FROM QUICK CHECK TO TARGETED RETEACHING

Rapid Check Part A

Checkpoint	Part A: Quick Decode	Part B: Quick Spell
CP 1: Lessons 1-5	at, sat, mat	1. Write the letter that spells /m/ 2. Write the letter that spells /s/.
CP 2: Lessons 6-10	pin, fin, fit, nap, sat	1. sit 2. pan
CP 3: Lessons 11-15	can, cot, mud, cod, sun, *pin*	1. cup 2. nod
CP 4: Lessons 16-19	bed, beg, big, gum, get, *cot*	1. bug 2. men
CP 5: Lessons 20-25	cats, dogs, kid, hen, run, *bed*	1. maps 2. pigs
CP 6: Lessons 26-30	lap, win, jam, yes, yak, *run*	1. jet 2. web
CP 7: Lessons 31-34	box, six, quit, van, zip, *jam*	1. vet 2. mix
CP 16: Lessons 63-65	wishes, boxes, jumped, landed, resting, *page*	1. dishes 2. camping
CP 17: Lessons 66-68	sunset, napkin, rabbit, robot, music, *camping*	1. laptop 2. picnic
CP 18: Lessons 69-71	match, fetch, stitch, badge, bridge, *rabbit*	1. catch 2. edge

CP 2

pin fin fit nap sat

CP 3

can cot mud cod sun pin

Quick Check for All

CP 1 Diagnostic Check – Lessons 1–5

Teacher Guide

Part	Teacher Action	Student Task	What It Shows
1. Sound Check	Show a, m, s, t one at a time in mixed order. Say: "Tell me the sound."	Gives the sound for each grapheme.	Sound–symbol knowledge
2. Oral Blend	Say the sounds with no print shown: /a/ /t/, /m/ /a/ /t/, /s/ /a/ /t/.	Blends the sounds into at, mat, sat.	Phoneme blending
3. Print Blend	Show at, mat, sat one at a time. Say: "Read this word." If needed: "Show me how you would sound it out."	Reads or blends each printed word.	Blending from print
4. Encoding	Say: "Write the letter for /a/." "Write the letter for /t/." Then dictate at and mat.	Writes the graphemes and words.	Sound–to–symbol retrieval and spelling

Part 1: Sound Check

a	m	s	t
✓ –	✓ –	✓ –	✓ –

Part 2: Oral Blend

/a/ /t/	/m/ /a/ /t/	/s/ /a/ /t/
✓ –	✓ –	✓ –

Part 3: Print Blend

Diagnostic for Some

✓ –	✓ –	✓ –

Diagnostic Pattern	Reteach Route
1	A. Sound–Symbol Mapping
Part 2	B. Oral Blending
aks down in Part 3	C. Print–to–Word Blending
in Part 4	D. Encoding

weak skill first. Do not move to word–level practice if prerequisite sound–symbol knowledge or oral blending is no

Pattern Gives Reteaching Route

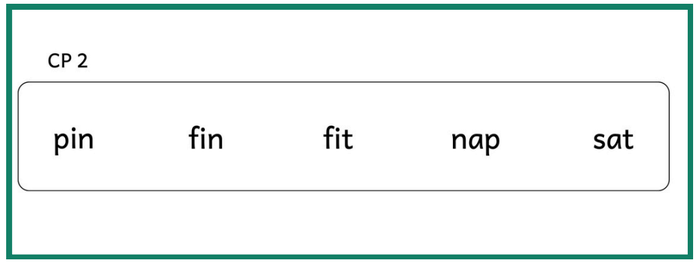
CHECK PROGRESS WHERE IT MAKES SENSE

Part A: 60-90 seconds per student

Part B: 2 minutes for whole class

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CP 2: Lessons 6-10	pin, fin, fit, nap, sat	1. sit 2. pan
CP 3: Lessons 11-15	can, cot, mud, cod, sun, *pin*	1. cup 2. nod
CP 4: Lessons 16-19	bed, beg, big, gum, get, *cot*	1. bug 2. men
CP 5: Lessons 20-25	cats, dogs, kid, hen, run, *bed*	1. maps 2. pigs

Cumulative contrast words help show whether earlier skills are staying secure.



