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

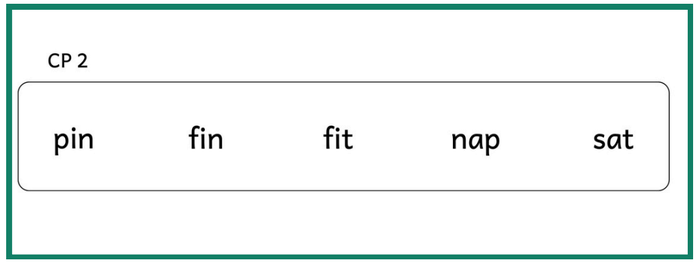
CHECK PROGRESS WHERE IT MAKES SENSE

Part A: 60-90 seconds per student

Part B: 2 minutes for whole class

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

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.										

TARGETED RETEACHING WITHOUT STARTING OVER

Choose the matching skill route

Follow the ready-to-use teaching steps

Practice with targeted words

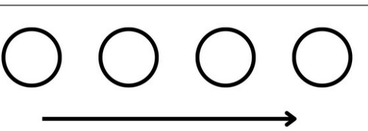
Checkpoint 5: Lessons 20-25

A	**Know the Sound: Sound-Symbol Mapping** **Use when:** the student misses one or more target letter sounds (**Say:** "Point to the letter. Say its sound." **Do:** Show k, h, r in mixed order. Student says each sound. **If incorrect:** Give the sound, student repeats it, then return to the letter af
B	**Hear the Ending: -s Sound Discrimination** **Use when:** the student cannot distinguish final /s/ and /z/. **Say:** "Listen to the end of the word. Does the final s say /s/ or /z/? **Do:** Say caps, mats, hits, pots, cans, hens, bins, fans in mixed or /z/. **If incorrect:** Repeat the word, stretch the final sound, have the student re
C	**Spot the Ending: Ending Recognition** **Use when:** the student does not quickly recognize or apply the ta **Say:** "Find the final s. Say the sound it makes. Read the whole w **Do:** Model one word in Box C. Student finds the final s and reads fans. **If incorrect:** Point to the final s, identify /s/ or /z/, then have the student re
D	**Read the Word: Print-to-Word Blen** **Use when:** oral blending is secure but print **Say:** "Touch each sound or chunk. Blend it **Do:** Model one word in Box D. Student reac accurate but effortful. **If incorrect:** Return to the first sound or chunk, b
E	**Spell It: Encoding** **Use when:** the student can decode but stru **Say:** "Say it. Tap out the sounds or syllable **Do:** Dictate ham, hat, kin, and keg. Student **If incorrect:** Segment together, map one sound

Additional Word Lists
If more practice is needed, use the following sets. Words m

For A: Sound-Symbol Mapping
Set 2: rim, rod, rub, ran, kin, keg, rip, rap*

B



C

caps	mats	hits	pots
cans	hens	bins	fans

KNOW WHAT TO SAY AND WHAT TO DO

C	**Use when:** the student does not quickly recognize or apply the target ending. **Say:** "Find the final s. Say the sound it makes. Read the whole word." **Do:** Model one word in Box C. Student finds the final s and reads caps, mats, hits, pots, cans, hens, bins fans. **If incorrect:** Point to the final s, identify /s/ or /z/, then have the student reread the whole word.
D	**Read the Word: Print-to-Word Blending** **Use when:** oral blending is secure but printed word reading breaks down. **Say:** "Touch each sound or chunk. Blend it together. Read the whole word again." **Do:** Model one word in Box D. Student reads ham, hat, kin, keg, caps, cans, hits, hens. Reread once if accurate but effortful. **If incorrect:** Return to the first sound or chunk, blend through the word, then reread the whole word.
E	**Spell It: Encoding** **Use when:** the student can decode but struggles to write sounds, patterns, or words

Use When — identifies the skill need

Say — simple teacher language

Do — focused practice steps

If Incorrect — immediate correction guidance

No lesson planning or figuring out how to reteach the skill yourself.

RETEACH ONLY WHAT NEEDS RETEACHING

Save time by only teaching what the student needs.

Options for longer intervention lessons.

5-7 minutes for targeted reteaching

1. Match the Route to the Skill Need

With the diagnostic: Use the route identified on the matching checkpoint. Teach that t
like additional practice or have more time, choose a UFLI resource from the table in Se

Without the diagnostic: Use your observation of the student's reading or spelling to c
difficulty you see. Use the route name and skill target, not the letter alone, when decidi

In general: A = pattern/sound mapping, B = oral blending or sound discrimination, C = word
word reading, and E = encoding/spelling.

