mm Mm

M M

Nn Nn Nn

N N

53

Sequencing

1 3 2

3 2 1

54

Rhyming Words

pie tie orange

bat cat tree

car rock clock

mop top bee

56

Classifying

skateboard roller skis snowman high-heeled shoe

lamp candle flashlight firefighter










suit jacket tie chair shoe

golf bag baseball bat tennis racket baseball

57





















Answer Key

Letters

Oo		Pp	
O	Q		U 
o	c	g	 
P	R		F B
p	q		r 




















58

Sounds














59

Sounds: O and P

60













Sounds: O

61










Answer Key

Sounds: M, N, O, and P

m	  
n	  
o	  
p	  


















62

Letters

Qq		Rr	
Q		O	C
q		p	
R		P	
r			w






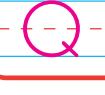











64

Sounds

	Qq	Qq	Qq
			
			
	Rr	Rr	Rr
			
			

65

Sounds: Q and R

	Qq	Qq	Qq
			
			
	Rr	Rr	Rr
			
			

66

Answer Key

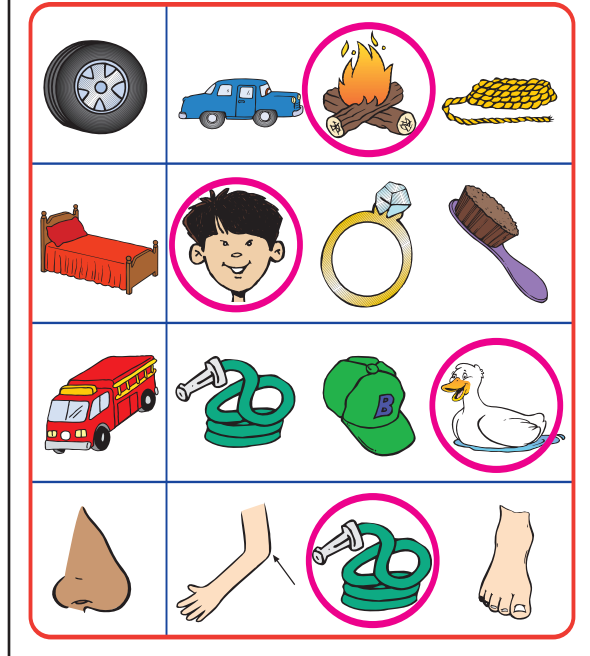
Position Words



Answers will vary.