Student reading strips for each checkpoint

DON'T JUST FIND OUT WHO MISSED IT. FIND OUT WHY.

Rapid Check first.
Diagnostic only for those who need it.

Quick scoring

4. Encoding	Say: "Write the letter for /a/." "Write the letter for /t/." Then dictate at and mat.	Writes the graphemes and words.	Sound–to–symbol retrieva spelling

Part 1: Sound Check

a	m	s	t
✓ –	✓ –	✓ –	✓ –

Part 2: Oral Blend

/a/ /t/	/m/ /a/ /t/	/s/ /a/ /t/
✓ –	✓ –	✓ –

Part 3: Print Blend

at	mat	sat	When reading, student:
✓ –	✓ –	✓ –	☐ says individual sounds but cannot ble ☐ blends with significant pauses ☐ loses/repeats a sound ☐ guesses from the first sound ☐ reads accurately

Part 4: Encoding

/a/	/t/	at	mat
✓ –			✓ –

Choose th eteach route

Diagnostic Pattern	Reteach Route
Mis es one or more sounds in Part 1	A. Sound–Symbol Mapping
Know the sounds but struggles in Part 2	B. Oral Blending
Oral blend is secure but print breaks down in Part 3	C. Print–to–Word Blending
Decodes successfully truggles in Part 4	D. Encoding

Decision rule: Reteach the earliest weak . Do not move to word–level practice if prerequisite sound- wledge or oral blending is not secure.

Diagnostic pattern tells you what to reteach.

TRACK THE CLASS WITHOUT A STACK OF INDIVIDUAL FORMS

Student Name	CP1 A	CP1 B
Amara B.	✓	✓
Brody K.	✓	?
Camila R.	✓	✓
Dev P.	?	→
Elena V.	✓	✓
Finn O.	✓	✓
Grace L.	✓	✓
Hassan A.	✓	?
Isabella T.	✓	✓
Jayden W.	→	?

Diagnostic Date	Route	Recheck Date	Outcome	Notes
9/2/2025	B	9/16/2025	?	Short-vowel discrimination;
9/3/2025	A	9/17/2025	→	Letter-sound automaticity daily five-minute drill.
9/16/2025	C	9/30/2025	✓	
9/17/2025	B	10/1/2025	?	Blending is stronger; spelli
9/17/2025	A	10/1/2025	?	
9/18/2025	D	10/2/2025	✓	Encoding only. Decoding writing.
9/30/2025	C	10/14/2025	✓	
10/1/2025	B	10/15/2025	✓	
10/1/2025	D	10/15/2025	✓	Digraph spelling; decode v
10/2/2025	C	10/16/2025	✓	
10/14/2025	C	10/28/2025	?	Monitor multisyllable words
10/15/2025	B	10/29/2025	✓	Third diagnostic this term a
10/28/2025	D	11/11/2025	✓	Isolated flag; vowel teams
10/29/2025	A	11/12/2025	?	
11/11/2025	B	11/25/2025		Recheck scheduled; retea

Color-coded Sheets for the Rapid Check & Diagnostic

Editable Doc Versions

UFLI Rapid Check - Teacher Tracking Sheet | CP1-6

Teacher: _____ **Class/Grade:** _____ **School Year:** _____

Administration	Scoring and next step
A = Quick Decode: administer individually and record the symbol in the A column immediately. **B = Quick Spell:** administer to the class, a small group, or individually; review the writing and then record the B symbol. Score A and B separately.	✓ **Secure** accurate/secure enough to continue. **? Watch** mixed performance or uncertainty; monitor or recheck. → **Check Further** repeated target-skill er needed; give the diagnostic check. **Across A/B:** ✓/✓ = continue; one ? = monitor/recheck; any → = diagnostic ch

Student Name	CP1 A	CP1 B	CP2 A	CP2 B	CP3 A	CP3 B	CP4 A	CP4 B	CP5 A	CP5 B
1.										
2.										
3.										
4.										
5.										
6.										
7.										



My name is Cathy White, Ed.D., and I'm the creator behind Pathwise Works. I've spent 25+ years in education, and I build frameworks and systems to help educators have **more time** to actually teach.

Work smarter, not harder!

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