



# **Teacher's Guide**

**Kindergarten ▪ Grade 1 ▪ Grade 2**

**2010-2014**

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## **TPRI Materials**

*All TPRI Kits include the following materials:*

- *Teacher's Guide* – Introductory information about the instrument, all information needed to administer the TPRI Screening and Inventory Sections, directions for recording and scoring student responses, implications for instruction, information for grouping students and planning instruction using TPRI data.
- *Intervention Activities Guide* (IAG) – Assists in planning instruction based on TPRI results. Includes instructional guidelines, activities and strategies in the following areas: Book and Print Awareness, Phonemic Awareness, Graphophonemic Knowledge, Fluency, Vocabulary, Comprehension and Writing.
- Student Record Sheets (samples of other grade levels included)
- Class Summary Sheets
- Lowercase Letters
- Magnetic Task Board
- Task Cards
- Reading Comprehension Story Booklet
- Stopwatch (G1-G2 only)

*To order additional supplies, please go to: [www.tpriandtjl.com](http://www.tpriandtjl.com) or call 1-866-898-8774 for assistance.*



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# Overview

## Administration Decisions

The TPRI™ is an early reading assessment designed to identify the reading and comprehension development of students in kindergarten, and in grades 1 and 2. Early reading assessment will help you provide students the targeted instruction they need to improve as readers.

### When Should the TPRI Be Administered?

School districts and/or schools set their own specific dates for TPRI administration. The recommended time frames for administration are as follows:

#### Beginning-of-Year (BOY)

- Kindergarten – Six weeks after school starts
- Grades 1 and 2 – Two weeks after school starts

#### Middle-of-Year (MOY)

- All grades – Mid-January

#### End-of-Year (EOY)

- All grades – Mid-April

### How Do I Select Which Grade Level to Use?

Always begin TPRI assessment at the student's current grade level. However, if you feel you haven't obtained sufficient information to determine a student's instructional needs from the grade-level Inventory, use a level lower than the student's grade placement. Each kit contains additional materials for off-grade assessment (e.g., grade 1 kits contain kindergarten materials). Administration procedures and instructions for all grade levels are outlined in this *Teacher's Guide*.

## Interpreting TPRI Data

At all grade levels, the TPRI contains both a Screening and an Inventory Section. The Screening Section is designed to quickly identify students most at risk for struggling and falling behind as readers. The Inventory Section is designed to provide a more comprehensive picture of students' reading abilities and instructional needs.

Both the Screening and Inventory Sections should be administered by the classroom teacher to individual students. For complete administration guidelines, see pages 6-9.

### Screening Section

The TPRI Screening Section is a brief assessment to quickly identify the students most at risk for struggling and falling behind as readers. Based on a longitudinal database of Texas students, the Screenings assist in predicting successful reading at the end of grades K-G2.

By assigning a score of Developed (D) or Still Developing (SD), the Screening accurately identifies those students not at risk for falling behind, and those who may fail to reach grade-level performance in reading if instructional intervention is not provided. (*Note: The word "intervention" describes instruction provided to select students in addition to the regular instruction received by all students.*) For more information, please read the TPRI Technical Manual at [www.tpri.org](http://www.tpri.org).

Early identification of students who may struggle with learning to read allows teachers and schools to dedicate additional time and attention to those who most need it early in the school year. With early and effective intervention, these students may be able to make steady and strong progress as readers, and end the school year meeting grade-level targets.

Scoring D on the Screening Section does not mean students already read well. Instead, scoring D suggests students are likely to be receptive to effective reading instruction and to progress well if they are taught well. While these students require reading instruction, they usually don't require intervention in order to progress.

The Screening is not a placement instrument, nor is it intended to replace the need for further evaluation of students who may need special services. When students are unsuccessful with Screening tasks, it signals a need to gather additional assessment data to determine whether they require intervention to progress.

## Inventory Section

The TPRI Inventory Section gives teachers an opportunity to acquire more data to help match reading instruction with specific student needs. This additional information can assist teachers and administrators in assembling educational resources and in planning the most effective instruction possible. The Inventory Section is divided into the following portions:

- Phonemic Awareness (K-G1)
- Graphophonemic Knowledge (K-G2)
- Word Reading (K-G2)
- Listening Comprehension (K)
- Reading Accuracy, Fluency and Comprehension (G1-G2)

## Developed and Still Developing Scores

The TPRI uses two different scores to describe a student's level of skill/need with assessed concepts. A score of Developed (D) indicates the student has been successful with the task. A score of Still Developing (SD) indicates the student is not currently proficient in the skill or concept assessed. Students who score SD on the Screening Section require further assessment to determine the need for additional reading assistance. The TPRI Inventory provides this more in-depth assessment to allow you to match instruction to specific student needs.

As you interpret TPRI Inventory results, it's important to remember two key points about D and SD scores:

- 1. SD does not equal F.** There are no failing and passing scores on the TPRI. The TPRI is designed to guide instruction in key reading areas by helping you identify the skills and concepts students have developed, and those they are still working to develop. A score of SD indicates students have not fully developed a skill or concept and may benefit from targeted instructional support in the area.
- 2. Students are NOT expected to score D at all times.** The TPRI is administered at three time points during the school year (BOY, MOY and EOY). At each point, students will have mastered different skills and concepts. When administered at the beginning of the year, the TPRI assesses some skills and concepts typically not taught until much later in the school year. At the beginning and middle of the year, students are not expected to score D on the more difficult or advanced TPRI tasks.

## Branching Rules

The TPRI includes Branching Rules that guide teachers as they administer the assessment. Students who score SD on the Screening Section progress through the Inventory Section differently than students who score D on the Screening Section. The Branching Rules direct teachers to specific Inventory tasks to best determine the precise instructional needs of students who score SD on the Screening Section.

On the Inventory Section, concepts are considered D when students provide correct responses to a particular number of items on a task (e.g., 4 out of 5, 8 out of 10). The Branching Rules included with each Inventory task provide the standard for a Developed score, then guide you to the next task based on the student's score.



## Developing the TPRI

The current TPRI is the product of more than 10 years of development and studies conducted with more than 15,000 Texas students. Decisions about the modification of the TPRI have been made using data collected in recent studies of students, along with feedback from classroom teachers, and school and district administrators. While the TPRI maintains the overall design of previous versions, with separate Screening and Inventory Sections, the Screening Section has been revalidated at each grade level and some items have been replaced. The Inventory Section features an additional Word Reading task at each grade level and new items throughout, along with new stories and comprehension questions. The latter are the result of a rigorous development process roughly divided into two broad stages: Story Development and Story Piloting and Research.

### Story Development

New stories were written and studied for inclusion in the current TPRI. Representing a range of difficulty levels for each grade and written on a variety of topics of interest to students, the stories conform to specific guidelines for children's literature. They were written to conform to specific word-level features based on what's taught at each grade level. Narrative stories were written to include the following elements:

- Main character(s) – Who or what the story is mainly about.
- Setting – Where and when the story happens.
- Problem – What the main character wants or the problem that has to be solved.
- Major events – Most important things that happen to solve the problem.
- Outcome – Whether or not the problem is solved.

Expository texts that conform to informational text structure also were included.

To determine what is typically taught, several reading series, district curriculum guides and reading standards (Texas Essential Knowledge and Skills, or TEKS, in Texas) were consulted. As a result, allowable word-level features do not reflect any one publisher's or district's scope and sequence, but rather the reading standards. After the stories were written, readability and lexile formulas were run.

### Story Piloting and Research

Once written, the new stories were tested in a pilot study of about 3,000 Texas students. The study examined how accurately students read the stories orally, the fluency rate at which students read them and how well students were able to answer comprehension questions about the stories. (Kindergarten stories were read to kindergarten students.) Stories were selected from among those piloted based on which were most reliable in assessing accuracy, fluency and comprehension across all students who read (or listened to) the stories.

### Grade Equivalents for TPRI Stories

The TPRI is not a norm-referenced instrument, so the stories do not have grade equivalents or percentile ranks. In the early grades, grade-equivalent scores are highly unreliable. Instead, the TPRI is criterion referenced. With respect to the stories, this means the phonic elements and story grammar elements increase in difficulty from grade 1 to 2. In grade 2, the vocabulary level also is higher and the sentence structure more complex. It's unreliable to think in terms of grade equivalents, because a student who reads at the Frustrational Level on Story 1 at the beginning of the year, may read at grade level by the end of the year due to excellent instruction.

## Reading Concepts Assessed on the TPRI

The purpose of the TPRI is to support you in providing students the targeted instruction they need to improve as readers. The reading concepts assessed on the TPRI are critical components of effective early reading instruction. The ideas presented below are general guidelines for instruction in each area; more detailed and in-depth descriptions can be found in the *Intervention Activities Guide* (IAG), along with hundreds of instructional activities for teaching these reading concepts.

### Book and Print Awareness (K)

Students must understand that printed language is all around us — on signs, billboards and labels, and in books, magazines and newspapers — and serves many purposes. Activities that focus on the use and appreciation of print are important in fostering book and print awareness. Instruction can incorporate activities that help students understand that print represents spoken language. Examples include:

- Highlighting the meanings, uses and production of print can be fostered through classroom signs, labels, notes, posters, calendars and directions.
- Activities that teach print conventions include helping students practice turning pages, locating the top and bottom of pages, and identifying the front and back covers of a book.
- Lessons in word awareness help students become aware of individual words and their boundaries, appearance and length.
- Practice with predictable and patterned-language stories helps students realize the connections between written and spoken language.

### Listening Comprehension (K)

Listening to and talking about books on a regular basis provides students with pleasurable and beneficial reading experiences. Story reading introduces students to words, sentences, settings and ideas. At the same time, it exposes students to the type of vocabulary, sentences and literary elements they find in their schoolbooks. To support and extend oral language development generally, and listening comprehension specifically, read aloud to students daily and talk to them about books and stories. These activities also help students connect oral to written language.

### Phonemic Awareness (K-G1)

The ability to think about individual words as a sequence of sounds (phonemes) is important to learning how to read an alphabetic language. Students' phonemic awareness (PA) — that is, their understanding that spoken words can be divided into separate sounds — is one of the best predictors of success in learning to read. Instruction that promotes understanding and use of these building blocks of spoken language includes language games where students manipulate the sounds of words, separate or segment the sounds of words, blend sounds, delete sounds and substitute new sounds for those deleted.

### Graphophonemic Knowledge (K-G2)

The understanding that written words are composed of patterns of letters that represent the sounds of spoken words is known as graphophonemic knowledge (GK). Becoming aware of the sounds of spoken language and their relationship to the letters of written language prepares students to understand the alphabetic principle. Targeted instruction provides young students with explicit and systematic teaching of sound-letter relationships in a sequence that permits them to begin reading. GK instruction includes teaching letter sounds and letter names, phonics and spelling.

Often in second grade, students begin formal spelling instruction. The second grade GK portion of the TPRI consists of a spelling task. Spelling entails (a) segmenting sounds in speech; (b) writing down the letters representing those sounds; and (c) reading back the spelling to verify its accuracy (Perfetti, 1997). Thus, spelling and reading are related, but spelling predicts reading rather than vice versa, because correct spellings require that all sound-spelling patterns are represented accurately (Foorman & Francis, 1994).

Spelling instruction builds on the alphabetic principle to include information about:

- Morphological units (e.g., roots, prefixes, suffixes)
- Inflectional morphology (e.g., plurals, past tense)
- Conditional orthographic patterns and rules (e.g., qu, consonant doubling, drop e, change y, ge/dge alternation, ch/tch, c, k, ck, hard and soft c and g)
- Oddities (e.g., homonyms, contractions, compounds, unusual word forms)
- Syllable juncture patterns and doubling of letters (e.g., super vs. supper)
- Derivations (e.g., -tion, -ology) and etymologies (e.g., moccasin is from a native American language)

## **Reading Accuracy (G1-G2)**

Reading comprehension depends on the ability to identify words correctly. Reading accuracy entails the ability to automatically decode and identify words. To build accuracy, readers need sufficient opportunities to employ and refine the decoding and reading strategies they learn in class. As students develop effective decoding strategies and are able to read increasingly difficult words, they read books and other texts that are increasingly complex in vocabulary and sentence structure. Providing students with many books, both narrative and informational, is of primary importance. Classroom and campus libraries should offer students a variety of reading materials, some easier and others more challenging, on a range of topics.

## **Reading Fluency (G1-G2)**

Once students begin to decode individual words automatically and rapidly, they're on their way to becoming fluent readers. Reading fluently involves reading with speed, accuracy and proper expression. It is unhurried reading. Fluency rates are determined using two pieces of information: The speed at which text is decoded and accuracy.

Fluency and comprehension are closely related. Fluent readers are able to focus less time on decoding, leaving more attention free for comprehension. While only fluency rates are assessed on the TPRI, a critical component of fluent reading is the ability to read with prosody (expression), using appropriate phrasing and intonation while attending to punctuation.

Fluent first grade readers have a reading rate of about 60 words correct per minute (WCPM) by the end of the school year. A first grader reading at 40 WCPM or less needs help achieving automaticity through practice opportunities on a regular basis.

Fluent second grade readers have a reading rate of about 90 WCPM by the end of the school year. A second grader reading at 60 WCPM or less also needs help achieving automaticity through practice opportunities on a regular basis.

Students reading 10 or fewer words correct per minute are considered non-fluent. Non-fluent readers are characterized as reading haltingly, ignoring punctuation, and combining phrases and sentences. They often read with little expression. These students need multiple opportunities for practice, because non-fluent readers often lose interest in reading altogether. By monitoring student progress in fluency, you can help motivate students to read, aid in selection of appropriate practice books and analyze progress over time.

## **Reading Comprehension (G1-G2)**

Reading comprehension depends on the reader's understanding of word meanings, ability to extract meaning from groups of words (e.g., clauses, sentences, paragraphs) and ability to draw inferences.

Comprehension also depends on the demands of the text and the background knowledge the student brings to it. The discussion of good books among friends and classmates is one avenue for deepening understanding. Such discussions will help students appreciate and reflect on new aspects of written language.

Activities that heighten comprehension and enjoyment include:

- Previewing selections, anticipating content and making connections between what students already know and what they are reading.
- Comparing the elements of different stories — including specific events, themes and characters — helps students gain a deeper understanding of what they're reading.
- Relationships among story elements and ideas also can be depicted graphically.
- Identifying the main idea and summarizing its connection to other ideas helps readers see the coherence of the text as a whole (NRP, 2000).

## TPRI Administration Guidelines

### Guidelines for All Grades (K-G2)

1. Administer the TPRI within a 2-week period. If possible, administer the Screening Section to all students within a 1-week period.
2. Classroom teachers should administer the TPRI to their own students. If multiple teachers provide reading instruction for a student, the TPRI should be administered by the teacher most responsible for providing reading instruction.
3. Administer the TPRI to only one student at a time. The exception is the grade 2 Spelling task (GK-1 Spelling), which may be administered to the entire class or to small groups simultaneously. Spelling results should be scored and recorded after the administration is completed.
4. Make sure the assessment environment is adequately lighted, relatively quiet and free from distractions.
5. Use the *Teacher's Guide* with every student assessed to ensure accurate and consistent administration. The materials for each task are listed at the top of the task in the *Teacher's Guide*, as well as directions on task administration. **What you say to the student while testing always appears in bold print.**
6. If a task includes Practice Items, always present all items. Practice Items allow the student to gain a better understanding of what the task requires.
7. Instructions may be repeated as needed. Repeat PA items only in case of noisy interferences. Other assessment items may be repeated if requested by the student.
8. Record scores on the Student Record Sheet as you administer the assessment; don't wait until you've finished. As the student responds to each item, record 1 for a correct response or 0 for an incorrect response.
9. While administering the assessment, do not provide hints, clues or other feedback about correct responses.
10. Be equally positive and encouraging with both correct and incorrect responses. Praise effort, not correct responses. Students should leave the administration feeling good about their performance.
11. Be aware of students who are losing interest, easily distracted or exhibiting frustration; these behaviors often invalidate results. The Inventory Section does not have to be administered in one sitting. While most students will be able to complete the TPRI during a single administration session, some are easily bored or frustrated and should be given a break or allowed to complete the TPRI at another time. If necessary, discontinue assessment following the completion of a task and resume at the soonest appropriate point — but don't interrupt a task (e.g., don't stop testing at item 3 if there are five items on the task). Whenever possible, complete each portion of the Inventory without a break.
12. After completing a task, follow the Branching Rules included throughout the assessment. These rules were established to reduce administration time and student frustration.
13. In kindergarten and grade 1, administer the PA and/or GK portions of the Inventory to all students who score Still Developing (SD) on the Screening Section; the Branching Rules will guide you appropriately. If you have sufficient time, you may choose to give the PA and GK portions of the Inventory to some or

all students who score Developed (D) on the Screening Section. Administering the PA and GK portions to these students may provide additional data to help set learning objectives and plan instruction.

