# TARGETED RETEACHING WITHOUT STARTING OVER

Choose the matching skill route

Follow the ready-to-use teaching steps

Practice with targeted words

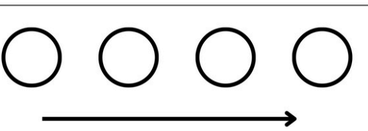
Checkpoint 5: Lessons 20-25

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

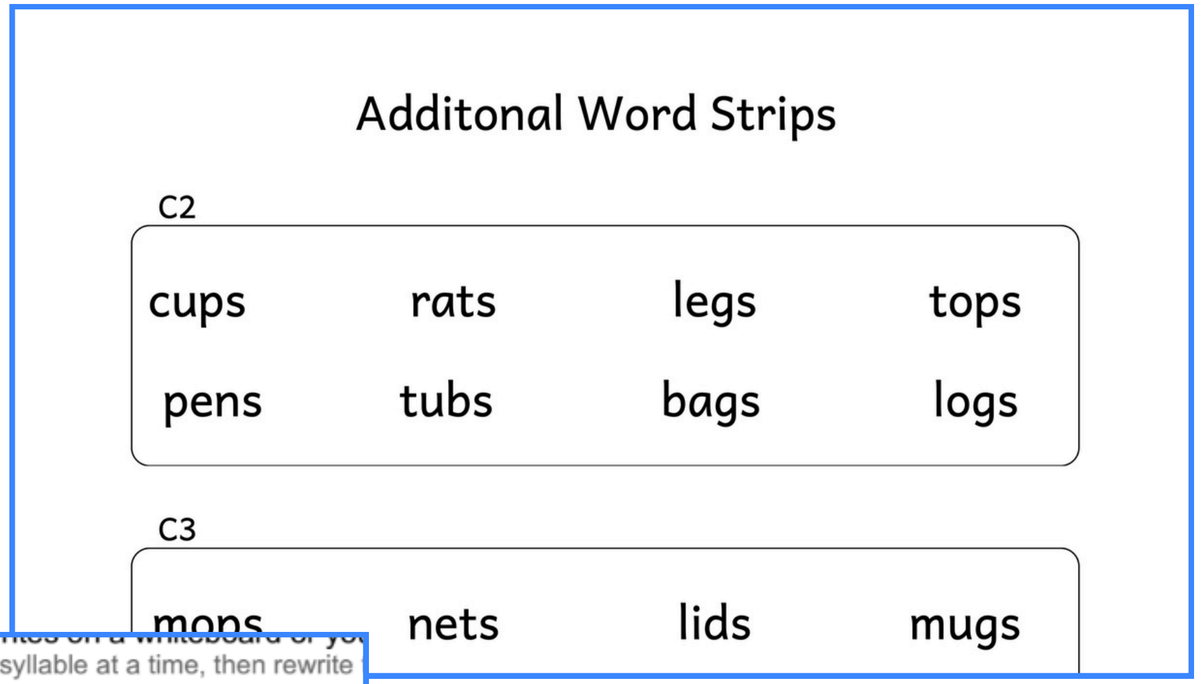
**Keep the targeted intervention as the teaching portion. Use the UFLI resource to exte
understands the correction.**

## 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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