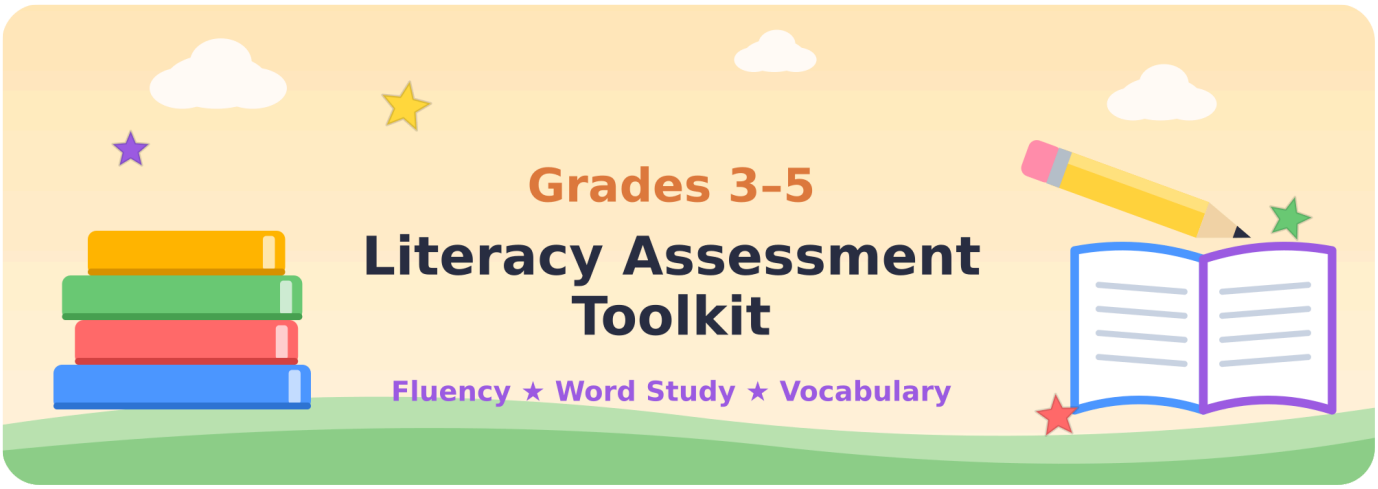


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Literacy & numeracy resources for special education teachers

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How to Use This Toolkit

These three informal, criterion-referenced assessments help grades 3–5 teachers find out where a reader is strong and where reading breaks down: fluency, word-level decoding and spelling, or vocabulary. Assessments 1 and 2 are given one-on-one; Assessment 3 can be given to a small group. Repeat every 6–8 weeks to monitor progress.

Assessment	Format	Skills measured	Time
1. Reading Rally Oral Reading Fluency & Comprehension	One-on-one	Words correct per minute, accuracy, phrasing and expression, retell, comprehension questions	8–10 min
2. Word Builders Multisyllabic Decoding & Spelling	One-on-one (reading); group (spelling)	Reading words by syllable type and affix, spelling features	15–20 min
3. Vocabulary Quest Vocabulary & Morphology Check	Individual or small group	Prefixes, suffixes, roots, context clues, multiple-meaning words	15–20 min

Which assessment first?

Start with **Reading Rally**. If accuracy is below 95%, give **Word Builders** next to find the decoding gap. If accuracy is strong but comprehension is weak, give **Vocabulary Quest**. For students reading well below grade level, the K–2 toolkit's Word Explorers survey may be a better starting point.

General administration tips

- Work in a quiet spot. Explain that this helps you plan lessons and isn't a grade.

- Mark **+** for correct and **–** for incorrect, and write what the student actually said for errors (for example, *invention → invitation*).
- Don't signal right or wrong during test items. Praise effort: "You're sticking with it."
- A self-correction within about 3 seconds counts as correct; mark it **SC**.