In all cases, when administering the PA and GK portions of the Inventory, begin with the first task and then follow the Branching Rules and the rules for Jumping-In at MOY and EOY (see Jumping-In: Guidelines for Middle- and End-of-Year Administration, page 8).

### Guidelines for Phonemic Awareness Tasks (K-G1)

1. Administer all PA tasks orally.
2. On PA tasks, segment the phonemes in the word as indicated on the Student Record Sheet. As you divide words into their component sounds, it's important to avoid distorting individual sounds.
3. When administering blending tasks, remember to say the word silently to yourself first so you pronounce the phonemes as they appear in the word. For example, if the word is /g/ /a/ /te/ (gate), the /a/ is pronounced as a long *a*.
4. Some sounds need special attention. Minimize the tendency to add a vowel sound after a consonant sound, especially for unvoiced consonants such as /p/, /k/ and /t/. For example, the letter *p* is not pronounced /puh/. Rather, it should be spoken in a loud whisper and clipped manner. Don't use your vocal cords for the unvoiced sounds /p/, /k/ and /t/.
5. Voiced consonants such as /g/ and /b/ cannot be pronounced without a vowel sound. It's important, however, to keep the vowel sound as short as possible with words containing voiced consonants. For example, the sound for the letter *g* is clipped; it's not pronounced /guh/.
6. Continuant consonants such as /m/, /f/ and /n/ should not be followed by a vowel sound. They can, however, be continued slightly. For example, you may say /mmm/, but not /muh/.
7. To pronounce vowel sounds, simply lengthen the sound of the vowel.

### Guidelines for Reading Accuracy, Fluency and Comprehension (G1-G2)

1. Have the Reading Comprehension Story Booklet, Student Record Sheet, stopwatch and pen/pencil ready.
2. Tell the student, **I'm going to ask you to read a story. The title of the story is \_\_\_\_\_. After you read it, I'll ask you a few questions. Read the story out loud to me.** Place the Story Booklet in front of the student.
3. Start the stopwatch when the student reads the first word.
4. As the student reads, mark any words not read correctly with a slash (/) on the Student Record Sheet.
5. Errors include:
  - **Mispronunciations** – The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings.
  - **Substitutions** – The student replaces the correct word with a different word.
  - **Omissions** – The student skips a word.
  - **Reversals** – The student reads adjacent words in the wrong order.
  - **Hesitations** – The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

6. Items not considered errors:

- **Insertions** – The student adds a whole word that does not appear in the text.
- **Self-corrections** – The student makes an error, but then corrects the error.
- **Repetitions** – The student reads the same word or phrase multiple times.
- **Loss of place** – The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

7. If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

8. If a student is unable to read three words in the first sentence of a story or reaches the Frustrational Level in a story, have the student stop. Record Fru on the Student Record Sheet. Read the story to the student to obtain a Listening Comprehension score.

9. A student who is administered a story as Listening Comprehension may not receive a score of Developed (D) in Reading Comprehension.

### **Jumping-In: Guidelines for Middle- and End-of-Year Administration**

The TPRI is designed to provide instructionally relevant information while minimizing, whenever possible, the amount of time required for administration (allowing you more time to teach). When administering the Inventory Section at MOY and EOY, consider student performance on the assessment earlier in the year. In kindergarten and grade 1, the PA and GK portions consist of increasingly difficult tasks. There's no need to re-administer PA and GK tasks on which a student has previously scored Developed. In grades 1 and 2, you also do not need to re-administer sets on the Word Reading task (WR-1) on which the student previously scored Developed. This practice is called Jumping-In.

Other parts of the Inventory Section are administered at all time points. Follow the Branching Rules closely so that you administer the assessment correctly at each time point.

### **Accommodations for Special Needs Students**

Accommodations for students with special needs can be used in administering the TPRI. Decisions on accommodations should be made on an individual basis, taking into consideration the needs of the student and whether the student routinely receives the accommodation during classroom instruction. If the student has an Individualized Educational Plan or an instructional plan developed by a Section 504 committee, it may assist you in deciding which accommodations are appropriate. The following accommodations are acceptable:

- Instructions can be signed to a student with a hearing impairment.
- A student can place a colored transparency over any material presented.
- A student can use a place marker.
- A student can spell words aloud in place of writing them. A scribe or the teacher should record the student's responses.
- A student can use any other accommodation that is a routine part of their reading, writing or spelling instruction.

## **Guidelines for Special Education Students**

The TPRI Screening and Inventory should be administered to all K-G2 special education students at their grade-level placement for reporting purposes per SB §28.006. In addition, one of the primary goals of the special education program is to provide students with disabilities access to the general education curriculum. Without knowing where students are functioning in relation to their grade-level curriculum, such access is not facilitated. However, once this information is obtained, the special education teacher may move between Inventory grade levels for instructional information to assist with setting appropriate goals. For example, even though a student is in grade 2, you may administer the kindergarten Inventory to acquire data for program planning.

The Individualized Education Program committee is charged with considering the student's performance on statewide or districtwide assessments, as appropriate. Determining a student's performance in relation to their current grade-level placement and then identifying specific objectives for instructional purposes, seems most appropriate.

## **Dialectical and Cultural Sensitivity**

It's important to be sensitive to students' dialectic, linguistic and cultural diversity when administering the TPRI. When student and teacher don't share the same dialect, scoring reliability can be jeopardized. Teachers must be sensitive to a student's dialect, accent and speech peculiarities or impairments.

Flexibility, professional judgment and knowledge of students should always be used in scoring student responses. Remember: The TPRI is a tool for guiding classroom instruction. In general, it's better to err on the side of caution by marking an error when you're uncertain about how to score a response, whether it's related to the student's speech or other concerns. This will help ensure potential areas of difficulty are carefully considered when delivering instruction.





# Kindergarten Screening and Inventory Procedures

## Start Here



### Beginning-of-Year (BOY)

Start with SCR-1,  
page 12.



### Middle-of-Year (MOY)

Did student complete PA-1 at BOY?

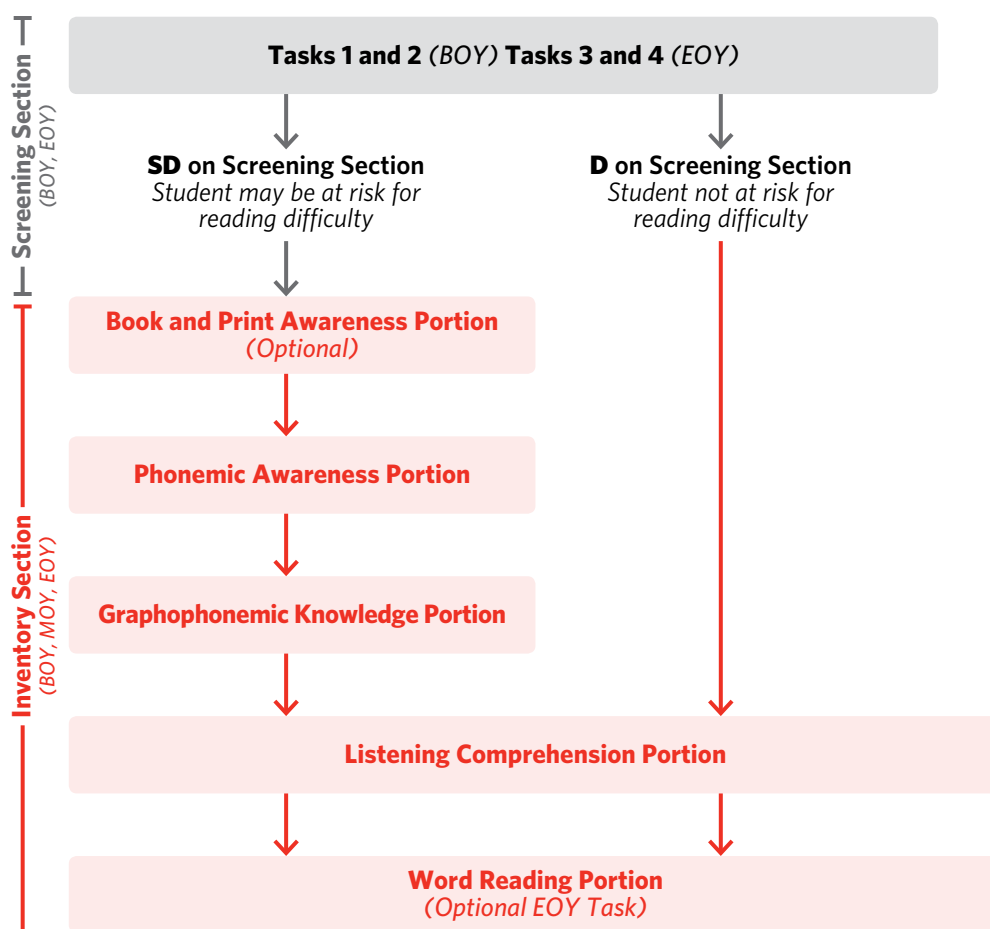
**YES:** Jump-In with the first PA and GK task on which the student scored SD.

**NO:** Jump-In with COM-MOY, page 25.



### End-of-Year (EOY)

Start with SCR-3,  
page 14.





Screening

Graphophonemic Knowledge

**SCR-1 Letter Sound****BOY**

**Materials:** Kindergarten SCR-1 Letter Sound Task Card, Student Record Sheet, blank sheet of paper, pen/pencil

**Directions:** Take out the SCR-1 Letter Sound Task Card. Place the sheet of paper over the letters on the card. Administer both Practice Items below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** **I'm going to show you some letters and I want you to tell me the names of the letters.**

Uncover the first letter, both upper and lowercase, but keep the remaining letters covered.

**Tell me the name of this letter.**

After the student says the letter name,

**Now, tell me the sound it makes.**

If the student does not know the name or sound of the letter,

**That's not quite right. The name of the letter is T (Practice 1) or A (Practice 2) and the sound it makes is /t/ (Practice 1) or /ă/ (Practice 2).**

If the student says a long vowel sound for a vowel (e.g., /ā/ as in *lake*),

**That's one sound this letter makes. Can you tell me another sound for this letter?**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide the letter name or sound when the student responds incorrectly. However, you may ask for the letter's sound when the student provides the letter name, and ask for another sound when the student provides a long vowel sound.

If the student does not say the name of the letter or sound of the letter within 10 seconds, administer the next Task Item.

**Tell me the name of this letter.**

**Now, tell me the sound it makes.**

**Branching Rules:** **D: 6-10 correct.** Go to SCR-2, page 13.

**SD: 0-5 correct.** Go to SCR-2, page 13.

Screening

Phonemic Awareness

**SCR-2****Blending Onset-Rimes and Phonemes****BOY**

**Materials:** *Student Record Sheet, pen/pencil*

**Directions:** Say the sound for each letter or cluster of letters, not the letter name, at approximately ½ second intervals. Administer both Practice Items below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** **Listen to me as I say some words very slowly. If I say /s/ /it/, I know the word is *sit*. What would the word be if I say /l/ /and/?** (land)

If the student is unsuccessful in pronouncing the word,

**That's not quite right. The word is *land*.**

**What would the word be if I say /sh/ /o/ /p/?** (shop)

If the student is unsuccessful in pronouncing the word,

**That's not quite right. The word is *shop*.**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

Remember, *pronounce letter sounds, not letter names*, and say the word silently to yourself first.

**Branching Rules:** **Developed Criteria:**

**D: 4-8 correct.**

**SD: 0-3 correct.**

**Overall Screening Score:**

Student must be D on both SCR-1 AND ALSO SCR-2 to be D on the Screening.

**D:** Go to COM-BOY, page 24.

**SD:** Go to Warm-Up Activity BPA-1 (Optional), page 16, or go to PA-1, page 17.

**SCR-3 Letter Sound**

**Materials:** Kindergarten SCR-3 Letter Sound Task Card, Student Record Sheet, blank sheet of paper, pen/pencil

**Directions:** Take out the SCR-3 Letter Sound Task Card. Place the sheet of paper over the letters on the card. Administer both Practice Items below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** **I'm going to show you some letters and I want you to tell me the names of the letters.**

Uncover the first letter, both upper and lowercase, but keep the remaining letters covered.

**Tell me the name of this letter.**

After the student says the letter name,

**Now, tell me the sound it makes.**

If the student does not know the name or sound of the letter,

**That's not quite right. The name of the letter is T (Practice 1) or A (Practice 2) and the sound it makes is /t/ (Practice 1) or /ă/ (Practice 2).**

If the student says a long vowel sound for a vowel (e.g., /ā/ as in *lake*),

**That's one sound this letter makes. Can you tell me another sound for this letter?**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide the letter name or sound when the student responds incorrectly. However, you may ask for the letter's sound when the student provides the letter name, and ask for another sound when the student provides a long vowel sound.

If the student does not say the name of the letter or sound of the letter within 10 seconds, administer the next Task Item.

**Tell me the name of this letter.**

**Now, tell me the sound it makes.**

**Branching Rules:** **D: 8-10 correct.** Go to SCR-4, page 15.

**SD: 0-7 correct.** Go to SCR-4, page 15.

Screening

Phonemic Awareness

**SCR-4 Blending Onset-Rimes and Phonemes** **EOY**

**Materials:** *Student Record Sheet, pen/pencil*

**Directions:** Say the sound for each letter or cluster of letters, not the letter name, at approximately ½ second intervals. Administer both Practice Items below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** **Listen to me as I say some words very slowly. If I say /s/ /it/, I know the word is *sit*. What would the word be if I say /z/ /oo/? (zoo)**

If the student is unsuccessful in pronouncing the word,

**That's not quite right. The word is *zoo*.**

**What would the word be if I say /b/ /un/? (bun)**

If the student is unsuccessful in pronouncing the word,

**That's not quite right. The word is *bun*.**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

Remember, *pronounce letter sounds, not letter names*, and say the word silently to yourself first.

**Branching Rules:** **Developed Criteria:**

**D: 6-8 correct.**

**SD: 0-5 correct.**

**Overall Screening Score:**

Student must be D on both SCR-3 AND ALSO SCR-4 to be D on the Screening.

**D:** Go to COM-EOY, page 26.

**SD:** Go to Warm-Up Activity BPA-1 (Optional), page 16, or go to PA-1, page 17.

Inventory

Warm-Up

## **BPA-1** **Book and Print Awareness (Optional)**

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**Materials:** *Teacher-selected short storybook with pictures on the top of the page and several lines of text on the bottom, Student Record Sheet, pen/pencil*

**Directions:** Turn to the title page and hold it where the student can easily view it. Ask each question as you point to the appropriate information. Administer all of the questions on the Student Record Sheet. What you say to the student while testing is in bold print.

**Warm-Up Items:** Proceed to Task Items on the Student Record Sheet.

Be sure to allow adequate time between questions for the student to respond.

