Recording Sheet: Repeated Review of Spelling Words with Shared Rime (Conrad, 2008)

Student: _________________________  Teacher/Interventionist: ____________________ Classroom/Grade: ______________

**Directions:** Use this form to organize by word family the words used in the intervention, to log the date when a word family is first presented, and to log the date(s) when each word is mastered in (a) the reading activity and (b) the spelling activity.

<table>
<thead>
<tr>
<th>Word Family</th>
<th>Date When First Introduced: ___ / ____ / ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________</td>
<td>Reading Mastered: DATE: _____</td>
</tr>
<tr>
<td>2. __________</td>
<td>Reading Mastered: DATE: _____</td>
</tr>
<tr>
<td>3. __________</td>
<td>Reading Mastered: DATE: _____</td>
</tr>
<tr>
<td>4. __________</td>
<td>Reading Mastered: DATE: _____</td>
</tr>
<tr>
<td>5. __________</td>
<td>Reading Mastered: DATE: _____</td>
</tr>
</tbody>
</table>

**Word Families/Rime**

- -ack (e.g., pack, lack)
- -ail (e.g., nail, pail)
- -ain (e.g., pain, gain)
- -ake (e.g., rake, cake)
- -ale (e.g., sale, bale)
- -ame (e.g., fame, tame)
- -ank (e.g., tank, rank)
- -ash (e.g., lash, hash)
- -ate (e.g., mate, plate)
- -aw (e.g., saw, paw)
- -ay (e.g., say, day)
- -eed (e.g., seed, reed)
- -ell (e.g., tell, bell)
- -est (e.g., best, rest)
- -ew (e.g., flew, dew)
- -ide (e.g., ride, side)
- -ick (e.g., lick, pick)
- -ight (e.g., fight, tight)
- -ill (e.g., pill, sill)
- -ine (e.g., line, mine)
- -ing (e.g., sing, ring)
- -ink (e.g., link, mink)
- -ock (e.g., sock, rock)
- -oke (e.g., poke, choke)
- -oak (e.g., book, look)
- -ore (e.g., sore, more)
- -uck (e.g., luck, muck)
- -ump (e.g., bump, hump)
- -unk (e.g., sunk, bunk)