Accommodations for students with disabilities

- **Visual:** enlarge student pages, use a reading guide strip or colored overlay, and increase line spacing.
- **Attention:** split the toolkit across sessions and use a visual checklist of parts.
- **Writing:** for Assessment 3, students may point to or say their answer while you record it. For the spelling list, a scribe changes what's measured, so use letter tiles or a keyboard instead.
- **Reading aloud:** on Assessment 3, you may read the directions aloud, and in Parts D and E the sentences too, if decoding isn't the skill being measured. Never read the target words in Assessments 1 and 2.
- **Processing:** extend wait time and note it. Fluency scores are timed, so note any accommodation that affects timing.
- Record every accommodation so results can be compared fairly over time.

> These are informal screening and diagnostic tools, not standardized or norm-referenced tests. Compare fluency results with your district's benchmarks or published oral reading fluency norms. Use these results alongside other data, not for eligibility decisions on their own.

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Reading Rally

ASSESSMENT 1 · FLUENCY & COMPREHENSION

Assessment 1 · Reading Rally: Oral Reading Fluency & Comprehension

Purpose: measure how accurately and smoothly a student reads grade-level text, and whether they understand it. There is one original passage for each grade: 3, 4 and 5. Start with the student's grade-level passage. If accuracy is below 90%, try the passage one grade lower.

Materials: student copy of the passage, teacher copy, a timer, and a pencil.

Directions

1. Say: *"Please read this story out loud. Do your best reading. If you get to a word you don't know, try it and keep going. When I say stop, I'll ask you to tell me about what you read."*
2. Start the timer when the student reads the first word. Mark errors on the teacher copy as they read.
3. At **1 minute**, put a bracket ( ]) after the last word read, but let the student finish the passage so they can answer the questions.
4. Ask for a retell: *"Tell me what happened in the story"* (or *"what you learned"* for the informational passage). Then ask the five questions. The student may look back at the passage.

What counts as an error

Counts as an error	Does not count as an error
Substituting a different word (*house* for *horse*)	Self-correction within about 3 seconds (mark SC)
Leaving out a word	Repeating a word or phrase
Mispronouncing a word	Consistent dialect or articulation differences
Hesitating more than 3 seconds (say the word, mark it wrong)	Inserting an extra word (note it, but don't count it)

Scoring

- **Words correct per minute (WCPM)** = words read in 1 minute − errors in that minute.
- **Accuracy** = (words read − errors) ÷ words read × 100. Use the whole passage.
- If the student finishes in under a minute: WCPM = words correct ÷ seconds × 60.

Accuracy	Suggested level	What it means
98–100%	Independent	Can read this level alone. Focus on fluency, expression, and comprehension.
95–97%	Instructional	Right level for teaching with support.
Below 95%	Frustration	Too hard right now. Give Word Builders to find decoding gaps.

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The accuracy bands above are one common guideline. For WCPM, compare to your district's benchmarks or published oral reading fluency norms for the student's grade and time of year.

Phrasing and expression rubric

Score	What you hear
4	Reads smoothly in meaningful phrases, pays attention to punctuation, and uses expression that matches the meaning.
3	Mostly reads in phrases, with a few choppy spots. Some expression.
2	Reads in two- or three-word chunks, with little expression, and sometimes ignores punctuation.
1	Reads mostly word by word in a flat voice.

Retell rubric

Score	What the student does
3	Retells the main idea and key details in order, using some words from the text.
2	Retells some important details, but misses the main idea or tells things out of order.
1	Gives one or two unconnected details.
0	Can't retell, or retells something not in the text.

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Student Page · Grade 3 Passage

The Rooftop Garden

Lena lived on the fifth floor of a tall brick building in the city. There was no yard, so she had never planted anything. One spring morning, Mrs. Ortiz from the second floor knocked on her door. She was holding a bag of soil and a box of tiny seeds. "Would you like to help me start a garden on the roof?" she asked. Lena smiled and grabbed her jacket.

On the roof, they filled old buckets with soil. They poked small holes with their fingers and dropped in tomato, bean, and sunflower seeds. Every day after school, Lena climbed the stairs to water them. For two weeks, nothing happened. Lena worried that the seeds were broken. Then one afternoon, she spotted a tiny green shoot pushing up through the dirt. By summer, the roof was full of leaves, flowers, and bright red tomatoes. Lena shared them with everyone in the building.