**Branching Rules:** Go to PA-1, page 17.

Inventory

Phonemic Awareness

**PA-1****Rhyming**

**MOY and EOY:** *If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.*

**Materials:** Student Record Sheet, pen/pencil

**Directions:** Administer the Practice Item below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** **Listen to these words: *hat, gnat*. These words rhyme. Can you tell me another word that rhymes with *hat* and *gnat*?**

If the student does not know a word that rhymes,

**That's not quite right. Another word that rhymes with *hat* and *gnat* is *mat*.**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

**Branching Rules:** **D: 4-5 correct.** Go to PA-2, page 18.

**SD: 0-3 correct.** Go to PA-2, page 18.

**Blending Word Parts**

**MOY and EOY:** *If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.*

**Materials:** Student Record Sheet, pen/pencil

**Directions:** Say the sound for each letter or cluster of letters, not the letter name, at approximately ½ second intervals. Administer the Practice Item below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** **Listen to me as I say some words very slowly. If I say /m/ /ad/, I know the word is mad. What would the word be if I say /f/ /ox/? (fox)**

If the student is unsuccessful in pronouncing the word,

**That's not quite right. The word is fox.**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

Remember, *pronounce letter sounds, not letter names*, and say the word silently to yourself first.

**Branching Rules:** **D: 4-5 correct.** Go to PA-3, page 19.

**SD: 0-3 correct.** Go to GK-1, page 22.



Inventory

Phonemic Awareness

**PA-3****Blending Phonemes**

**MOY and EOY:** *If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.*

**Materials:** Student Record Sheet, pen/pencil

**Directions:** Say the sound for each letter or cluster of letters, not the letter name, at approximately ½ second intervals. Administer the Practice Item below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** **Listen to me as I say some words very slowly. If I say /r/ /u/ /g/, I know the word is rug. What would the word be if I say /c/ /a/ /t/?** (cat)

If the student is unsuccessful in pronouncing the word,

**That's not quite right. The word is cat.**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

Remember, *pronounce letter sounds, not letter names*, and say the word silently to yourself first.

**Branching Rules:** **D: 4-5 correct.** Go to PA-4, page 20.

**SD: 0-3 correct.** Go to GK-1, page 22.

**PA-4****Deleting Initial Sounds**

**MOY and EOY:** *If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.*

**Materials:** Student Record Sheet, pen/pencil

**Directions:** Say the sound for each letter or cluster of letters, not the letter name. Administer the Practice Item below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** Say the word **nice**. Now say **nice** without the /n/. (ice)

If the student is unsuccessful in saying the word,

**That's not quite right. The word is ice.**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

Remember, *pronounce letter sounds, not letter names*, and say the word silently to yourself first.

**Branching Rules:** **D: 4-5 correct.** Go to PA-5, page 21.

**SD: 0-3 correct.** Go to GK-1, page 22.

Inventory

Phonemic Awareness

**PA-5****Deleting Final Sounds**

**MOY and EOY:** *If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.*

**Materials:** Student Record Sheet, pen/pencil

**Directions:** Say the sound for each letter or cluster of letters, not the letter name. Administer the Practice Item below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** Say the word *rain*. Now say *rain* without the /n/. (ray)

If the student is unsuccessful in saying the word,

**That's not quite right. The word is ray.**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

Remember, *pronounce letter sounds, not letter names*, and say the word silently to yourself first.

**Branching Rules:** **D: 4-5 correct.** Go to GK-1, page 22.

**SD: 0-3 correct.** Go to GK-1, page 22.

# Letter Name Identification

**MOY and EOY:** *If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.*

**Materials:** Kindergarten GK-1 Letter Name Identification Task Card, Student Record Sheet, blank sheet of paper, pen/pencil

**Directions:** Take out the GK-1 Letter Name Identification Task Card. Use the blank sheet of paper to uncover one letter at a time, both upper and lowercase letters. Keep the remaining letters covered. Administer all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

**What is the name of this letter?**

**Branching Rules:** **D: 20-26 correct.** Go to GK-2, page 23.

**SD: 0-19 correct.** Go to COM-BOY, page 24, at BOY.  
Go to COM-MOY, page 25, at MOY.  
Go to COM-EOY, page 26, at EOY.

Inventory

Graphophonemic Knowledge

**GK-2****Letter to Sound Linking**

**MOY and EOY:** *If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.*

**Materials:** Kindergarten GK-2 Letter to Sound Linking Task Card, Student Record Sheet, blank sheet of paper, pen/pencil

**Directions:** Take out the GK-2 Letter to Sound Linking Task Card. Use the blank sheet of paper to uncover one letter group at a time. Keep the remaining letter groups covered. Administer the Practice Items below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** **What is the first sound in the word *man*? (/m/)**

If the student does not identify the first sound in the word correctly,

**That's not quite right. The first sound in the word *man* is /m/.**

After the student answers the question, show the student the three letters on the Task Card simultaneously.

**Now, point to the letter that makes that sound.**

If the student is unsuccessful in pointing to the correct letter, point to the correct letter,

**That's not quite right. The letter is *m*.**

**What is the first sound in the word *net*? (/n/)**

If the student does not identify the first sound in the word correctly,

**That's not quite right. The first sound in the word *net* is /n/.**

After the student answers the question, show the student the three letters on the Task Card simultaneously.

**Now, point to the letter that makes that sound.**

If the student is unsuccessful in pointing to the correct letter, point to the correct letter,

**That's not quite right. The letter is *n*.**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

**Branching Rules:** **D: 8-10 correct.**

**OR**

**SD: 0-7 correct.** Go to COM-BOY, page 24, at BOY.  
Go to COM-MOY, page 25, at MOY.  
Go to COM-EOY, page 26, at EOY.

# COM-BOY Listening Comprehension

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**Materials:** *Student Record Sheet, pen/pencil*

**Directions:** After reading the story below to the student, administer all of the Listening Comprehension questions on the Student Record Sheet. If the student takes 10 seconds or longer to answer a question, prompt the student,

**It's OK. Just try to remember what you can about the story to answer the question.**

If the student is still unable to answer after 10 seconds, continue to the next question without comment. What you say to the student while testing is in bold print.

**Task Items:** **I am going to read you a story and then ask you a few questions.**  
**The story is called *The Day the Prince Lost His Tooth*.**

**Anthony was a prince. He lived in a castle with his parents, the king and queen. Since Anthony was a prince, the king and queen let Anthony do almost anything he wanted. There was just one rule Anthony had to follow: Anthony was not supposed to run in the castle.**

**"Running is not safe," Anthony's parents would say. "You'll bump into a sword or trip on a great rug and crack your head."**

**But Anthony would say, "I am the prince. I can do what I want." And then he would run away laughing.**

**One day, as Anthony raced through the halls of the castle, he caught his toe on the edge of a rug. Anthony flew into the air, then crashed to the floor. It was Anthony's tooth that hit the ground first.**

**Anthony now understands the rule about running. As he walks the castle halls, he pokes his tongue through the hole where his tooth should be.**

When you've finished reading,

**Now, I want you to answer some questions about the story I just read to you.**

**Scoring:** After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Branching Rules:** **D: 5-6 correct.** End of assessment.

**SD: 0-4 correct.** End of assessment.

Inventory

Comprehension

# COM-MOY Listening Comprehension

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**Materials:** *Student Record Sheet, pen/pencil*

**Directions:** After reading the story below to the student, administer all of the Listening Comprehension questions on the Student Record Sheet. If the student takes 10 seconds or longer to answer a question, prompt the student,

**It's OK. Just try to remember what you can about the story to answer the question.**

If the student is still unable to answer after 10 seconds, continue to the next question without comment. What you say to the student while testing is in bold print.

**Task Items:** **I am going to read you a story and then ask you a few questions.**  
**The story is called *The Tree House*.**

Ryan and his sister had always wanted a tree house. One night at dinner, Ryan's dad surprised the family. He told them he was going to build a tree house in their backyard.

When the tree house was finished, Ryan thought it looked great! But it seemed so high, Ryan would not climb the ladder. He was afraid he would fall. Ryan's dad told Ryan he should try.

Dad said, "Try just one step at a time and don't look down."

Ryan decided to try. Ryan climbed up the ladder slowly, taking just one step at a time. He made it all the way to the tree house. Ryan was so excited to see it and did not feel scared anymore.

Every day, Ryan and his sister take snacks and toys, and climb up the tree to their special fort. Sometimes, they even let their mom and dad join them.

When you've finished reading,

**Now, I want you to answer some questions about the story I just read to you.**

**Scoring:** After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Branching Rules:** **D: 5-6 correct.** End of assessment.  
**SD: 0-4 correct.** End of assessment.

# COM-EOY Listening Comprehension

**Materials:** *Student Record Sheet, pen/pencil*

**Directions:** After reading the story below to the student, administer all of the Listening Comprehension questions on the Student Record Sheet. If the student takes 10 seconds or longer to answer a question, prompt the student,

**It's OK. Just try to remember what you can about the story to answer the question.**

If the student is still unable to answer after 10 seconds, continue to the next question without comment. What you say to the student while testing is in bold print.

**Task Items:** I am going to read you a story and then ask you a few questions.  
The story is called *The Ladybug's Adventure*.

Sally was a ladybug. Sally loved to fly. She loved to feel the wind as she moved through the air.

One day, Sally flew further than she had ever flown before. Sally flew all day. Even when it began to get dark, Sally didn't care. She just kept flying. When Sally finally noticed that night was starting, she decided to fly home.

As Sally flew, the sky got darker and darker. Sally couldn't see where she was going. She would have to stop for the night. Sally had never spent the night away from home. She felt scared and missed her family. She sat on a leaf and cried herself to sleep.

When Sally woke up the next morning, it was light. Sally flew all day and finally made it home. Her family was very happy to see her. They had been worried. They thought something might have happened to Sally. Sally would never fly that far from home again.

When you've finished reading,

**Now, I want you to answer some questions about the story I just read to you.**

**Scoring:** After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Branching Rules:** **D: 5-6 correct.**

*OR*

**SD: 0-4 correct.** End of assessment.

*OR*

Go to WR-1 (Optional), page 27.



Inventory

# WR-1 Word Reading (Optional)

**Note:** *This is an optional task for EOY. It is recommended for use with students during the EOY administration.*

**Materials:** Kindergarten WR-1 Word Reading Task Card, Student Record Sheet, blank sheet of paper, pen/pencil

**Directions:** Take out the WR-1 Word Reading Task Card. Uncover the words one at a time using the blank sheet of paper. Keep the remaining words covered. Administer all of the items in Set 1. If the student is successful with Set 1, administer Set 2. What you say to the student while testing is in bold print.

**Task Items:** Proceed to Task Items on the Student Record Sheet.

**I'm going to show you some words I want you to read to me.  
If you don't know a word, it's OK. Just do the best you can.**

**Scoring:** If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word.

**Branching Rules:** **If student is successful on Set 1:** Administer Set 2.  
**After completing Set 2:** End of assessment.



# Grade 1 Screening and Inventory Procedures

## Start Here



### Beginning-of-Year (BOY)

Start with SCR-1,  
page 30.



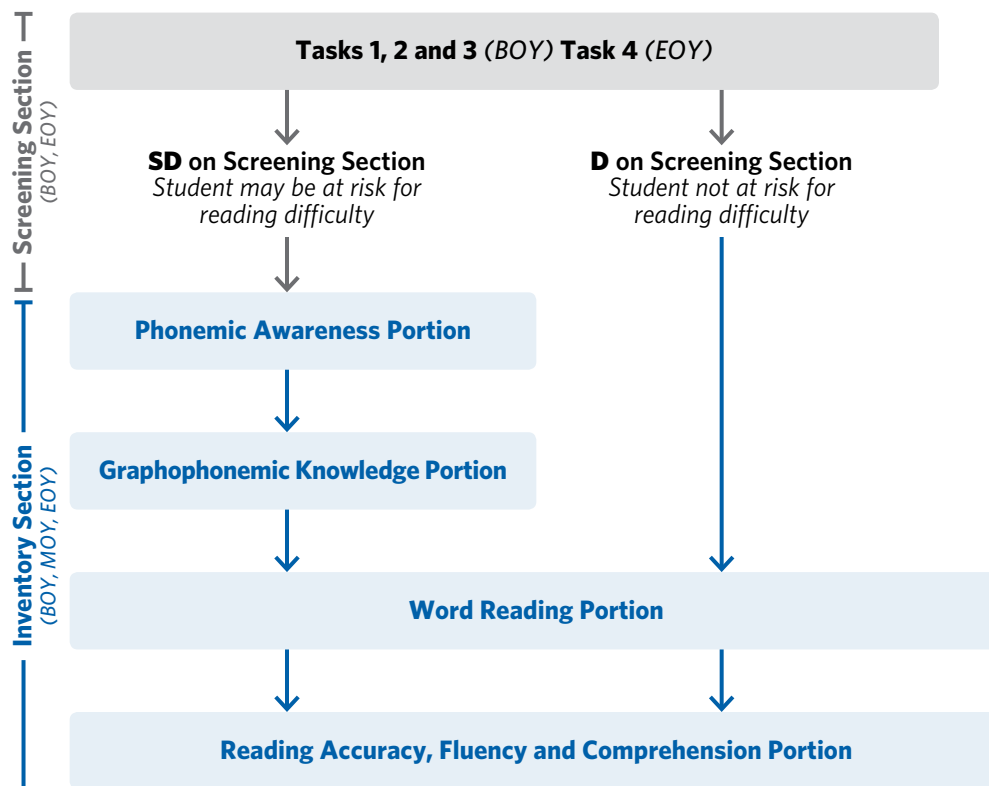
### Middle-of-Year (MOY)

Did student complete PA-1 at BOY?  
**YES:** Jump-In with the first PA and GK task on which the student scored SD.  
**NO:** Jump-In with WR-1, page 43.



### End-of-Year (EOY)

Start with SCR-4,  
page 33.





Screening

Graphophonemic Knowledge

# SCR-1 Letter Sound

BOY

**Materials:** *Grade 1 SCR-1 Letter Sound Task Card, Student Record Sheet, blank sheet of paper, pen/pencil*

**Directions:** Take out the SCR-1 Letter Sound Task Card. Place the sheet of paper over the letters on the card. Administer both Practice Items below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** **I'm going to show you some letters and I want you to tell me the names of the letters.**

Uncover the first letter, both upper and lowercase, but keep the remaining letters covered.

**Tell me the name of this letter.**

After the student says the letter name,

**Now, tell me the sound it makes.**

If the student does not know the name or sound of the letter,

**That's not quite right. The name of the letter is T (Practice 1) or A (Practice 2) and the sound it makes is /t/ (Practice 1) or /ă/ (Practice 2).**

If the student says a long vowel sound for a vowel (e.g., /ā/ as in *lake*),

**That's one sound this letter makes. Can you tell me another sound for this letter?**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide the letter name or sound when the student responds incorrectly. However, you may ask for the letter's sound when the student provides the letter name, and ask for another sound when the student provides a long vowel sound.

If the student does not say the name of the letter or sound of the letter within 10 seconds, administer the next Task Item.

**Tell me the name of this letter.**

**Now, tell me the sound it makes.**

**Branching Rules:** **D: 8-10 correct.** Go to SCR-2, page 31.

**SD: 0-7 correct.** Go to SCR-3, page 32.

Screening

# SCR-2 Word Reading

BOY

**Materials:** *Grade 1 SCR-2 Word Reading Task Card, Student Record Sheet, blank sheet of paper, pen/pencil*

**Directions:** Take out the SCR-2 Word Reading Task Card. Uncover the words one at a time using the blank sheet of paper. Keep the remaining words covered. Administer all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Task Items:** Proceed to Task Items on the Student Record Sheet.