2. 20-Minute Intervention Block

This option is for interventionists, special education teachers, or classroom teachers wh

20-Minute Option

Time	What to Do
3–5 min	Warm-up with the Blending Board or Wordcards.
5–7 min	Teach the targeted A–E intervention.
5–8 min	Use a matched UFLI resource for extra practice.
2–5 min	Finish with a brief read, spell, recheck, or decodable transfer task.

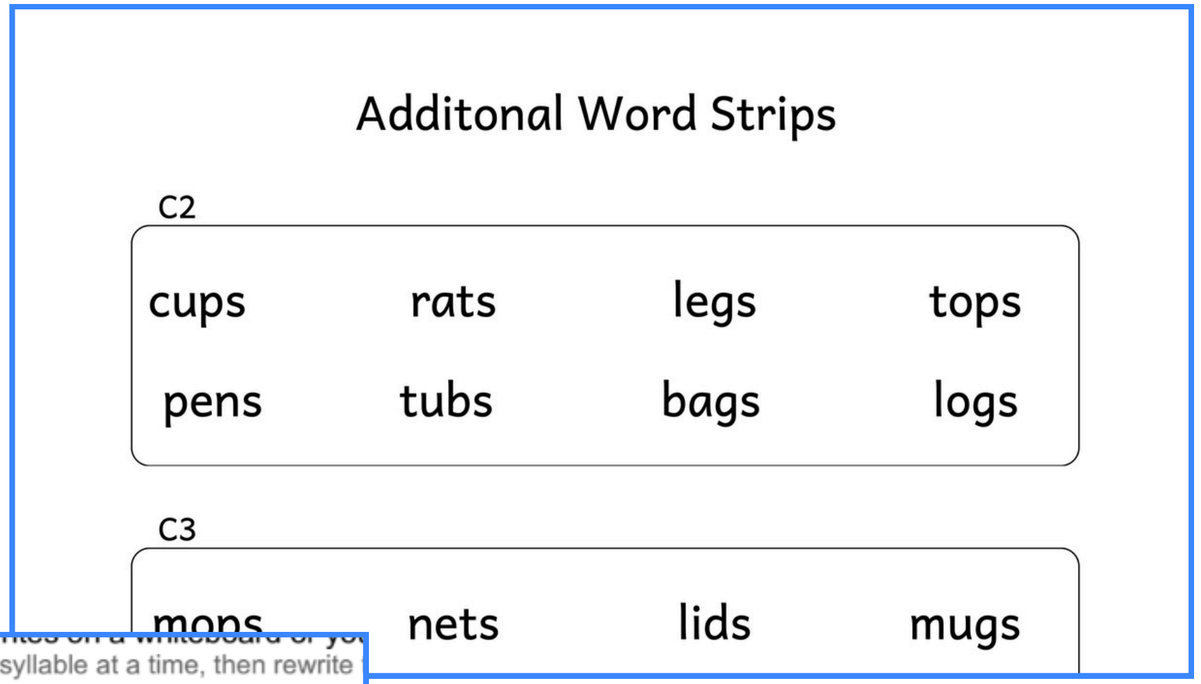
**Keep the targeted intervention as the teaching portion. Use the UFLI resource to exte
understands the correction.**

3. Quick Reference: Match the Route to UFLI Practice

Route	Main Skill	Best UFLI Add-Ons
A	Pattern / sound mapping	Blending Board; Word Mat; Wordcards; Bingo; Four in a Row; Tic Tac Toe; Roll and Reads
B	Oral blending / sound discrimination	Blending Board; Word Mat; Wordcards; Bingo; Tic Tac Toe

MORE PRACTICE WHEN YOU NEED IT

Some students need more time. Each lesson has 2 extra sets of words.



Additonal Word Strips

C2

cups	rats	legs	tops
pens	tubs	bags	logs

C3

mops	nets	lids	mugs

If incorrect: Segment together, map one sound or syllable at a time, then rewrite

Additional Word Lists

If more practice is needed, use the following sets. Words marked * are nonsense words.

For A: Sound-Symbol Mapping

Set 2: rim, rod, rub, ran, kin, keg, rip, rap*

Set 3: ham, hug, hot, ram, kin, keg, rim, rip

For B and C

Set 2: cups, rats, legs, tops, pens, tubs, bags, logs

Set 3: mops, nets, lids, mugs, fins, runs, dads, moms

For D and E

Set 2: rim, rod, rub, ran, rats, legs, pens, tubs

Set 3: rip, hug, hot, ram, mops, nets, lids, mugs



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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