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Reading Rally · Grade 3 Teacher Copy: *The Rooftop Garden* (152 words)

Student: _____ Date: _____ Grade: _____ Accommodations: _____

Passage text (mark errors on the words; bracket after the last word read at 1 minute)	Running count
Lena lived on the fifth floor of a tall brick building in the	13
city. There was no yard, so she had never planted anything. One spring	26
morning, Mrs. Ortiz from the second floor knocked on her door. She was	39
holding a bag of soil and a box of tiny seeds. "Would you	52
like to help me start a garden on the roof?" she asked. Lena	65
smiled and grabbed her jacket.	70
On the roof, they filled old buckets with soil. They poked small holes	83
with their fingers and dropped in tomato, bean, and sunflower seeds. Every day	96
after school, Lena climbed the stairs to water them. For two weeks, nothing	109
happened. Lena worried that the seeds were broken. Then one afternoon, she spotted	122
a tiny green shoot pushing up through the dirt. By summer, the roof	135
was full of leaves, flowers, and bright red tomatoes. Lena shared them with	148
everyone in the building.	152

Words read in 1 min	Errors in 1 min	WCPM	Accuracy (whole passage)	Phrasing & expression (1–4)	Retell (0–3)
			___ %		

#	Type	Question	Acceptable answers	+ / –
1	Literal	Why had Lena never planted anything before?	*She lived in an apartment building with no yard.*	
2	Literal	What kinds of seeds did they plant?	*Tomato, bean, and sunflower seeds (any two).*	
3	Inference	Why do you think Mrs. Ortiz asked Lena to help?	*Reasonable answers: she wanted company or help; she knew Lena had no yard; she was being kind.*	
4	Inference	How did Lena change from the beginning of the story to the end?	*She went from never planting anything to growing a garden and sharing food with neighbors.*	
5	Vocabulary	What does the word spotted mean in "she spotted a tiny green shoot"?	*Saw or noticed.*	

Comprehension: ___ / 5. 4–5 = strong · 3 = developing · 0–2 = needs instruction. Notice whether misses are mostly literal (recall), inference, or vocabulary.

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Student Page · Grade 4 Passage

How Bats Find Their Way

Many people think bats are blind, but that is not true. Bats can see, and some see quite well. However, many bats hunt at night, when it is too dark to spot a tiny moth or mosquito. To find their food, these bats use a special skill called echolocation.

Here is how it works. As a bat flies, it makes very high-pitched sounds through its mouth or nose. Most of these sounds are too high for people to hear. The sounds travel through the air until they hit something, such as a tree branch or an insect. Then the sounds bounce back to the bat as echoes. The bat's large ears catch the echoes. By listening closely, the bat can tell how far away an object is, how big it is, and even which way it is moving.

Echolocation helps bats avoid crashing into things while they zoom through the dark. It also makes them excellent hunters. A single bat can catch hundreds of insects in one night, which helps keep insect populations under control.

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Reading Rally · Grade 4 Teacher Copy: *How Bats Find Their Way* (175 words)

Student: _____ Date: _____ Grade: _____ Accommodations: _____

Passage text (mark errors on the words; bracket after the last word read at 1 minute)	Running count
Many people think bats are blind, but that is not true. Bats can	13
see, and some see quite well. However, many bats hunt at night, when	26
it is too dark to spot a tiny moth or mosquito. To find	39
their food, these bats use a special skill called echolocation.	49
Here is how it works. As a bat flies, it makes very high-pitched	62
sounds through its mouth or nose. Most of these sounds are too high	75
for people to hear. The sounds travel through the air until they hit	88
something, such as a tree branch or an insect. Then the sounds bounce	101
back to the bat as echoes. The bat's large ears catch the echoes.	114
By listening closely, the bat can tell how far away an object is,	127
how big it is, and even which way it is moving.	138
Echolocation helps bats avoid crashing into things while they zoom through the dark.	151
It also makes them excellent hunters. A single bat can catch hundreds of	164
insects in one night, which helps keep insect populations under control.	175

Words read in 1 min	Errors in 1 min	WCPM	Accuracy (whole passage)	Phrasing & expression (1–4)	Retell (0–3)
			___ %		