**I'm going to show you some words and I want you to read them to me. If you don't know a word, it's OK. Just do the best you can.**

**Scoring:** If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word.

**Branching Rules:** **D: 4-8 correct.** Go to WR-1, page 43.

**SD: 0-3 correct.** Go to SCR-3, page 32.

**SCR-3 Blending Phonemes****BOY**

**Materials:** *Student Record Sheet, pen/pencil*

**Directions:** Say the sound for each letter or cluster of letters, not the letter name, at approximately ½ second intervals. Administer both Practice Items below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** Listen to me as I say some words very slowly. If I say /s/ /a/ /t/, I know the word is **sat**. What would the word be if I say /b/ /u/ /n/? (bun)

If the student is unsuccessful in pronouncing the word,

**That's not quite right. The word is *bun*.**

What would the word be if I say /f/ /a/ /s/ /t/? (fast)

If the student is unsuccessful in pronouncing the word,

**That's not quite right. The word is *fast*.**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

Remember, *pronounce letter sounds, not letter names*, and say the word silently to yourself first.

**Branching Rules:** **D: 5-6 correct.** Go to WR-1, page 43.

**SD: 0-4 correct.** Go to PA-1, page 34.



Screening

# SCR-4 Word Reading

EOY

**Materials:** *Grade 1 SCR-4 Word Reading Task Card, Student Record Sheet, blank sheet of paper, pen/pencil*

**Directions:** Take out the SCR-4 Word Reading Task Card. Uncover the words one at a time using the blank sheet of paper. Keep the remaining words covered. Administer all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Task Items:** Proceed to Task Items on the Student Record Sheet.

**I'm going to show you some words and I want you to read them to me.  
If you don't know a word, it's OK. Just do the best you can.**

**Scoring:** If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word.

**Branching Rules:** **D: 8-12 correct.** Go to WR-1, page 43.

**SD: 0-7 correct.** Go to PA-1, page 34.

**Blending Word Parts**

**MOY and EOY:** If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.

**Materials:** Student Record Sheet, pen/pencil

**Directions:** Say the sound for each letter or cluster of letters, not the letter name, at approximately ½ second intervals. Administer the Practice Item below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** Listen to me as I say some words very slowly. If I say /m/ /ad/, I know the word is **mad**. What would the word be if I say /f/ /ox/? (fox)

If the student is unsuccessful in pronouncing the word,

**That's not quite right. The word is fox.**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

Remember, *pronounce letter sounds, not letter names*, and say the word silently to yourself first.

**Branching Rules:** **D: 4-5 correct.** Go to PA-2, page 35.

**SD: 0-3 correct.** Go to GK-1, page 38.



**PA-2****Blending Phonemes**

**MOY and EOY:** *If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.*

**Materials:** Student Record Sheet, pen/pencil

**Directions:** Say the sound for each letter or cluster of letters, not the letter name, at approximately ½ second intervals. Administer the Practice Item below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** **Listen to me as I say some words very slowly. If I say /r/ /u/ /g/, I know the word is rug. What would the word be if I say /c/ /a/ /t/?** (cat)

If the student is unsuccessful in pronouncing the word,

**That's not quite right. The word is cat.**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

Remember, *pronounce letter sounds, not letter names*, and say the word silently to yourself first.

**Branching Rules:** **D: 4-5 correct.** Go to PA-3, page 36.

**SD: 0-3 correct.** Go to GK-1, page 38.

**PA-3****Deleting Initial Sounds**

**MOY and EOY:** *If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.*

**Materials:** Student Record Sheet, pen/pencil

**Directions:** Say the sound for each letter or cluster of letters, not the letter name. Administer the Practice Item below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** **Say the word *nice*. Now say *nice* without the /n/. (ice)**

If the student is unsuccessful in saying the word,

**That's not quite right. The word is *ice*.**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

Remember, *pronounce letter sounds, not letter names*, and say the word silently to yourself first.

**Branching Rules:** **D: 4-5 correct.** Go to PA-4, page 37.

**SD: 0-3 correct.** Go to GK-1, page 38.

**PA-4****Deleting Final Sounds**

**MOY and EOY:** *If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.*

**Materials:** Student Record Sheet, pen/pencil

**Directions:** Say the sound for each letter or cluster of letters, not the letter name. Administer the Practice Item below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** **Say the word *rain*. Now say *rain* without the /n/. (ray)**

If the student is unsuccessful in saying the word,

**That's not quite right. The word is *ray*.**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

Remember, *pronounce letter sounds, not letter names*, and say the word silently to yourself first.

**Branching Rules:** **D: 4-5 correct.** Go to GK-1, page 38.

**SD: 0-3 correct.** Go to GK-1, page 38.

# Initial Consonant Substitution

**MOY and EOY:** If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.

**Materials:** Grade 1 Magnetic Task Board, Student Record Sheet, blue alphabet letters, blank sheet of paper, pen/pencil

**Directions:** Arrange the following letters at the top of the task board in the order indicated:

**b s l d c f p h**

Use the blank sheet of paper to cover all of the word parts on the task board. Administer the Practice Item below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** I want you to use the letters on the board to make words.

Uncover the word part \_\_og.

**These two letters make \_\_og. If I put this letter at the beginning of \_\_og, I make the word cog.**

Take the letter c and place it in front of \_\_og. Remove the letter.

**Can you make the word cog?**

If the student is unsuccessful in spelling the word,

**That's not quite right. If I put this letter at the beginning of \_\_og, I make the word cog.**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

**Branching Rules:** **D: 4-5 correct.** Go to GK-2, page 39.

**SD: 0-3 correct.** Go to WR-1, page 43.

Inventory

Graphophonemic Knowledge

**GK-2****Final Consonant Substitution**

**MOY and EOY:** *If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.*

**Materials:** Grade 1 Magnetic Task Board, Student Record Sheet, green alphabet letters, blank sheet of paper, pen/pencil

**Directions:** Arrange the following letters at the top of the task board in the order indicated:

**n p x d t g**

Use the blank sheet of paper to cover all of the word parts on the task board. Administer the Practice Item below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** I want you to use the letters on the board to make words.

Uncover the word part fa\_\_.

**These two letters make fa\_\_.** If I put this letter at the end of fa\_\_, I make the word *fad*.

Take the letter *d* and place it after fa\_\_. Remove the letter.

**Can you make the word *fad*?**

If the student is unsuccessful in spelling the word,

**That's not quite right. If I put this letter at the end of fa\_\_, I make the word *fad*.**

**Task Items:** Proceed to Task items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

**Branching Rules:** **D: 4-5 correct.** Go to GK-3, page 40.

**SD: 0-3 correct.** Go to WR-1, page 43.

**MOY and EOY:** If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.

**Materials:** Grade 1 Magnetic Task Board, Student Record Sheet, orange alphabet letters, blank sheet of paper, pen/pencil

**Directions:** Arrange the following letters on the left side of the task board in the order indicated:

**y o i a u e**

Use the blank sheet of paper to cover all of the word parts on the task board. Administer the Practice Item below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** I want you to use the letters on the board to make words.

Uncover the word part b\_\_g.

**If I put this letter in the middle of b\_\_g, I make the word *bug*.**

Take the letter *u* and place it in the middle of b\_\_g. Remove the letter.

**Can you make the word *bug*?**

If the student is unsuccessful in spelling the word,

**That's not quite right. If I put this letter in the middle of b\_\_g, I make the word *bug*.**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

**Branching Rules:** **D: 4-5 correct.** Go to GK-4, page 41.

**SD: 0-3 correct.** Go to WR-1, page 43.

Inventory

Graphophonemic Knowledge

**GK-4****Initial Blending Substitution**

**MOY and EOY:** *If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.*

**Materials:** Grade 1 Magnetic Task Board, Student Record Sheet, purple alphabet letters, blank sheet of paper, pen/pencil

**Directions:** Arrange the following letters on the left side of the task board in the order indicated:

**g r c s t f l b n p**

Use the blank sheet of paper to cover all of the word parts on the task board. Administer the Practice Item below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** **I want you to use the letters on the board to make words.**

Uncover the word part \_\_am.

**These two letters make \_\_am. If I put these two letters at the beginning of \_\_am, I make the word *slam*.**

Take the letters s and l and place them in front of \_\_am. Remove the letters.

**Can you make the word *slam*?**

If the student is unsuccessful in spelling the word,

**That's not quite right. If I put these two letters at the beginning of \_\_am, I make the word *slam*.**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

**Branching Rules:** **D: 4-5 correct.** Go to GK-5, page 42.

**SD: 0-3 correct.** Go to WR-1, page 43.

**MOY and EOY:** *If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.*

**Materials:** Grade 1 Magnetic Task Board, Student Record Sheet, gray alphabet letters, blank sheet of paper, pen/pencil

**Directions:** Arrange the following letters on the left side of the task board in the order indicated:

**d m l s t f n p k**

Use the blank sheet of paper to cover all of the word parts on the task board. Administer the Practice Item below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Practice Items:** I want you to use the letters on the board to make words.

Uncover the word part be\_\_.

**These two letters make be\_\_. If I put these two letters at the end of be\_\_, I make the word *belt*.**

Take the letters *l* and *t* and place them at the end of be\_\_. Remove the letters.

**Can you make the word *belt*?**

If the student is unsuccessful in spelling the word,

**That's not quite right. If I put these two letters at the end of be\_\_, I make the word *belt*.**

**Task Items:** Proceed to Task Items on the Student Record Sheet.

You may not provide corrective feedback on Task Items.

**Branching Rules:** **D: 4-5 correct.** Go to WR-1, page 43.

**SD: 0-3 correct.** Go to WR-1, page 43.



Inventory

# WR-1 Word Reading

**MOY and EOY:** *If a student scored SD on a set when you administered the TPRI earlier in the year, re-administer every item within the set during the next administration.*

**Materials:** Reading Comprehension Story Booklet, Student Record Sheet, blank sheet of paper, pen/pencil

**Directions:** Take out the Reading Comprehension Story Booklet and turn to the Grade 1 Word Reading tab. Uncover the words in each set one at a time using the blank sheet of paper. Keep the remaining words covered. Administer all of the Task Items in each set and record the scores on the Student Record Sheet. What you say to the student while testing is in bold print.

**Task Items:** Proceed to Task Items on the Student Record Sheet.

**I'm going to show you some words and I want you to read them to me.  
If you don't know a word, it's OK. Just do the best you can.**

**Scoring:** If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word.

For instructional planning, write down incorrect responses phonetically to allow you to recall the answer later. Do not complete the Error Analysis while with the student.

**Branching Rules: Set 1**

**D: 4-5 correct.\*** Administer Set 2.

**SD: 1-3 correct.** Administer Set 2.

OR

**SD: 0 correct.** Go to READ-BOY at BOY, page 44.

Go to READ-MOY at MOY, page 48.

Go to READ-EOY at EOY, page 52.

**Set 2**

**D: 4-5 correct.\*** Administer Set 3.

**SD: 0-3 correct.** Administer Set 3.

**Set 3**

**D: 4-5 correct.\*** Administer Set 4.

**SD: 0-3 correct.** Administer Set 4.

**Set 4**

**D: 4-5 correct.\***

OR

**SD: 0-3 correct.** Go to READ-BOY at BOY, page 44.

Go to READ-MOY at MOY, page 48.

Go to READ-EOY at EOY, page 52.

*\*Once the student scores D on a set, that set no longer needs to be administered at MOY or EOY.*

# READ-BOY Story 1 - Tut

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**Materials:** *Reading Comprehension Story Booklet, Student Record Sheet, stopwatch, pen/pencil*

**Directions:** If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level (9 or more errors), have the student stop. Record Fru on the Student Record Sheet. Read the story to the student to obtain a Listening Comprehension score. What you say to the student while testing is in bold print.

**Task Items:** **I'm going to ask you to read a story. The title of the story is Tut. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Booklet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Record Sheet.

**Scoring:** Review the complete Guidelines for Reading Accuracy, Fluency and Comprehension (G1-G2) on pages 7-8.

Mark any words not read correctly with a slash (/) on the Student Record Sheet.

Errors include:

- Mispronunciations – The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings.
- Substitutions – The student replaces the correct word with a different word.
- Omissions – The student skips a word.
- Reversals – The student reads adjacent words in the wrong order.
- Hesitations – The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items *not* considered errors:

- Insertions – The student adds a whole word that does not appear in the text.
- Self-corrections – The student makes an error, but then corrects the error.
- Repetitions – The student reads the same word or phrase multiple times.
- Loss of place – The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

# READ-BOY Story 1 - Tut

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**Directions:** Administer all of the Reading Comprehension questions on the Student Record Sheet. If the student takes 10 seconds or longer to answer a question, prompt the student,

**Remember, you can look at the story.**

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment. What you say to the student while testing is in bold print.

**Task Items:** When the student has finished reading, proceed to Task Items on the Student Record Sheet.

**Now, I want you to answer some questions about the story you just read.  
It's OK to look at the story to help you answer the questions.**

**Scoring:** After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Branching Rules:** **D: 5-6 correct.\*** Go to Story 2, page 46.

**SD: 0-4 correct.** Go to Story 2, page 46.

*\*Student cannot score D for Reading Comprehension if the student listened to the story.*

# READ-BOY **Story 2 - Baseball Game**

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**Materials:** *Reading Comprehension Story Booklet, Student Record Sheet, stopwatch, pen/pencil*

**Directions:** If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level (14 or more errors), have the student stop. Record Fru on the Student Record Sheet. Read the story to the student to obtain a Listening Comprehension score. What you say to the student while testing is in bold print.

**Task Items:** **I'm going to ask you to read a story. The title of the story is *Baseball Game*. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Booklet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Record Sheet.

**Scoring:** Review the complete Guidelines for Reading Accuracy, Fluency and Comprehension (G1-G2) on pages 7-8.

Mark any words not read correctly with a slash (/) on the Student Record Sheet.

Errors include:

- Mispronunciations – The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings.
- Substitutions – The student replaces the correct word with a different word.
- Omissions – The student skips a word.
- Reversals – The student reads adjacent words in the wrong order.
- Hesitations – The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items *not* considered errors:

- Insertions – The student adds a whole word that does not appear in the text.
- Self-corrections – The student makes an error, but then corrects the error.
- Repetitions – The student reads the same word or phrase multiple times.
- Loss of place – The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

# READ-BOY Story 2 - Baseball Game

---

**Directions:** Administer all of the Reading Comprehension questions on the Student Record Sheet. If the student takes 10 seconds or longer to answer a question, prompt the student,

**Remember, you can look at the story.**

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment. What you say to the student while testing is in bold print.

**Task Items:** When the student has finished reading, proceed to Task Items on the Student Record Sheet.

**Now, I want you to answer some questions about the story you just read.  
It's OK to look at the story to help you answer the questions.**

**Scoring:** After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Branching Rules:** **D: 5-6 correct.\*** End of assessment.

**SD: 0-4 correct.** End of assessment.

*\*Student cannot score D for Reading Comprehension if the student listened to the story.*

# READ-MOY Story 3 - Rex

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**Materials:** *Reading Comprehension Story Booklet, Student Record Sheet, stopwatch, pen/pencil*

**Directions:** If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level (12 or more errors), have the student stop. Record Fru on the Student Record Sheet. Read the story to the student to obtain a Listening Comprehension score. What you say to the student while testing is in bold print.

**Task Items:** **I'm going to ask you to read a story. The title of the story is Rex. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Booklet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Record Sheet.

**Scoring:** Review the complete Guidelines for Reading Accuracy, Fluency and Comprehension (G1-G2) on pages 7-8.

Mark any words not read correctly with a slash (/) on the Student Record Sheet.

Errors include:

- Mispronunciations – The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings.
- Substitutions – The student replaces the correct word with a different word.
- Omissions – The student skips a word.
- Reversals – The student reads adjacent words in the wrong order.
- Hesitations – The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items *not* considered errors:

- Insertions – The student adds a whole word that does not appear in the text.
- Self-corrections – The student makes an error, but then corrects the error.
- Repetitions – The student reads the same word or phrase multiple times.
- Loss of place – The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

# READ-MOY Story 3 - Rex

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**Directions:** Administer all of the Reading Comprehension questions on the Student Record Sheet. If the student takes 10 seconds or longer to answer a question, prompt the student,

**Remember, you can look at the story.**

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment. What you say to the student while testing is in bold print.