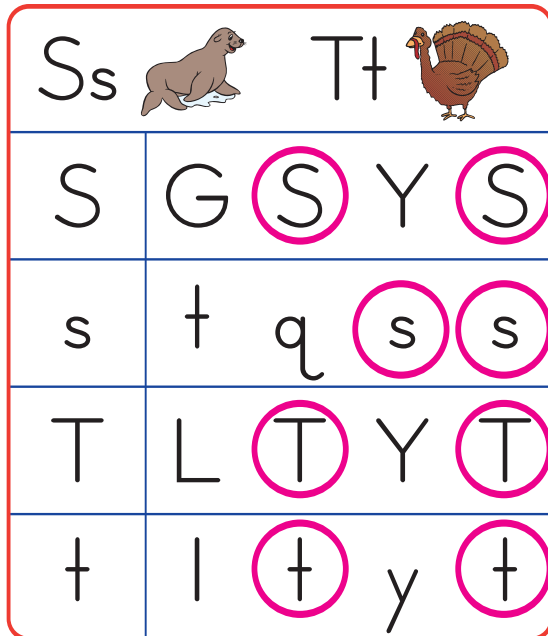
67

Rhyming Words



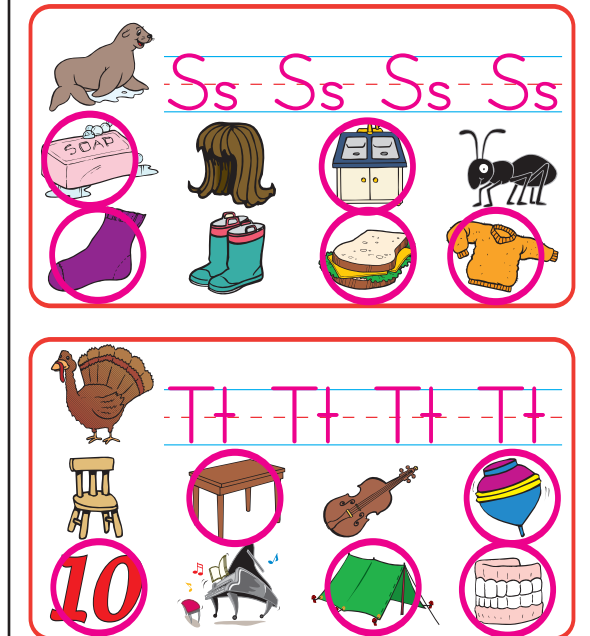
69

Letters



70






Sounds








71

Answer Key













Sounds: S and T

	Ss	Ss	Ss	Ss
				
S		S		S

	Tt	Tt	Tt	Tt
				
T		T		T









72

Sounds: Q, R, S, and T

q			
r			
s			
t			

73



Same and Different

Answers will vary.

75

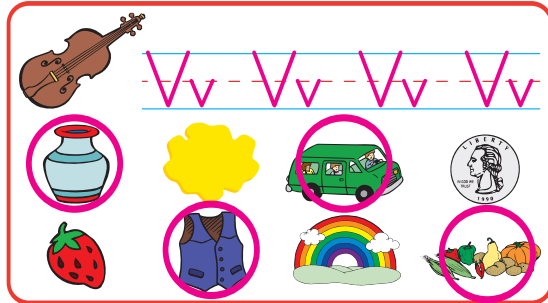
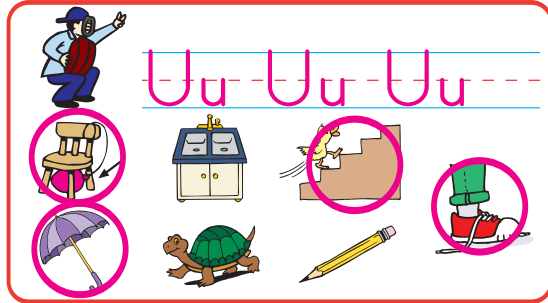
Letters

Uu		Vv	
U	V	U	W
u	u	n	u
V	Y	W	V
v	a	v	u

76

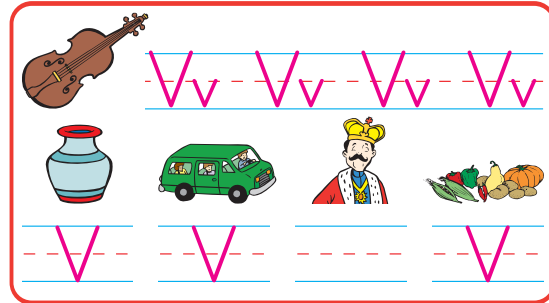
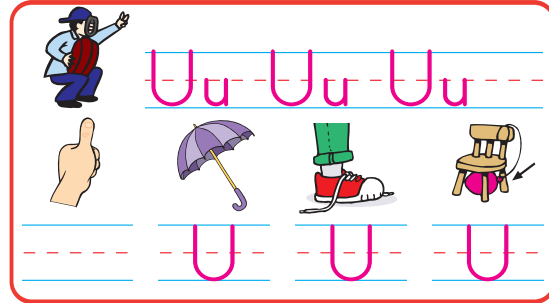
Answer Key