#	Type	Question	Acceptable answers	+ / –
1	Literal	Are bats blind? How do you know?	*No. The text says bats can see, and some see quite well.*	
2	Literal	What happens to a bat's sounds when they hit an object?	*They bounce back to the bat as echoes.*	
3	Inference	Why do many bats need echolocation instead of their eyes?	*They hunt at night, when it is too dark to see small insects.*	
4	Inference	Why might farmers or campers be glad to have bats nearby?	*Bats eat large numbers of insects, which keeps insect populations under control.*	
5	Vocabulary	What does high-pitched mean in this passage?	*A very high sound (one people often can't hear).*	

Comprehension: ___ / 5. 4–5 = strong · 3 = developing · 0–2 = needs instruction. Notice whether misses are mostly literal (recall), inference, or vocabulary.

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Student Page · Grade 5 Passage

The Bridge Challenge

When Mr. Patel announced the class engineering challenge, Jamal's stomach sank. Each team would have to build a bridge using only fifty craft sticks and a bottle of glue. The bridge had to stretch across a gap between two desks and hold as many textbooks as possible. Jamal loved building with blocks at home, but he had never designed something that needed to carry real weight.

His teammates, Rosa and Eli, were eager to start gluing right away. Jamal hesitated. "What if we sketch a few designs first?" he suggested. Rosa frowned, but Eli agreed, so they spent the first day drawing. They noticed that triangles appeared in almost every real bridge they found in library books. Triangles, they learned, spread weight evenly and do not bend out of shape easily.

On testing day, the other teams' flat bridges sagged after two or three books. When it was their turn, Jamal held his breath as Mr. Patel stacked book after book on their triangle-patterned bridge. It finally collapsed under the ninth textbook. Rosa grinned and admitted that planning first had been a smart idea.

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Reading Rally · Grade 5 Teacher Copy: *The Bridge Challenge* (184 words)

Student: _____ Date: _____ Grade: _____ Accommodations: _____

Passage text (mark errors on the words; bracket after the last word read at 1 minute)	Running count
When Mr. Patel announced the class engineering challenge, Jamal's stomach sank. Each team	13
would have to build a bridge using only fifty craft sticks and a	26
bottle of glue. The bridge had to stretch across a gap between two	39
desks and hold as many textbooks as possible. Jamal loved building with blocks	52
at home, but he had never designed something that needed to carry real	65
weight.	66
His teammates, Rosa and Eli, were eager to start gluing right away. Jamal	79
hesitated. "What if we sketch a few designs first?" he suggested. Rosa frowned,	92
but Eli agreed, so they spent the first day drawing. They noticed that	105
triangles appeared in almost every real bridge they found in library books. Triangles,	118
they learned, spread weight evenly and do not bend out of shape easily.	131
On testing day, the other teams' flat bridges sagged after two or three	144
books. When it was their turn, Jamal held his breath as Mr. Patel	157
stacked book after book on their triangle-patterned bridge. It finally collapsed under the	170
ninth textbook. Rosa grinned and admitted that planning first had been a smart	183
idea.	184

Words read in 1 min	Errors in 1 min	WCPM	Accuracy (whole passage)	Phrasing & expression (1–4)	Retell (0–3)
			___ %		

#	Type	Question	Acceptable answers	+ / –
1	Literal	What materials could each team use?	*Fifty craft sticks and a bottle of glue.*	
2	Literal	Why did the team decide to use triangles?	*Triangles spread weight evenly and don't bend out of shape easily.*	
3	Inference	Why did Jamal's stomach sink at the beginning?	*He was nervous; he had never designed something that had to hold real weight.*	
4	Inference	What lesson did Rosa learn by the end of the story?	*Planning before building leads to better results.*	
5	Vocabulary	What does hesitated mean in "Jamal hesitated"?	*Paused because he was unsure.*	

Comprehension: ___ / 5. 4–5 = strong · 3 = developing · 0–2 = needs instruction. Notice whether misses are mostly literal (recall), inference, or vocabulary.

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Word Builders

ASSESSMENT 2 · MULTISYLLABIC DECODING & SPELLING

Assessment 2 · Word Builders: Multisyllabic Decoding & Spelling

Purpose: find out which syllable types and word parts a student can read and spell. Older students who struggle often decode one-syllable words well but break down on longer words.