**Task Items:** When the student has finished reading, proceed to Task Items on the Student Record Sheet.

**Now, I want you to answer some questions about the story you just read.  
It's OK to look at the story to help you answer the questions.**

**Scoring:** After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Branching Rules:** **D: 5-6 correct.\*** Go to Story 4, page 50.

**SD: 0-4 correct.** Go to Story 4, page 50.

*\*Student cannot score D for Reading Comprehension if the student listened to the story.*

# READ-MOY **Story 4 - Bats**

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**Materials:** *Reading Comprehension Story Booklet, Student Record Sheet, stopwatch, pen/pencil*

**Directions:** If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level (16 or more errors), have the student stop. Record Fru on the Student Record Sheet. Read the story to the student to obtain a Listening Comprehension score. What you say to the student while testing is in bold print.

**Task Items:** **I'm going to ask you to read a story. The title of the story is *Bats*. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Booklet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Record Sheet.

**Scoring:** Review the complete Guidelines for Reading Accuracy, Fluency and Comprehension (G1-G2) on pages 7-8.

Mark any words not read correctly with a slash (/) on the Student Record Sheet.

Errors include:

- Mispronunciations – The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings.
- Substitutions – The student replaces the correct word with a different word.
- Omissions – The student skips a word.
- Reversals – The student reads adjacent words in the wrong order.
- Hesitations – The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items *not* considered errors:

- Insertions – The student adds a whole word that does not appear in the text.
- Self-corrections – The student makes an error, but then corrects the error.
- Repetitions – The student reads the same word or phrase multiple times.
- Loss of place – The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.



## READ-MOY Story 4 - Bats

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**Directions:** Administer all of the Reading Comprehension questions on the Student Record Sheet. If the student takes 10 seconds or longer to answer a question, prompt the student,

**Remember, you can look at the story.**

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment. What you say to the student while testing is in bold print.

**Task Items:** When the student has finished reading, proceed to Task Items on the Student Record Sheet.

**Now, I want you to answer some questions about the story you just read.  
It's OK to look at the story to help you answer the questions.**

**Scoring:** After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Branching Rules:** **D: 5-6 correct.\*** End of assessment.

**SD: 0-4 correct.** End of assessment.

*\*Student cannot score D for Reading Comprehension if the student listened to the story.*

# READ-EOY Story 5 - Bananas

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**Materials:** *Reading Comprehension Story Booklet, Student Record Sheet, stopwatch, pen/pencil*

**Directions:** If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level (15 or more errors), have the student stop. Record Fru on the Student Record Sheet. Read the story to the student to obtain a Listening Comprehension score. What you say to the student while testing is in bold print.

**Task Items:** **I'm going to ask you to read a story. The title of the story is *Bananas*. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Booklet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Record Sheet.

**Scoring:** Review the complete Guidelines for Reading Accuracy, Fluency and Comprehension (G1-G2) on pages 7-8.

Mark any words not read correctly with a slash (/) on the Student Record Sheet.

Errors include:

- Mispronunciations – The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings.
- Substitutions – The student replaces the correct word with a different word.
- Omissions – The student skips a word.
- Reversals – The student reads adjacent words in the wrong order.
- Hesitations – The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items *not* considered errors:

- Insertions – The student adds a whole word that does not appear in the text.
- Self-corrections – The student makes an error, but then corrects the error.
- Repetitions – The student reads the same word or phrase multiple times.
- Loss of place – The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

**READ-EOY** **Story 5 - Bananas**

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**Directions:** Administer all of the Reading Comprehension questions on the Student Record Sheet. If the student takes 10 seconds or longer to answer a question, prompt the student,

**Remember, you can look at the story.**

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment. What you say to the student while testing is in bold print.

**Task Items:** When the student has finished reading, proceed to Task Items on the Student Record Sheet.

**Now, I want you to answer some questions about the story you just read.  
It's OK to look at the story to help you answer the questions.**

**Scoring:** After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Branching Rules:** **D: 5-6 correct.\*** Go to Story 6, page 54.

**SD: 0-4 correct.** Go to Story 6, page 54.

*\*Student cannot score D for Reading Comprehension if the student listened to the story.*

# READ-EOY Story 6 - *The School Fair*

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**Materials:** *Reading Comprehension Story Booklet, Student Record Sheet, stopwatch, pen/pencil*

**Directions:** If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level (14 or more errors), have the student stop. Record Fru on the Student Record Sheet. Read the story to the student to obtain a Listening Comprehension score. What you say to the student while testing is in bold print.

**Task Items:** **I'm going to ask you to read a story. The title of the story is *The School Fair*. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Booklet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Record Sheet.

**Scoring:** Review the complete Guidelines for Reading Accuracy, Fluency and Comprehension (G1-G2) on pages 7-8.

Mark any words not read correctly with a slash (/) on the Student Record Sheet.

Errors include:

- Mispronunciations – The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings.
- Substitutions – The student replaces the correct word with a different word.
- Omissions – The student skips a word.
- Reversals – The student reads adjacent words in the wrong order.
- Hesitations – The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items *not* considered errors:

- Insertions – The student adds a whole word that does not appear in the text.
- Self-corrections – The student makes an error, but then corrects the error.
- Repetitions – The student reads the same word or phrase multiple times.
- Loss of place – The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

Inventory

Reading Comprehension

**READ-EOY** **Story 6 - The School Fair**

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**Directions:** Administer all of the Reading Comprehension questions on the Student Record Sheet. If the student takes 10 seconds or longer to answer a question, prompt the student,

**Remember, you can look at the story.**

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment. What you say to the student while testing is in bold print.

**Task Items:** When the student has finished reading, proceed to Task Items on the Student Record Sheet.

**Now, I want you to answer some questions about the story you just read.  
It's OK to look at the story to help you answer the questions.**

**Scoring:** After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Branching Rules:** **D: 5-6 correct.\*** End of assessment.

**SD: 0-4 correct.** End of assessment.

*\*Student cannot score D for Reading Comprehension if the student listened to the story.*



# Grade 2 Screening and Inventory Procedures

## Start Here



### Beginning-of-Year (BOY)

Start with SCR-1,  
page 58.



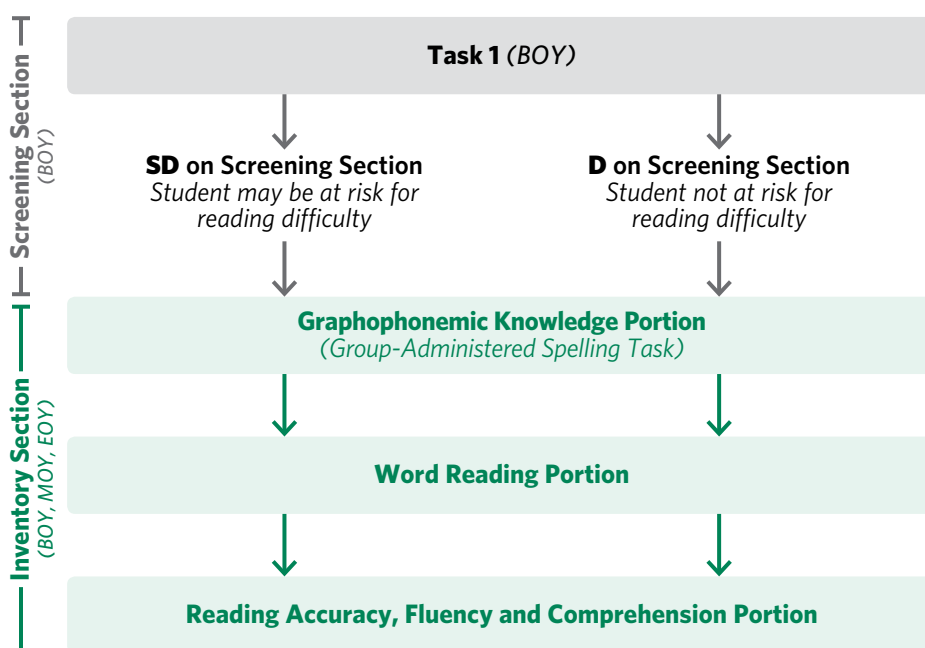
### Middle-of-Year (MOY)

Start with GK-1,  
page 59.



### End-of-Year (EOY)

Start with GK-1,  
page 59.





Screening

# SCR-1 Word Reading

BOY

**Materials:** *Grade 2 SCR-1 Word Reading Task Card, Student Record Sheet, blank sheet of paper, pen/pencil*

**Directions:** Take out the SCR-1 Word Reading Task Card. Uncover the words one at a time using the blank sheet of paper. Keep the remaining words covered. Administer all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

**Task Items:** Proceed to Task Items on the Student Record Sheet.

**I'm going to show you some words and I want you to read them to me.**

**If you don't know a word, it's OK. Just do the best you can.**

**Scoring:** If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word.

**Branching Rules:** **D: 9-12 correct.** Go to GK-1, page 59.

**SD: 0-8 correct.** Go to GK-1, page 59.





Inventory

Graphophonemic Knowledge

**GK-1****Spelling**

**Materials:** *Student Record Sheets, paper, pens/pencils*

**Directions:** This task is designed for group administration to the entire class or to small groups simultaneously. The words are divided into four sets for scoring purposes, but students experience the task as one spelling test of 20 items.

Administer all of the Task Items, regardless of whether students are D or SD on each set. If a student asks for a word after you read it, ask the student to do their best. Do not repeat the word. What you say to students while testing is in bold print.

**Task Items:** Administer all of the Task Items below in the format provided. After administration, record student scores for each set on the Student Record Sheet.

**I want you to write each word I say on your paper. If you don't know how to spell a word, just listen to each sound and do the best you can. If you make a mistake, don't erase it. Just cross out the word and write the correct word next to it.**

**After I say the word, I'll read a sentence with the word in it and then say the word again. Wait until I've finished to begin writing.**

**Set 1**

1. **swim** Ann likes to *swim* in the summer. swim
2. **cent** A penny is equal to one *cent*. cent
3. **jump** I had to *jump* over the puddle. jump
4. **clasp** Please *clasp* my hand when we cross the street. clasp
5. **fast** My sister can run really *fast*. fast

**Set 2**

6. **shake** It was so cold outside it made my hands *shake*. shake
7. **named** Frannie *named* her doll Alex. named
8. **sweep** My mother asked me to *sweep* the porch. sweep
9. **real** Frank has a stuffed dog, but he would like a *real* one. real
10. **mule** They rode a *mule* to the bottom of the canyon. mule

**Set 3**

11. **bow** The *bow* looked pretty in the baby's hair. bow
12. **spoon** I use a *spoon* to eat soup. spoon
13. **shore** The boy collected shells by the *shore*. shore
14. **which** *Which* one should I choose? which
15. **new** My jeans ripped, so I need a *new* pair. new

**Set 4**

16. **messes** My brother leaves *messes* all over our house. messes
17. **lunches** I made *lunches* for me and my sister. lunches
18. **hugging** The baby is *hugging* her mother. hugging
19. **barnyard** The *barnyard* is full of animals. barnyard
20. **rainbow** There is a *rainbow* in the sky. rainbow

(continued next page)

**Branching Rules: Set 1**

**D: 4-5 correct.\*** Administer Set 2.

**SD: 0-3 correct.** Administer Set 2.

**Set 2**

**D: 4-5 correct.\*** Administer Set 3.

**SD: 0-3 correct.** Administer Set 3.

**Set 3**

**D: 4-5 correct.\*** Administer Set 4.

**SD: 0-3 correct.** Administer Set 4.

**Set 4**

**D: 4-5 correct.\*** Go to WR-1, page 61.

**SD: 0-3 correct.** Go to WR-1, page 61.

*\*Once the student scores D on a set, that set no longer needs to be administered at MOY or EOY. Since the Spelling test is designed as a group-administered task, in most cases, it will be administered to all students at MOY and EOY, regardless of their performance during earlier administrations.*

Inventory

# WR-1 Word Reading

**MOY and EOY:** *If a student scored SD on a set when you administered the TPRI earlier in the year, re-administer every item within the set during the next administration.*

**Materials:** Reading Comprehension Story Booklet, Student Record Sheet, blank sheet of paper, pen/pencil

**Directions:** Take out the Reading Comprehension Story Booklet and turn to the Grade 2 Word Reading tab. Uncover the words in each set one at a time using the blank sheet of paper. Keep the remaining words covered. Administer all of the Task Items in each set and record the scores on the Student Record Sheet. What you say to the student while testing is in bold print.

**Task Items:** Proceed to Task Items on the Student Record Sheet.

**I'm going to show you some words and I want you to read them to me.  
If you don't know a word, it's OK. Just do the best you can.**

**Scoring:** If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word.

For instructional planning, write down incorrect responses phonetically to allow you to recall the answer later. Do not complete the Error Analysis while with the student.

**Branching Rules: Set 1**

**D: 4-5 correct.\*** Administer Set 2.

**SD: 1-3 correct.** Administer Set 2.

OR

**SD: 0 correct.** Go to READ-BOY at BOY, page 62.

Go to READ-MOY at MOY, page 66.

Go to READ-EOY at EOY, page 70.

**Set 2**

**D: 4-5 correct.\*** Administer Set 3.

**SD: 0-3 correct.** Administer Set 3.

**Set 3**

**D: 4-5 correct.\*** Administer Set 4.

**SD: 0-3 correct.** Administer Set 4.

**Set 4**

**D: 4-5 correct.\***

OR

**SD: 0-3 correct.** Go to READ-BOY at BOY, page 62.

Go to READ-MOY at MOY, page 66.

Go to READ-EOY at EOY, page 70.

*\*Once the student scores D on a set, that set no longer needs to be administered at MOY or EOY.*

# READ-BOY Story 1 – Rosa's New Friend

**Materials:** Reading Comprehension Story Booklet, Student Record Sheet, stopwatch, pen/pencil

**Directions:** If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level (24 or more errors), have the student stop. Record Fru on the Student Record Sheet. Read the story to the student to obtain a Listening Comprehension score. What you say to the student while testing is in bold print.

**Task Items:** **I'm going to ask you to read a story. The title of the story is *Rosa's New Friend*. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Booklet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Record Sheet.

**Scoring:** Review the complete Guidelines for Reading Accuracy, Fluency and Comprehension (G1-G2) on pages 7-8.

Mark any words not read correctly with a slash (/) on the Student Record Sheet.

Errors include:

- Mispronunciations – The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings.
- Substitutions – The student replaces the correct word with a different word.
- Omissions – The student skips a word.
- Reversals – The student reads adjacent words in the wrong order.
- Hesitations – The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items *not* considered errors:

- Insertions – The student adds a whole word that does not appear in the text.
- Self-corrections – The student makes an error, but then corrects the error.
- Repetitions – The student reads the same word or phrase multiple times.
- Loss of place – The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

# READ-BOY Story 1 – Rosa’s New Friend

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**Directions:** Administer all of the Reading Comprehension questions on the Student Record Sheet. If the student takes 10 seconds or longer to answer a question, prompt the student,

**Remember, you can look at the story.**

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment. What you say to the student while testing is in bold print.

**Task Items:** When the student has finished reading, proceed to Task Items on the Student Record Sheet.

**Now, I want you to answer some questions about the story you just read.  
It’s OK to look at the story to help you answer the questions.**

**Scoring:** After each question, sample answers are provided. It’s not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Branching Rules:** **D: 5-6 correct.\*** Go to Story 2, page 64.

**SD: 0-4 correct.** Go to Story 2, page 64.

*\*Student cannot score D for Reading Comprehension if the student listened to the story.*

# READ-BOY **Story 2 – Skateboard!**

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**Materials:** *Reading Comprehension Story Booklet, Student Record Sheet, stopwatch, pen/pencil*

**Directions:** If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level (25 or more errors), have the student stop. Record Fru on the Student Record Sheet. Read the story to the student to obtain a Listening Comprehension score. What you say to the student while testing is in bold print.