Sounds



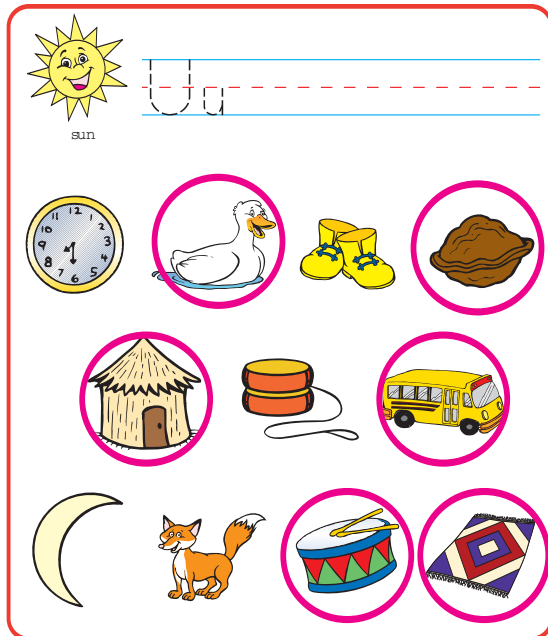
77

Sounds: U and V



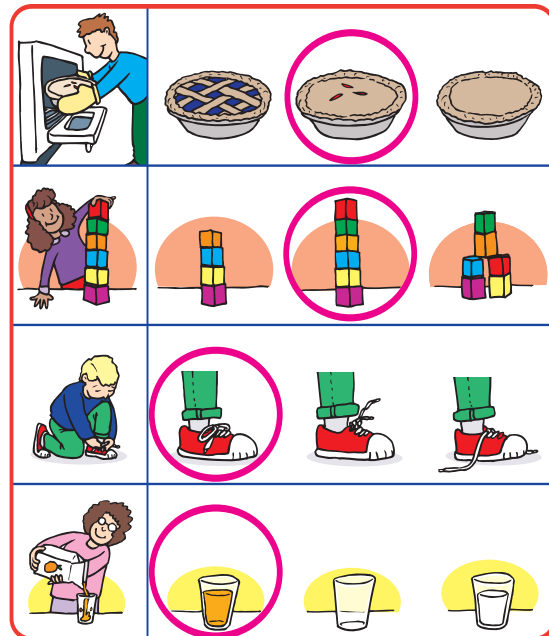
78

Sounds: U



79

Start and Finish



80

Answer Key

Position Words

Answers will vary.

82

Letters

Ww Xx 6

W	V	U	W	M
w	w	m	w	v
X	Y	A	X	X
x	x	a	x	y

83

Sounds

Ww Ww

6 Xx Xx Xx Xx

6

0

84

Sounds: W and X

Ww Ww

W W W W


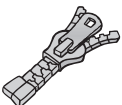
6 Xx Xx Xx Xx

X X X X

85

Answer Key

Letters

Yy		Zz	
Y	V	N	Y Y
y	y	f	y v
Z	A	Z	E Z
z	s	z z	n






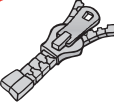




87

Sounds

	Yy Yy Yy Yy
	  
	 O 
	Zz Zz Zz Zz
	  
	  


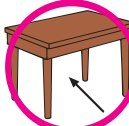







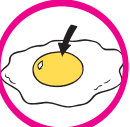

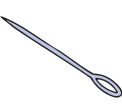
88

Sounds: Y and Z

	Yy Yy Yy Yy
	
	
Y	Y
	Zz Zz Zz Zz
	
	
Z	Z

89






Sounds: U, V, W, and Y

u			
v			
w			
y			

90

Answer Key

Matching Words

 top	cap	top	top
 cap	cap	pig	cap
 pig	top	pig	pig
 egg	egg	egg	top
 cub	cap	cub	cub




91

Matching Words




do	do	you	do
you	the	you	do
smell	do	smell	smell
the	the	you	the
cake	cake	smell	cake

92




1. B

 B	 B	 _____
--	--	--

2. C




 C	 _____	 C
--	--	--

3.




 3	 1	 2
--	--	--

95


1. D

 D	 D	 _____
---	--	--


2. F

 F	 _____	 F
---	--	--

3.

 See Max jump. Here is Max.	4.
---	----




4.

 Max rolls over. Max hides.
--




97

Answer Key

1. G

		
---	---	---

2. H

		
---	---	---

3. Max looks. ☒ yes ☐ no




4. Max runs away. ☐ yes ☒ no

5. Max wags his tail. ☒ yes ☐ no




6. Max eats. ☐ yes ☒ no


99


1. J

		
--	---	---

2. K




		
--	---	---

3. 
Max goes in.
☒ Max goes out.



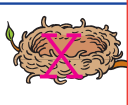
4. 
☒ Max finds the ball.
Max lost the ball.