Part 1: Reading multisyllabic words (one-on-one)

- Say: *"Read these words to me. Some are real words. Some are made-up words that follow the same patterns, so sound them out the best you can."*
- Start at Set A for grade 3 or struggling readers, or Set C for grades 4–5. If the student misses 2 or more real words in Set C, go back to Set A.
- A word is correct if read accurately within about 5 seconds, including after breaking it into syllables. For made-up words, accept any pronunciation that follows the pattern.
- **Discontinue rule:** stop after a set where the student scores 2 or fewer real words.
- **Mastered** = 4–5 real words **and** 2–3 made-up words correct.

Part 2: Spelling (individual or group)

- Say each word, read the sentence, then say the word again. Students write on lined paper numbered 1–20.
- Stop if a student misses 5 words in a row and seems frustrated.
- Score each word right or wrong. Then look at the **feature focus** column. Errors that cluster on one feature show what to teach next.

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Student Page · Word Builders

★ Set A

Real	insect	problem	fabric	tennis	campus
Made-up	bantop	fimlet	codnum		

★ Set B

Real	robot	music	tiger	silent	pilot
Made-up	bolip	pemin	tavo		

★ Set C

Real	reptile	compete	invade	explode	costume
Made-up	rentape	mustode	invipe		

★ Set D

Real	explain	treaty	harvest	perform	thirsty
Made-up	teamdop	fornip	glaimer		

★ Set E

Real	table	puzzle	candle	gentle	sparkle
Made-up	mibble	tofle	frangle		

★ Set F

Real	unhappy	rebuild	careful	quickly	misplaced
Made-up	remopping	untaftful	glinkly		

★ Set G

Real	fantastic	remember	important	dinosaur	celebration
Made-up	fanticop	morindal	clabertic		

★ Set H

Real	transport	inspection	predict	adventure	comfortable
Made-up	inportive	flecdiction	transpectful		

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Word Builders · Part 1 Teacher Record

Student: _____ Date: _____ Grade: _____ Accommodations: _____

Set	Real words	Made-up words	Errors (write what the student said)	Mastered?
A. Closed syllables	___ / 5	___ / 3		Y / N
B. Open syllables	___ / 5	___ / 3		Y / N
C. Vowel-consonant-e syllables	___ / 5	___ / 3		Y / N
D. Vowel-team & r-controlled syllables	___ / 5	___ / 3		Y / N
E. Consonant-le syllables	___ / 5	___ / 3		Y / N
F. Prefixes & suffixes	___ / 5	___ / 3		Y / N
G. Three or more syllables	___ / 5	___ / 3		Y / N
H. Latin roots & advanced suffixes	___ / 5	___ / 3		Y / N

The **first set not mastered** is where decoding instruction should start. If made-up words are much weaker than real words, the student may be relying on memory. Teach syllable division and the pattern explicitly.

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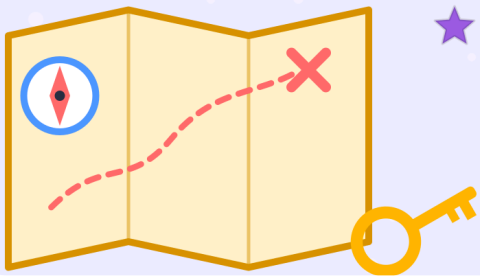
Word Builders · Part 2 Spelling Record

Student: _____ Date: _____ Grade: _____ Accommodations: _____

#	Word	Sentence	Feature focus	+ / –
1	**swept**	*She swept the floor.*	Blend, short vowel	
2	**boil**	*Boil the water for the pasta.*	oi	
3	**drawing**	*He is drawing a map.*	aw, -ing	
4	**stopped**	*The bus stopped at the corner.*	Doubling, -ed	
5	**writing**	*I am writing a letter.*	Drop silent e, -ing	
6	**thirsty**	*The runners were thirsty.*	ir, -y	
7	**brightest**	*That is the brightest star.*	igh, -est	
8	**cloudy**	*It was a cloudy day.*	ou, -y	
9	**tumble**	*The puppies tumble in the grass.*	Consonant-le	
10	**frozen**	*The pond was frozen.*	Open syllable	
11	**tried**	*We tried a new game.*	Change y to i, -ed	
12	**unlock**	*Use the key to unlock the door.*	Prefix un-	
13	**helpful**	*Thank you for being so helpful.*	Suffix -ful	
14	**mountain**	*We hiked up the mountain.*	ou, -ain	
15	**surprise**	*The party was a surprise.*	sur-, -ise	
16	**nature**	*We took a nature walk.*	-ture	
17	**action**	*The movie was full of action.*	-tion	
18	**decided**	*She decided to join the team.*	Soft c, drop e, -ed	
19	**comfortable**	*This chair is comfortable.*	-able, unaccented syllables	
20	**division**	*We practiced long division.*	-sion, base word divide	