**Task Items:** **I'm going to ask you to read a story. The title of the story is *Skateboard!* After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Booklet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Record Sheet.

**Scoring:** Review the complete Guidelines for Reading Accuracy, Fluency and Comprehension (G1-G2) on pages 7-8.

Mark any words not read correctly with a slash (/) on the Student Record Sheet.

Errors include:

- Mispronunciations – The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings.
- Substitutions – The student replaces the correct word with a different word.
- Omissions – The student skips a word.
- Reversals – The student reads adjacent words in the wrong order.
- Hesitations – The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items *not* considered errors:

- Insertions – The student adds a whole word that does not appear in the text.
- Self-corrections – The student makes an error, but then corrects the error.
- Repetitions – The student reads the same word or phrase multiple times.
- Loss of place – The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

Inventory

Reading Comprehension

# READ-BOY Story 2 – Skateboard!

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**Directions:** Administer all of the Reading Comprehension questions on the Student Record Sheet. If the student takes 10 seconds or longer to answer a question, prompt the student,

**Remember, you can look at the story.**

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment. What you say to the student while testing is in bold print.

**Task Items:** When the student has finished reading, proceed to Task Items on the Student Record Sheet.

**Now, I want you to answer some questions about the story you just read.  
It's OK to look at the story to help you answer the questions.**

**Scoring:** After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Branching Rules:** **D: 5-6 correct.\*** End of assessment.

**SD: 0-4 correct.** End of assessment.

*\*Student cannot score D for Reading Comprehension if the student listened to the story.*

## READ-MOY Story 3 – Spring Break

**Materials:** *Reading Comprehension Story Booklet, Student Record Sheet, stopwatch, pen/pencil*

**Directions:** If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level (22 or more errors), have the student stop. Record Fru on the Student Record Sheet. Read the story to the student to obtain a Listening Comprehension score. What you say to the student while testing is in bold print.

**Task Items:** **I'm going to ask you to read a story. The title of the story is *Spring Break*. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Booklet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Record Sheet.

**Scoring:** Review the complete Guidelines for Reading Accuracy, Fluency and Comprehension (G1-G2) on pages 7-8.

Mark any words not read correctly with a slash (/) on the Student Record Sheet.

Errors include:

- Mispronunciations – The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings.
- Substitutions – The student replaces the correct word with a different word.
- Omissions – The student skips a word.
- Reversals – The student reads adjacent words in the wrong order.
- Hesitations – The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items *not* considered errors:

- Insertions – The student adds a whole word that does not appear in the text.
- Self-corrections – The student makes an error, but then corrects the error.
- Repetitions – The student reads the same word or phrase multiple times.
- Loss of place – The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.



## READ-MOY Story 3 – Spring Break

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**Directions:** Administer all of the Reading Comprehension questions on the Student Record Sheet. If the student takes 10 seconds or longer to answer a question, prompt the student,

**Remember, you can look at the story.**

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment. What you say to the student while testing is in bold print.

**Task Items:** When the student has finished reading, proceed to Task Items on the Student Record Sheet.

**Now, I want you to answer some questions about the story you just read.  
It's OK to look at the story to help you answer the questions.**

**Scoring:** After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Branching Rules:** **D: 5-6 correct.\*** Go to Story 4, page 68.

**SD: 0-4 correct.** Go to Story 4, page 68.

*\*Student cannot score D for Reading Comprehension if the student listened to the story.*

## READ-MOY Story 4 – *Meat-Eating Plants*

**Materials:** *Reading Comprehension Story Booklet, Student Record Sheet, stopwatch, pen/pencil*

**Directions:** If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level (19 or more errors), have the student stop. Record Fru on the Student Record Sheet. Read the story to the student to obtain a Listening Comprehension score. What you say to the student while testing is in bold print.

**Task Items:** **I'm going to ask you to read a story. The title of the story is *Meat-Eating Plants*. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Booklet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Record Sheet.

**Scoring:** Review the complete Guidelines for Reading Accuracy, Fluency and Comprehension (G1-G2) on pages 7-8.

Mark any words not read correctly with a slash (/) on the Student Record Sheet.

Errors include:

- Mispronunciations – The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings.
- Substitutions – The student replaces the correct word with a different word.
- Omissions – The student skips a word.
- Reversals – The student reads adjacent words in the wrong order.
- Hesitations – The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items *not* considered errors:

- Insertions – The student adds a whole word that does not appear in the text.
- Self-corrections – The student makes an error, but then corrects the error.
- Repetitions – The student reads the same word or phrase multiple times.
- Loss of place – The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

## READ-MOY Story 4 – Meat-Eating Plants

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**Directions:** Administer all of the Reading Comprehension questions on the Student Record Sheet. If the student takes 10 seconds or longer to answer a question, prompt the student,

**Remember, you can look at the story.**

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment. What you say to the student while testing is in bold print.

**Task Items:** When the student has finished reading, proceed to Task Items on the Student Record Sheet.

**Now, I want you to answer some questions about the story you just read.  
It's OK to look at the story to help you answer the questions.**

**Scoring:** After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Branching Rules:** **D: 5-6 correct.\*** End of assessment.

**SD: 0-4 correct.** End of assessment.

*\*Student cannot score D for Reading Comprehension if the student listened to the story.*

# READ-EOY Story 5 – Firefighter

**Materials:** *Reading Comprehension Story Booklet, Student Record Sheet, stopwatch, pen/pencil*

**Directions:** If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level (24 or more errors), have the student stop. Record Fru on the Student Record Sheet. Read the story to the student to obtain a Listening Comprehension score. What you say to the student while testing is in bold print.

**Task Items:** **I'm going to ask you to read a story. The title of the story is *Firefighter*. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Booklet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Record Sheet.

**Scoring:** Review the complete Guidelines for Reading Accuracy, Fluency and Comprehension (G1-G2) on pages 7-8.

Mark any words not read correctly with a slash (/) on the Student Record Sheet.

Errors include:

- Mispronunciations – The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings.
- Substitutions – The student replaces the correct word with a different word.
- Omissions – The student skips a word.
- Reversals – The student reads adjacent words in the wrong order.
- Hesitations – The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items *not* considered errors:

- Insertions – The student adds a whole word that does not appear in the text.
- Self-corrections – The student makes an error, but then corrects the error.
- Repetitions – The student reads the same word or phrase multiple times.
- Loss of place – The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

# READ-EOY Story 5 – Firefighter

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**Directions:** Administer all of the Reading Comprehension questions on the Student Record Sheet. If the student takes 10 seconds or longer to answer a question, prompt the student,

**Remember, you can look at the story.**

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment. What you say to the student while testing is in bold print.

**Task Items:** When the student has finished reading, proceed to Task Items on the Student Record Sheet.

**Now, I want you to answer some questions about the story you just read.  
It's OK to look at the story to help you answer the questions.**

**Scoring:** After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Branching Rules:** **D: 5-6 correct.\*** Go to Story 6, page 72.

**SD: 0-4 correct.** Go to Story 6, page 72.

*\*Student cannot score D for Reading Comprehension if the student listened to the story.*

# READ-EOY Story 6 – Sharks

**Materials:** *Reading Comprehension Story Booklet, Student Record Sheet, stopwatch, pen/pencil*

**Directions:** If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level (19 or more errors), have the student stop. Record Fru on the Student Record Sheet. Read the story to the student to obtain a Listening Comprehension score. What you say to the student while testing is in bold print.

**Task Items:** **I'm going to ask you to read a story. The title of the story is *Sharks*. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Booklet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Record Sheet.

**Scoring:** Review the complete Guidelines for Reading Accuracy, Fluency and Comprehension (G1-G2) on pages 7-8.

Mark any words not read correctly with a slash (/) on the Student Record Sheet.

Errors include:

- Mispronunciations – The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings.
- Substitutions – The student replaces the correct word with a different word.
- Omissions – The student skips a word.
- Reversals – The student reads adjacent words in the wrong order.
- Hesitations – The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items *not* considered errors:

- Insertions – The student adds a whole word that does not appear in the text.
- Self-corrections – The student makes an error, but then corrects the error.
- Repetitions – The student reads the same word or phrase multiple times.
- Loss of place – The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

# READ-EOY Story 6 – Sharks

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**Directions:** Administer all of the Reading Comprehension questions on the Student Record Sheet. If the student takes 10 seconds or longer to answer a question, prompt the student,

**Remember, you can look at the story.**

If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment. What you say to the student while testing is in bold print.

**Task Items:** When the student has finished reading, proceed to Task Items on the Student Record Sheet.

**Now, I want you to answer some questions about the story you just read.  
It's OK to look at the story to help you answer the questions.**

**Scoring:** After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

**Branching Rules:** **D: 5-6 correct.\*** End of assessment.

**SD: 0-4 correct.** End of assessment.

*\*Student cannot score D for Reading Comprehension if the student listened to the story.*





# From Assessment to Instruction

## Guidelines for Effective Literacy Instruction

### Kindergarten

Effective kindergarten instruction should include direct, systematic alphabet instruction, book and print awareness instruction, phonemic awareness (PA) development, oral language development and comprehension instruction.

PA is a foundational skill necessary for reading success. Development of this skill is crucial for later phonics instruction to be meaningful. Effective PA instruction focuses on how to blend and segment sounds in speech in anticipation of linking sounds to letters. Teaching PA also significantly improves reading fluency and spelling.

Alphabet instruction should include letter identification and formation, and focus on the key concepts of the alphabetic principle: Words are comprised of sounds and letters represent those sounds. Meaning can be obtained by using letters and sounds to figure out words.

In kindergarten, book and print awareness is an important prerequisite for learning to read. It includes the following main concepts:

- Print corresponds to speech.
- Putting letters together creates words and putting words together creates sentences.
- Blank spaces in sentences are used to mark boundaries between words.
- Books progress from front to back.
- Print is read from left to right and top to bottom.

Opportunities to teach comprehension and develop oral language come from daily read-alouds. Higher-level read-aloud texts should be used to model how good readers think about what they're reading. Because kindergartners' listening comprehension is greater than their reading comprehension, read-alouds also provide the basis for most comprehension instruction. In addition, higher-level read-aloud texts expose students to vocabulary and "academic language," and help provide the experience and background knowledge for later success in school.

Along with reading instruction, writing instruction should be provided. At the kindergarten level, writing instruction takes place in both whole and small group settings, and includes leading students in shared writing. Students also draw pictures, express their thoughts and share their writing with classmates. Teacher think-alouds that allow students to hear what writers think about during each stage of the writing process are another key element of effective writing instruction.

### Grade 1

Effective first grade instruction includes direct, systematic instruction in phonemic awareness (PA), phonics, sound-spelling correspondence, high-frequency word recognition, fluency, accuracy, comprehension and vocabulary.

First grade students vary significantly in the amount and intensity of instruction required in PA and phonics. Struggling first grade readers will depend on more frequent and intensive instruction in these areas. However, even when students begin to read independently, they still benefit from more advanced PA and phonics instruction. PA, phonics and decoding instruction teaches students strategies for decoding unknown words. As part of this instruction, it's important to use decodable text that allows students to practice the phonic elements they're learning.

Opportunities to teach comprehension and vocabulary come from both daily read-alouds and books students can read themselves. Higher-level read-aloud texts should be used to model how good readers think about what they're reading. Because first graders' listening comprehension is greater than their reading comprehension, read-alouds also provide the basis for more advanced comprehension instruction. In addition, higher-level read-aloud texts expose students to vocabulary and "academic language," and help provide the experience and background knowledge necessary for students' later success in school. The texts students read independently should be at their Independent reading level to allow them to gain the practice they need to consolidate the reading skills and concepts they are learning. Independent reading with teacher feedback also is important to help students improve fluency and develop background knowledge and vocabulary.

In addition to reading instruction, writing instruction should be provided. It should include both explicit instruction and opportunities for structured and independent writing. Teacher think-alouds that allow students to hear what writers think about during each stage of the writing process are another key element of effective writing instruction.

## Grade 2

Effective second grade instruction should include direct, systematic instruction in higher-level word work, fluency, spelling, vocabulary and comprehension. The beginning of the school year may be a time of review and re-teaching to prepare students for more advanced levels of word work and comprehension strategies.

In second grade, word work instruction becomes more advanced. It should explicitly and systematically address concepts such as multisyllabic word identification strategies, consonant doubling, inflectional endings and vowel digraphs. Increased knowledge of advanced phonics allows students to become more fluent readers. Students' application of their phonics knowledge is evidenced in their spelling, making systematic, explicit spelling instruction critical. Fluency instruction and practice are essential for students to increase their reading speed and prosody, which simultaneously increases their ability to comprehend.

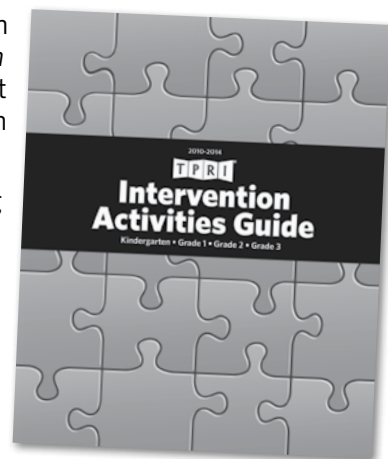
Students start making the shift from learning to read to reading for meaning in second grade. Students need to learn how to derive information on both implicit and explicit levels. Teachers can help students read for meaning by explicitly teaching vocabulary, enhancing their background knowledge and immersing them in a wide variety of literacy activities, including oral and independent reading. Independent reading with teacher feedback will help improve fluency and develop background knowledge and vocabulary. As students become fluent readers, it's critical to encourage and provide opportunities for reading for pleasure, as well as reading for meaning.

In addition to reading instruction, writing instruction should be provided. It should include both explicit instruction and opportunities for structured and independent writing. Teacher think-alouds that allow students to hear what writers think about during each stage of the writing process are another key element of effective writing instruction.

## Incorporating the Intervention Activities Guide into Instruction

The purpose of the TPRI is to provide teachers with information to help them deliver effective, targeted reading instruction to all students. The *Intervention Activities Guide* (IAG) is designed to enhance small group instruction to meet students' various academic needs. The IAG consists primarily of intervention activities that help students develop reading concepts assessed by the TPRI.

IAG activities can be used in conjunction with components of a total reading and language arts program. As part of large and/or small group reading instruction, the reading block should include opportunities for students to hear and discuss quality literature from a variety of genres.



Suggestions for a literacy lesson framework include:

- **Cumulative Daily Review** – Reviewing skills and concepts previously taught.
- **Book and Print Awareness** (K only) – Understanding the purpose of print and the basic characteristics of books and other print materials.
- **Phonemic Awareness** – The ability to identify or manipulate the individual sounds (phonemes) in words.
- **Graphophonemic Knowledge** (Phonics and/or Spelling) – The recognition of the letters of the alphabet and the understanding of sound-symbol relationships and spelling patterns.
- **Fluency** – Reading text with speed, accuracy and proper expression; not hurried reading.
- **Vocabulary** – Understanding word meanings.
- **Comprehension** – Constructing meaning from hearing or reading text. The purpose for reading.
- **Writing** – Communicating ideas in written form.

The IAG defines each component of the lesson framework, provides examples of how to teach the component and offers a wide range of activities for each component. Some of the activities relate directly to a task administered on the TPRI; others provide background instruction or instruction in an area related to concepts assessed by the TPRI. Most activities require minimal preparation and many include Blackline Masters. These activities are marked throughout the guide, with the Blackline Masters available online at the TPRI website ([www.tpri.org](http://www.tpri.org)).