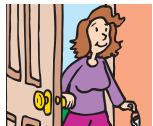


101

1. L

		
---	---	---




2. M

		
---	---	---

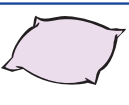


3. 



103

1. N

		
--	---	---

2. P

		
--	---	---




3. Max can _____ the ball.
jump walk ☒ get

4. Max can t _____ a book.
eat ☒ read look




105

Answer Key




1 R

		
R	R	R

2 S



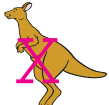
		
S	S	S

3




		
1	3	2

107



1 T

		
T	T	T

2 V

		
V	V	V




3

	
Max is tired. Max has energy.	Max is happy. Max is growling.




4

109

1 W

		
W	W	W

2 Y




		
Y	Y	Y

3 The rain is _____.
dry wet look




4 The snow is _____.
slow silly white

111

1 Z

		
Z	Z	Z

2 R

		
R	R	R

3 Max does not want to play. yes no

4 Max feels tired. yes no




5 Max runs away from a rabbit. yes no

6 Max can't find the bird. yes no













113

Answer Key

1. T

		
T		T

2.

3.

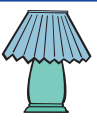


4.

5. Max finds a _____.
bone lamp sled




6. Max _____ in the dirt.
rolls slow tall


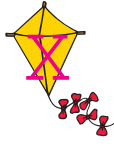

115

1. P

		
P	P	




2. A

		
A	A	A




		
A		A

117

1. L

		
L	L	

2. E




		
E	E	

3. Max plays with it.
It rolls. It is a _____.
car hat ball




4. Max rolls in _____.
grass milk syrup

119

1. N

		
N	N	

2. K

		
K		K




3. Max sees a toy.
He loves to play.
What will Max do?
Eat dinner
Play with the toy
Go to sleep

4. The cat wants to eat.
Food is in the house.
What will the cat do?
Stay outside
Go to sleep
Go inside the house




121

Answer Key

1. s

 s	 s	 s
--	--	--

2. i

 i	 i	 i
--	--	--

3. Max _____ at his friends. winks smiles looks




4. Max _____ the race. loses wins forgets

5. Max crosses the finish line _____. last second first

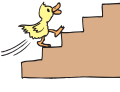


6. Go! says the _____. man girl doggie

123

1. o

 o	 o	 o
---	--	--

2. u




 u	 u	 u
---	--	--

3. Max's friends have come over for his birthday party. What will they do?
sing
ski
take a nap




4. The cat forgot to bring a present. What will she do?
bring one tomorrow
run up a tree
hide under the table


125


1. sn


 sn	 sn	 sn
---	---	---


2. pl

 pl	 pl	 pl
---	---	---

3. 
e u




4. 
e i

5. 
u a




6. 
o a

127

1. s

 s	 s	 s
---	--	--

2. s







 s	 s	 s
---	--	--

3. The cat and Max find a ball. Max throws it _____.
under
below
up







4. The cat and Max play catch. Max throws it _____ the cat's head.
over
under
on top of

129

Answer Key

















1. t		
 t	 t	 3
2		
 a	 e	 u
3. It is little. It can make a web. It has many legs. What is it? Ferris wheel <u>spider</u> caterpillar		4. It has four legs. It is furry. It says Meow! What is it? duck <u>cat</u> lamb

131

1. f		
 f	 f	 X
2		
 st	 sn	 s
3. Max sees something. It jumps up from the water. Then it jumps back in. Splash! What is it? A bear <u>A frog</u> A tadpole		4. A squirrel runs down the tree and sees Max. Then,, the squirrel runs up the tree. Where is the squirrel now? The squirrel is with Max. <u>The squirrel is hiding in the leaves.</u>







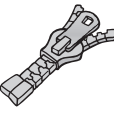

133

Same and Different

1.    			
2.    			
3.    			
4.    			

134

Sounds You Know

1.  b k		2.  s x	
3.  l g		4.  b t	
5.  p t		6.  m p	
7.  z r		8.  d l	

135

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