Words	What they show	Score
1–8	Vowel patterns in one-syllable and simple two-syllable words	___ / 8
9–13	Syllable joining and common affixes (doubling, drop e, y to i, un-, -ful)	___ / 5
14–20	Longer words with unstressed syllables and endings like -ture, -tion, -sion, -able	___ / 7
Total		**___ / 20**

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Vocabulary Quest

ASSESSMENT 3 · VOCABULARY & MORPHOLOGY

Assessment 3 · Vocabulary Quest: Vocabulary & Morphology Check

Purpose: find out whether a student uses word parts (prefixes, suffixes, roots), context clues, and knowledge of multiple meanings to understand words. Gaps here often explain why a student reads accurately but doesn't understand.

Directions

- Give each student the two student pages. Say: *"Read each item and fill in the circle next to the best answer. If you're not sure, make your best guess."*
- Do the example together: *"In the word **replay**, the prefix re- means... again."*
- Allow as much time as needed (usually 15–20 minutes). Read-aloud accommodations are described on page 1.

Scoring

Score each part out of 5 using the answer key. 5 = Mastered 3–4 = Developing 0–2 = Needs instruction

Student: _____ Date: _____ Grade: _____ Accommodations: _____

Part	Skill	Score	Level
A	Prefixes	___ / 5	
B	Suffixes	___ / 5	
C	Word roots	___ / 5	
D	Context clues	___ / 5	
E	Multiple-meaning words	___ / 5	
Total		**___ / 25**	

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Answer Key

#	Part A	#	Part B	#	Part C	#	Part D	#	Part E
1	**b** · not	6	**b** · without fear	11	**c** · carry	16	**b** · not wide	21	**b** · a stick used in sports
2	**a** · again	7	**a** · full of joy	12	**a** · say or tell	17	**a** · very hungry	22	**c** · something that helps us see
3	**c** · before	8	**c** · one who teaches	13	**b** · write	18	**c** · easily broken	23	**a** · an outdoor event with rides and games
4	**a** · wrongly	9	**b** · can be washed	14	**a** · look	19	**b** · not wanting to	24	**c** · a place where water comes out of the ground
5	**c** · not / the opposite of	10	**a** · in a slow way	15	**c** · pull or drag	20	**c** · after a long time	25	**b** · the sound a dog makes

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Student Page · Vocabulary Quest

Name: _____ Date: _____

★ Part A: Prefixes

Choose what the **prefix** (the beginning word part) means.

1. **un**safe
   ○ a. again ○ b. not ○ c. before
2. **re**write
   ○ a. again ○ b. not ○ c. wrongly
3. **pre**view
   ○ a. after ○ b. without ○ c. before
4. **mis**spell
   ○ a. wrongly ○ b. again ○ c. under
5. **dis**agree
   ○ a. with ○ b. more ○ c. not / the opposite of

★ Part B: Suffixes

Choose what the whole word means.

6. fear**less**
   ○ a. full of fear ○ b. without fear ○ c. one who fears
7. joy**ful**
   ○ a. full of joy ○ b. without joy ○ c. before joy
8. teach**er**
   ○ a. teaching again ○ b. not teaching ○ c. one who teaches
9. wash**able**
   ○ a. was washed ○ b. can be washed ○ c. never washed
10. slow**ly**
    ○ a. in a slow way ○ b. slower than ○ c. not slow

★ Part C: Word roots

The words share a root (the bold part). Choose what the root means.