## Understanding the Screening and Inventory Sections

The TPRI consists of two sections that provide very different types of information and serve separate purposes. The two sections of the TPRI are:

- **Screening Section** – A quick predictor of student reading performance, it's designed to help identify students more likely to struggle as readers.
- **Inventory Section** – Longer to administer, it provides a more detailed picture of a student's abilities and instructional needs.

### Screening Section: Purpose and Use

The Screening Section of the TPRI is designed to help teachers and administrators quickly identify students most at risk for struggling and falling behind as readers. In almost any kindergarten through third grade classroom, there are students who will have difficulty meeting end-of-year performance goals in reading, even if they receive quality instruction. Early identification allows teachers and schools to dedicate additional time and attention to these students beginning early in the school year. By providing enough correct, quality instruction, teachers can keep these students from falling behind or help them catch up if they're already behind.

At each grade level, the Screening Section consists of one or more tasks, and results in a final score of either Developed (D) or Still Developing (SD). While the particular criteria for scoring D and SD is unique to each grade level, the general guidelines for understanding and interpreting these results follow.

**Developed Screening Scores:** Indicate students who are not likely to have difficulties learning to read if they receive quality instruction.

**Still Developing Screening Scores:** Indicate the need for further assessment through administration of all portions of the Inventory Section. Inventory results may confirm students need additional instruction, and will identify the areas in which this additional instruction is most needed.

For students who score D on the Screening Section, the TPRI Branching Rules direct you to administer either the Listening Comprehension portion of the Inventory (K) or the Word Reading and Reading Accuracy, Fluency and Comprehension portions of the Inventory (G1-G2). For students who score SD on the Screening Section, you are directed to administer the first Inventory task and then follow the Branching Rules.

At all grade levels, the purpose of the TPRI Screening Section is to quickly identify students most at risk for struggling and falling behind as readers. There are two common misunderstandings of student scores on the Screening Section:

- **Misunderstanding 1: Students who score D are strong readers.**

In fact, students who score D on the Screening Section are not necessarily strong readers, and should not be expected to score Developed on all tasks in the Inventory Section. The Inventory Section includes skills students are expected to learn over the course of the year. Scoring D on the Screening Section does not mean students already read well. Instead, scoring D on the Screening Section suggests students are likely to be receptive to effective reading instruction and to progress well if taught well. While these students require reading instruction, they usually don't need intervention to progress.

- **Misunderstanding 2: Students who score SD are struggling readers.**

Some students who score SD on the Screening Section have no difficulty progressing through a quality reading program. While the TPRI Screenings are designed to minimize misidentification, no instrument is infallible. Inevitably, some students will be misidentified by the Screening Section. The TPRI Screenings are designed to err on the side of caution when scoring students. If a student is misidentified by the TPRI Screening Section, in almost all cases the error is that a student who should have scored D instead scored SD (meaning a student who wouldn't struggle to learn to read was identified as in danger of struggling to learn to read). This misidentification may result in a student receiving additional assessment and instructional attention, beyond what is normally received. This is a far more positive outcome than allowing a potentially struggling reader to fall through the cracks after being misidentified as D by the Screening Section.

Regardless of how students score on the TPRI Screening or Inventory Sections, remember that judgments about appropriate instruction and progress must not be made solely on the information derived from the TPRI. Instead, appropriate reading instruction should be based on teacher observation, student work and knowledge of the student, along with information derived from the TPRI. The Screening is not a placement instrument and is not intended to replace the need for further evaluation of students who may require special student services.

## **Inventory Section: Purpose and Use**

At all grade levels, the purpose of the TPRI Inventory Section is to provide more specific data to match reading instruction with individual student needs. This additional information can assist teachers and administrators in assembling educational resources and in planning the most effective instruction possible. The Inventory Section helps teachers set appropriate learning objectives and maximize each student's opportunity to be a successful reader. The design of the Inventory Section attempts to give teachers as much helpful information as it can, while minimizing the amount of time needed to assess each student. The Branching Rules that guide you through the Screening and Inventory Sections attempt to lead students to tasks that will provide the most relevant information about specific instructional needs. Following the Branching Rules is essential to ensure students are not over-tested or under-tested, and that assessment time is spent on tasks that will be most helpful in planning effective instruction for each student.

Certain tasks on the Inventory Section are administered to all students. In kindergarten, all students are administered a Listening Comprehension task at the beginning, middle and end of the year. The end-of-year kindergarten TPRI administration also includes an optional Word Reading task. In G1-G2, all students are administered a Word Reading task and a Reading Accuracy, Fluency and Comprehension task at the beginning, middle and end of the year.

Other tasks on the Inventory Section are administered to only some students. Kindergarten and grade 1 students who score SD on the Screening Section are required to take both the first PA task (PA-1) and first GK task (GK-1) of the Inventory. From the first tasks of these portions, students progress to harder tasks only if they're successful with easier tasks. In some cases, you may choose to administer the PA and GK portions of the Inventory to students who score D on the Screening Section. Although these portions are

not required, when student performance on Word and Story Reading tasks is low, administering the PA and GK portions can offer further information and insight to plan instruction.

For grade 2, the GK portion of the TPRI is a group-administered Spelling task (GK-1 Spelling). Therefore, regardless of student performance on the grade 2 Screening, you are encouraged to administer the GK Spelling task in a group format to all students.

## Class Summary Sheet Procedures

### Prior to Completing Class Summary Sheets

1. Individually administer the TPRI assessment.
2. For convenience, a perforated Screening and Inventory Summary Sheet is included at the front of the Student Record Sheet. Use the perforated sheet to track each student's performance at all administration time points, on all sections of the TPRI.
3. Transfer scores from the Student Record Sheet to the perforated Student Summary Sheet (same document).
4. After transferring scores, record D (Developed) or SD (Still Developing) in the appropriate column to indicate student performance on each section.

### Completing Class Summary Sheets

1. Write each student's name in the space provided on the Class Summary Sheet. If you prefer, download the electronic version of the Class Summary Sheet from the TPRI website ([www.tpri.org](http://www.tpri.org)).
2. Transfer the Overall Screening score (D or SD) for each student from the perforated Student Summary Sheet to the Class Summary Sheet.
3. Transfer scores for Inventory tasks from the perforated Student Summary Sheet to the appropriate columns on the Class Summary Sheet.
4. When students score Developed (D) on the Screening, you are not required to administer the PA and/or GK portion of the Inventory. Thus, you may not have scores for all students in all columns.
5. For information on how to group students and plan instruction using TPRI results, see the following section, Grouping Students Using TPRI Data.

## Grouping Students Using TPRI Data

### Why Group Students?

One key to providing effective instruction is to group students according to their particular instructional needs. The TPRI offers data to assist in forming these groups. For instruction to be most effective, a variety of grouping practices should be employed on a daily basis, including whole group, small group same ability, different ability group at workstations, pairs/partners and intervention group.

Forming small groups based on similar instructional needs is important for several reasons. Most fundamental is that students learn to read at different rates, in different ways. When students are taught to read exclusively in whole group settings, even the most successful teachers and curriculums will fail to effectively reach some students. Those most likely to lose ground are struggling readers. Small group instruction is powerful, because it allows you to deliver lessons to students at their Instructional level, which will best help them progress. Without instruction at their Instructional or Independent level, students' reading growth may slow or cease. This is true for both struggling and more advanced readers.

Small group instruction is most effective with group sizes of three to six students, all with similar instructional needs. The lowest-performing students in a class typically require more intensive instruction. Ideally, this group will have fewer students and receive targeted reading instruction more than once daily.

There's no single right or best way to group students for small group differentiated instruction, though some approaches will lead to more positive outcomes than others. How students are grouped depends

on variables like the range of skill development and maturity of students, and their English language proficiency. Teachers face greater challenges in more mixed-ability classrooms when trying to plan effective small group instruction.

Time management of the reading block is a critical consideration in establishing small groups. Core reading instruction time should consist of a *minimum* of 90 minutes per day, including whole group, small group, pairs/partners, workstations, etc. For struggling students, additional instruction time should be provided daily in writing, spelling, language and intervention.

## Grouping Tools

The TPRI Grouping Tools help teachers create small groups for differentiated instruction with students of similar ability and instructional needs. These groups provide an instructional setting well matched to students’ needs.

### Instructions for Completing the Grouping Tools

To complete the Grouping Tool, you’ll need the following materials:

- Completed Class Summary Sheet\*
- Copy of the Grouping Tool for the appropriate grade level (Blackline Masters provided on pages 85-87)
- Pencil

*\*To complete the Class Summary Sheet, transfer scores for all students from each Student Record Sheet. You can use either the paper/pencil version of the Class Summary Sheet provided in the TPRI Kit or the electronic Automated Class Summary Sheet, which can be downloaded from [www.tpri.org](http://www.tpri.org).*

### Step 1.

#### Divide students based on Letter Name Identification (K) or Fluency (G1-G2) scores.

**K:** Write each student’s name and score on the first Graphophonemic Knowledge task (GK-1). Divide students based on the number of letters they identified correctly. Students who scored D on the Screening Section may not have taken this task. Write these student’s names in the far right box.

**G1-G2:** Divide students into categories based on their Fluency scores. In the far left box, write the names of students who were frustrated (Fru/Lis) when trying to read both stories and instead listened to the stories. In the remaining three boxes, write the names of students who read at least one story (see example). Divide these students into Lowest, Middle and Highest categories based on their fluency rates. Use your judgment to determine what the lowest and highest fluency rates are, and which fall in the middle. Remember: Students with the lowest scores in your class may or may not be low in terms of the fluency target for the grade level.

Grouping Tool

Grade 1

Fluency			
Listening	Lowest in Class	Middle in Class	Highest in Class
Name	Name	Name	Name
Examples: Len – P, G, W, C	Linda – 20, W, C	Jane – 43 Carlos – 38	James – 53, C

Because many students will have read two stories, you also need to determine which Fluency score to consider. When comparing fluency rates, it's recommended you use each student's average rate for the stories read. You may, however, choose to consider an alternative Fluency score. For example, you could use one of the following rates for each student:

- Highest fluency rate
- Lowest fluency rate
- Fluency rate from the first story
- Fluency rate from the highest numbered story read by the student

Whichever fluency measure you choose, be consistent and use the same type of score for all students.

## Step 2.

### Indicate students with the lowest Phonemic Awareness (K-G1) or Spelling (G2) scores.

**K-G1:** To determine the lowest scores, look for students who scored D on the fewest PA tasks. Write *P* by the names of those with the lowest PA scores (see example).

**G2:** Look for students who scored D on the fewest sets in the Spelling task. Write *S* by the names of those with the lowest Spelling scores.

As a general guideline when identifying low-scoring students in each area, try to identify about a quarter to a third of your students, and no more than half of them.

## Step 3.

### Indicate students with the lowest GK, Word Reading and Comprehension scores.

Repeat Step 2 with the remaining areas of the assessment.

#### K: Listening Comprehension

Write *C* by the names of those who scored SD on Listening Comprehension.

#### G1: GK, Word Reading and Comprehension

Write *G* by the names of those lowest in GK. Write *W* by the names of those lowest in Word Reading. Write *C* by the names of those lowest in Comprehension.

#### G2: Word Reading and Comprehension

Write *W* by the names of those lowest in Word Reading. Write *C* by the names of those lowest in Comprehension.

Grouping Tool			
Grade 1			
Fluency			
Listening	Lowest in Class	Middle in Class	Highest in Class
Name	Name	Name	Name
Examples: Len – P, G, W, C	Linda – 20, W, C	Jane – 43	James – 53, C
	Alex – 13, P, W, C	Carlos – 38	



**Step 4.**  
**Form groups and determine instructional focus.**

To form small groups, put together students of similar reading levels and instructional needs. Remember: For small instructional groups, particularly for the lowest-performing groups, the goal is six or fewer students.

To determine the instructional focus, look at the letters next to students' names indicating low-scoring areas. Identify areas of instruction that will most help each group progress. Make this determination by considering areas in which students scored low, along with their fluency rates. What's being taught in a whole group setting is also an important consideration.

Group Assignments			
Group 1	Group 2	Group 3	Group 4
Devon Jacob Sam Candace Jose Jerome	Ray Amy Lucy Mary Todd	Maria George Daniel Wanda Lena	Susan Dawn Carlos Simon Taylor Robert
Instructional Focus: Low PA Low GK	Instructional Focus: PA GK	Instructional Focus: Higher GK Fluency	Instructional Focus: Comprehension Vocabulary Writing

**Step 5.**  
**Plan instruction.**

After students are placed into groups and an instructional focus for each group is identified, the final step is to plan your lessons.

You can use any curriculum or intervention resources to plan lessons. The TPRI *Intervention Activities Guide* (IAG) is one comprehensive resource available. It includes hundreds of activities for instruction in the areas assessed by the TPRI. The Lesson Planning Tools (see pages 91-98) can help connect results from TPRI assessment directly to your instruction. These tools are a useful planning resource for groups with an instructional focus in PA, GK and/or Spelling.

**5 Plan instruction.**  
Hundreds of activities are provided in the TPRI *Intervention Activities Guide* (IAG) for instruction in each of the areas listed below with its page number:

- Book and Print Awareness..... 7
- PA..... 13
- GK..... 47
- Fluency.....109
- Vocabulary..... 117
- Comprehension.....141
- Writing.....169

*\*For more detailed instructions on how to complete this tool, refer to Grouping Tools, page 80.*



## Sample Completed Class Summary Sheet - Grade 1



## Class Summary Sheet

Grade 1

 Administration:  
☒ BOY ☐ MOY ☐ EOY

Teacher: \_\_\_\_\_

Teacher: _____		Screening Status	PA	GK	Word Reading	Reading Accuracy, Fluency and Comprehension																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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									1st Story Fluency	2nd Story Fluency	Average Rate	1st Story Comprehension	2nd Story Comprehension	Total Questions Correct (both stories)	Recalling Details	Linking Details	Inferring Meaning	Inferring Word Meaning																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D, SD)	(D

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Sample Completed Grouping Tool - Grade 1



Grouping Tool

Grade 1

Administration: ☒ BOY ☐ MOY ☐ EOY

Teacher: \_\_\_\_\_

- 1 Divide students based on Fluency scores.\***  
Write each student's name in one of the four fluency boxes. Write the fluency rate by the student's name (see examples).
- 2 Indicate students with the lowest PA scores.**  
To determine the lowest scores, look for students who scored D on the fewest PA tasks. Write P next to the names of those lowest in PA (see examples).
- 3 Indicate students with the lowest GK, Word Reading and Comprehension scores.**  
GK: Repeat Step 2 with GK scores. Write G by the names of those who scored lowest in GK.  
Word Reading: Repeat Step 2 with Word Reading scores. Write W by the names of those who scored lowest in Word Reading.  
Comprehension: Write C by the names of those who scored lowest in Comprehension.

- 4 Form groups and determine instructional focus.**  
Form small groups of students with similar reading levels and instructional needs. Identify areas of instruction that will most help each group progress.
- 5 Plan instruction.**  
Hundreds of activities are provided in the TPRI Intervention Activities Guide (IAG) for instruction in each of the areas listed below with its page number:
- |                               |     |
|-------------------------------|-----|
| Book and Print Awareness..... | 7   |
| PA.....                       | 13  |
| GK.....                       | 47  |
| Fluency.....                  | 109 |
| Vocabulary.....               | 117 |
| Comprehension.....            | 141 |
| Writing.....                  | 169 |
- \*For more detailed instructions on how to complete this tool, refer to Grouping Tools, page 80.*

Fluency			
Listening	Lowest in Class	Middle in Class	Highest in Class
Name	Name	Name	Name
Examples: Len - P, G, W, C Devon - P, G, W, C Jerome - P, G, C Amy - G, W Lucy - G Jacob - P, G, W, C Jose - P, G, W Mary - G Sam - P, G, W, C Ray Todd - P, C Candace - P, G, W, C	Linda - 20, W, C Maria - 25 George - 23 Daniel - 20, P Wanda - 26	Jane - 43 Carlos - 38 Taylor - 33, C Lena - 29 Simon - 39, C Robert - 35	James - 53, C Susan - 50 Dawn - 73, C

Group Assignments			
Group 1	Group 2	Group 3	Group 4
Devon Jacob Sam Candace Jose Jerome	Ray Amy Lucy Mary Todd	Maria George Daniel Wanda Lena	Susan Dawn Carlos Simon Taylor Robert
Instructional Focus: Low PA Low GK	Instructional Focus: PA GK	Instructional Focus: Higher GK Fluency	Instructional Focus: Comprehension Vocabulary Writing

\*For more detailed instructions on how to complete this tool, refer to Grouping Tools, page 80.