11. trans**port**, **port**able
    ○ a. look ○ b. pull ○ c. carry
12. pre**dict**, **dict**ionary
    ○ a. say or tell ○ b. break ○ c. write
13. auto**graph**, para**graph**
    ○ a. see ○ b. write ○ c. hear
14. in**spect**, **spect**ator
    ○ a. look ○ b. carry ○ c. say
15. **tract**or, sub**tract**
    ○ a. build ○ b. write ○ c. pull or drag

★ Part D: Context clues

Read the sentence. Choose what the underlined word means.

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16 **The trail was so narrow that we had to walk in a single line.**
○ a. very wide ○ b. not wide ○ c. very long

17 **Maya was famished after soccer practice, so she ate two sandwiches.**
○ a. very hungry ○ b. very tired ○ c. very happy

18 **The old bridge was fragile, so only one person could cross at a time.**
○ a. brand new ○ b. very strong ○ c. easily broken

19 **Dad was reluctant to swim because the water looked cold.**
○ a. excited ○ b. not wanting to ○ c. ready

20 **The tiny seed will eventually grow into a tall tree.**
○ a. right away ○ b. never ○ c. after a long time

★ Part E: Multiple-meaning words

Choose the meaning of the underlined word **in this sentence**.

21 **Kai swung the bat and hit the ball.**
○ a. a flying mammal ○ b. a stick used in sports ○ c. to blink

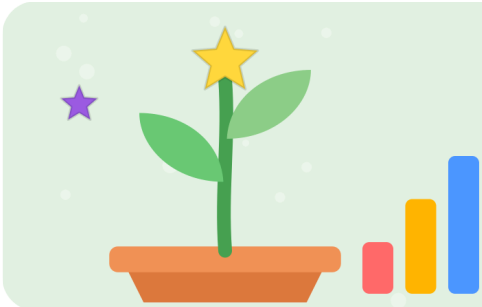
22 **Please turn on the light so I can read.**
○ a. not heavy ○ b. pale in color ○ c. something that helps us see

23 **Our class went to the county fair.**
○ a. an outdoor event with rides and games ○ b. just and equal ○ c. light in color

24 **Water bubbled up from a spring near the trail.**
○ a. the season after winter ○ b. a coiled piece of metal
○ c. a place where water comes out of the ground

25 **The dog's bark woke up the baby.**
○ a. the outside of a tree ○ b. the sound a dog makes ○ c. a small boat

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Growth Tracker

STUDENT SUMMARY PROFILE & NEXT STEPS

Growth Tracker: Student Summary Profile & Next Steps

Use one profile per student to track growth across the year and share results with families or the IEP team.

Student: _____ Date: _____ Grade: _____ Teacher: _____

Skill	Fall	Winter	Spring
Passage grade level used			
Words correct per minute (WCPM)			
Accuracy (%)			
Phrasing & expression (1–4)			
Retell (0–3)			
Comprehension questions (/5)			
First decoding set not mastered			
Spelling total (/20)			
Vocabulary & morphology total (/25)			
Weakest vocabulary part (A–E)			
Accommodations used			

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From results to instruction

If the data show…	Start instruction with…
Accuracy below 95%	Decoding first. Give Word Builders, then teach the first set not mastered: syllable types, syllable division, and reading long words part by part.
Accurate (95%+) but low WCPM or phrasing score of 1–2	Fluency practice at the instructional level: repeated reading, partner reading, phrase-cued text, and modeling expressive reading.
Fluent, but retell or questions are weak	Comprehension: retelling with story maps or text structure organizers, and asking questions while reading. Check vocabulary with Vocabulary Quest.

If the data show…	Start instruction with…
Misses mostly inference questions	Model thinking aloud: “The text says… I know… so I think…” Practice with short passages.
Vocabulary Parts A–C below 4	Morphology: teach common prefixes, suffixes, and roots, with word sorts and building word families.
Vocabulary Parts D–E below 4	Context-clue strategies and multiple-meaning words, taught in sentences rather than lists.
Spelling errors cluster on one feature	Teach that feature with word sorts and dictation, connected to the matching reading pattern.

Grouping tip: group students by the first skill that breaks down, not by total score. Two students with the same fluency score can need very different instruction.

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