Group Assignments				
	Group 1	Group 2	Group 3	Group 4
Instructional Focus:		Instructional Focus:	Instructional Focus:	Instructional Focus:

Administration: ☐ BOY ☐ MOY ☐ EOY

Teacher: \_\_\_\_\_

### 1 Divide students based on Fluency scores.\*

Write each student's name in one of the four fluency boxes. Write the fluency rate by the student's name (see examples).

### 2 Indicate students with the lowest PA scores.

To determine the lowest scores, look for students who scored D on the fewest PA tasks. Write *P* next to the names of those lowest in PA (see examples).

### 3 Indicate students with the lowest GK, Word Reading and Comprehension scores.

**GK:** Repeat Step 2 with GK scores. Write *G* by the names of those who scored lowest in GK.

**Word Reading:** Repeat Step 2 with Word Reading scores. Write *W* by the names of those who scored lowest in Word Reading.

**Comprehension:** Write *C* by the names of those who scored lowest in Comprehension.

### 4 Form groups and determine instructional focus.

Form small groups of students with similar reading levels and instructional needs. Identify areas of instruction that will most help each group progress.

### 5 Plan instruction.

Hundreds of activities are provided in the *TPRI Intervention Activities Guide (IAG)* for instruction in each of the areas listed below with its page number:

Book and Print Awareness.....	7
PA.....	13
GK.....	47
Fluency.....	109
Vocabulary.....	117
Comprehension.....	141
Writing.....	169

\*For more detailed instructions on how to complete this tool, refer to *Grouping Tools*, page 80.

Fluency			
Listening	Lowest in Class	Middle in Class	Highest in Class
Name	Name	Name	Name
Examples: Len – P, G, W, C	Linda – 20, W, C	Jane – 43	James – 53, C

Group Assignments			
Group 1	Group 2	Group 3	Group 4
Instructional Focus:	Instructional Focus:	Instructional Focus:	Instructional Focus:

- \*For more detailed instructions on how to complete this tool, refer to Grouping Tools, page 80.

Fluency			
Listening	Lowest in Class	Middle in Class	Highest in Class
Name	Name	Name	Name
<b>Examples:</b> Len – S, W, C	Linda – 40, W, C	Jane – 64	James – 97, C

Group Assignments				
Group 1	Group 2	Group 3	Group 4	
Instructional Focus:	Instructional Focus:	Instructional Focus:	Instructional Focus:	

# Planning Small Group Differentiated Instruction

## Moving from the Grouping Tool to the Guide for Reading Instruction

The instructional focus for each small group is determined in Step 4 when completing the Grouping Tool. The Guide for Reading Instruction (see Blackline Master, page 90) will assist you in moving from that generally stated instructional focus towards planning activities to meet specific goals. Instruction provided during these activities will help students move forward from their current performance level. The TPRI *Intervention Activities Guide* (IAG), along with other curriculum and intervention resources, is one source for lesson planning. IAG activities can be used as written, or content included in IAG activities can be replaced with content from the classroom reading curriculum. This can help streamline instruction and small group planning, increasing the number of activities available for different content domains without adding new areas of instruction.

The Guide for Reading Instruction provides headings for the six reading domains, labeled A-F, assessed on the TPRI.

TPRI

Guide for Reading Instruction

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

A	Phonemic Awareness
A1	Songs and rhymes
A2	Syllable awareness
A3	Work on blending sounds orally
A4	Work on segmenting sounds orally
B	Graphophonemic Knowledge
B1	Work on identifying letter sounds
B2	Work on identifying letter names

Small Group Name or Number: \_\_\_\_\_

Instructional Focus (letter and number): \_\_\_\_\_

Activity Name and Source: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Below each domain are numbered skills arranged in order of difficulty. On the right side, four boxes are provided to plan for small group instruction. The form can be used to plan weekly activities for one small group or to plan daily for multiple small groups.

When completing the Guide for Reading Instruction, follow the directions on page 89 to plan small group instruction. A completed sample for grade 1 also is provided.

## Small Group Lesson Planning with the Guide for Reading Instruction

1. In the boxes to the right, fill in Small Group Name or Number.
2. Write the Instructional Focus determined for the group, which includes the corresponding reading domain(s), labeled A-F, and the number(s) of the skill(s) to be targeted. The domains and skills listed will connect to the Instructional Focus.
3. Write the planned activities in the space listing the Activity Name(s) and Source(s).

## Sample Completed Guide for Reading Instruction - Grade 1

Below is an example of how to use the Guide for Reading Instruction, but there's no right or wrong way to use this tool. It can be used to plan instruction daily, weekly or monthly, for one group or several groups.

For the Sample Completed Grouping Tool - Grade 1 (see page 84), the instructional focus determined for the lowest-performing group was Low PA, Low GK and Comprehension. Initial instruction for the group will focus on basic PA and GK needs. Once progress is made in the foundational skills of PA and GK, the focus may shift to Comprehension. Based on specific identified needs in the group, small group instruction will begin with the beginning skills listed under the PA and GK headings on the Guide for Reading Instruction. The Instructional Focus line is filled in based on this information.

The beginning skills under reading domain A (Phonemic Awareness) are numbers 1 and 2; the beginning skills under B (Graphophonemic Knowledge) are numbers 1 and 2. In the PA section of the IAG, activities that fit this instructional focus are PA-7 to PA-13 and PA-24 to PA-33. In the GK section, activities with this instructional focus are GK-1 to GK-17. The activities could be used for a week or more, depending on how often the group meets and progress students make.

**TPRI** **Guide for Reading Instruction**

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

A	Phonemic Awareness
A1	Songs and rhymes
A2	Syllable awareness
A3	Work on blending sounds orally
A4	Work on segmenting sounds orally
B	Graphophonemic Knowledge
B1	Work on identifying letter sounds
B2	Work on identifying letter names

Small Group Name or Number: \_\_\_\_\_

Instructional Focus (letter and number): **Low PA - A1, A2; Low GK - B1, B2**

Activity Name and Source: **IAG Rhyming PA-7 to PA-13; Syllable Play PA-24 to PA-33; Letter ID GK-1 to GK-10; Letter to Sound Linking GK-11 to GK-17**



# Guide for Reading Instruction

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

A Phonemic Awareness	
A1	Songs and rhymes
A2	Syllable awareness
A3	Work on blending sounds orally
A4	Work on segmenting sounds orally

B Graphophonemic Knowledge	
B1	Work on identifying letter sounds
B2	Work on identifying letter names
B2	Work on word building with manipulatives (e.g., using letter blocks to blend words, add/change beginning, middle or endings to words)
B3	Work on sounding out words by phonemes/syllables (e.g., parsing and/or chunking)
B4	Work on phonic elements and structural analysis (e.g., plurals and past tense, silent e, vowel teams, blends)
B5	Word work with individual words/manipulatives (e.g., word sort, word wizard)
B6	Work on whole words, sight words and/or high-frequency words

C Reading Practice/Fluency	
C1	Oral reading with text (e.g., choral, echo, partner)
C2	Silent reading with text

D Spelling	
D1	Spelling instruction based on spelling list, spelling curriculum or adopted text (e.g., sound symbol patterns, word structure, spelling rules)

E Oral Language/Listening Comprehension/Writing	
E1	Read aloud a. Work on listening comprehension b. Work on vocabulary building
E2	Writing

F Reading Comprehension	
F1	Work on improving vocabulary by use of examples, synonyms and definitions
F2	Work on identifying main idea and summarizing the text
F3	Work on identifying story elements, features and structure
F4	Work on answering text-related questions and story understanding (explicitly stated in text)
F5	Work on identifying inferences and implicit information
F6	Work on developing reading and thinking strategies

Small Group Name or Number: \_\_\_\_\_

Instructional Focus (letter and number): \_\_\_\_\_

Activity Name and Source: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Small Group Name or Number: \_\_\_\_\_

Instructional Focus (letter and number): \_\_\_\_\_

Activity Name and Source: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Small Group Name or Number: \_\_\_\_\_

Instructional Focus (letter and number): \_\_\_\_\_

Activity Name and Source: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Small Group Name or Number: \_\_\_\_\_

Instructional Focus (letter and number): \_\_\_\_\_

Activity Name and Source: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



## Lesson Planning Tools

In addition to the Guide for Reading Instruction, another planning resource are the Lesson Planning Tools for Phonemic Awareness, Graphophonemic Knowledge, Word Reading and Spelling. Blackline Masters can be found on pages 92-98.

Lesson Planning Tools are for use after small groups for differentiated instruction have been created. The tools will help you use TPRI results to identify specific instructional needs and also identify IAG activities most appropriate for the students.

Lesson Planning Tools are useful for any group of students who need small group instruction in the targeted area. For example, on the Sample Completed Grouping Tool - Grade 1 (see page 84), groups 1 and 2 were identified as needing PA and GK instruction. The PA and GK Lesson Planning Tools will be useful for planning instruction for these students.

**Kindergarten** **Directions:** Use this tool with groups you will provide targeted PA instruction. Write student names in the box for the first task the student scored Still Developing (SD).

☐ BOY ☐ MOY ☐ EOY

	PA-1	PA-2	PA-3	PA-4	PA-5
	Rhyming	Blending Word Parts	Blending Phonemes	Deleting Initial Sounds	Deleting Final Sounds
Group 1					
Group 2					
Group 3					
Group 4					
Intervention Activities Guide*					
	Rhyming Page 17	Blending Word Parts Page 35	Phoneme Blending Page 39	Phoneme Elision Page 40	Phoneme Elision Page 40

\*Before targeting skills and concepts that are challenging for students, focus on easier skills and concepts to confirm students have a strong foundation. As students master activities in one PA section of the IAG, move to a different PA section. Earlier sections usually provide activities that are easier than those in later sections.

Grade 1

**Directions:** Use this tool with groups you will provide targeted PA instruction. Write student names in the box for the first task the student scored Still Developing (SD).

☐ BOY
 ☐ MOY
 ☐ EOY

	PA-1	PA-2	PA-3	PA-4
	Blending Word Parts	Blending Phonemes	Deleting Initial Sounds	Deleting Final Sounds
Group 1				
Group 2				
Group 3				
Group 4				
Intervention Activities Guide*				
	Blending Word Parts Page 35	Phoneme Blending Page 39	Phoneme Elision Page 40	Phoneme Elision Page 40

\*Before targeting skills and concepts that are challenging for students, focus on easier skills and concepts to confirm students have a strong foundation. As students master activities in one PA section of the IAG, move to a different PA section. Earlier sections usually provide activities that are easier than those in later sections.

# TPRI Lesson Planning Tool Graphophonemic Knowledge

**Kindergarten** **Directions:** Use this tool with groups you will provide targeted GK instruction. Write the name of each student in the group in the appropriate box.

☐ BOY
 ☐ MOY
 ☐ EOY

	GK-1	GK-1	GK-1	GK-1	GK-2
	Letter Name Identification	Letter Name Identification	Letter Name Identification	Letter Name Identification	Letter to Sound Linking
	Score: 0-6	Score: 7-13	Score: 14-19	Score: 20-26	Score: SD
Group 1					
Group 2					
Group 3					
Group 4					

Intervention Activities Guide*				
Letter Identification Page 48	Letter Identification Page 48	Letter Identification Page 48	Letter Identification Page 48	Letter to Sound Linking Page 54

\*Before targeting skills and concepts that are challenging for students, focus on easier skills and concepts to confirm students have a strong foundation. As students master activities in one GK section of the IAG, move to a different GK section. Earlier sections usually provide activities that are easier than those in later sections.

Grade 1

**Directions:** Use this tool with groups you will provide targeted GK instruction. Write student names in the box for the first task the student scored Still Developing (SD).

☐ BOY
 ☐ MOY
 ☐ EOY

	GK-1	GK-2	GK-3	GK-4	GK-5
	Initial Consonant Substitution	Final Consonant Substitution	Middle Vowel Substitution	Initial Blending Substitution	Blends in Final Position
Group 1					
Group 2					
Group 3					
Group 4					
Intervention Activities Guide*					
	Initial Consonant Substitution Page 62	Final Consonant Substitution Page 65	Middle Vowel Substitution Page 66	Initial Blend Substitution Page 68	Final Blend Substitution Page 69

\*Before targeting skills and concepts that are challenging for students, focus on easier skills and concepts to confirm students have a strong foundation. As students master activities in one GK section of the IAG, move to a different GK section. Earlier sections usually provide activities that are easier than those in later sections.

Grade 1

**Directions:** Use this tool to plan instruction based on results from the Word Reading task (WR-1), with groups where word reading will be an instructional focus. For each student, transfer the totals for each category from the Student Record Sheet.

BOY MOY EOY

Student		Initial Consonant	Final Consonant	Short Vowel	Blend	Long Vowel	Consonant Digraph*	Vowel Digraph or Diphthong**		Notes
Group 1										
Group 2										
Group 3										
Group 4										
Intervention Activities Guide***		Initial Consonant Substitution Page 62	Final Consonant Substitution Page 65	Middle Vowel Substitution Page 66	Blend Substitution Page 68	Long Vowel Sounds Page 72	Consonant Digraphs Page 77	Short Vowel Sounds Page 69		

\*(e.g., sh, ch, ck)  
\*\*(e.g., ea, ow)

\*\*\*Before targeting skills and concepts that are challenging for students, focus on easier skills and concepts to confirm students have a strong foundation. As students master activities in one GK section of the IAG, move to a different GK section. Earlier sections usually provide activities that are easier than those in later sections.

### Grade 2

**Directions:** Use this tool to plan instruction based on results from the Word Reading task (WR-1), with groups where word reading will be an instructional focus. For each student, transfer the totals for each category from the Student Record Sheet.

BOY MOY EOY

	Student	Consonant	Short Vowel	Long Vowel	Consonant Blend	Consonant Digraph*	Vowel Digraph or Diphthong**	r- or l-Controlled Vowel	Ending	Hard and Soft c/g	Notes
Group 1											
Group 2											
Group 3											
Group 4											
Intervention Activities Guide***		Initial Consonant Substitution Page 62	Middle Vowel Substitution Page 66	Long Vowel Sounds Page 72	Blend Substitution Page 68	Consonant Digraphs Page 77	Short Vowel Sounds Page 69	r-Controlled Vowels Page 76	Inflectional Endings Page 90	Letter to Sound Linking Page 54	

\*(e.g., sh, ch, ck)  
\*\*(e.g., ea, ow)

\*\*\*Before targeting skills and concepts that are challenging for students, focus on easier skills and concepts to confirm students have a strong foundation. As students master activities in one GK section of the IAG, move to a different GK section. Earlier sections usually provide activities that are easier than those in later sections.

### Grade 2

**Directions:** Use this tool to plan instruction based on results from the Spelling task (GK-1), with groups where spelling will be an instructional focus. For each student, transfer the totals for each category from the Student Record Sheet.

☐ BOY
 ☐ MOY
 ☐ EOY

Student		Consonant	Short Vowel	Long Vowel	Consonant Blend	Consonant Digraph*	Vowel Digraph or Diphthong**	r-Controlled Vowel	Ending	Compound Word	Notes
Group 1											
Group 2											
Group 3											
Group 4											
Intervention Activities Guide***		Initial Consonant Substitution Page 62	Middle Vowel Substitution Page 66	Long Vowel Sounds Page 72	Blend Substitution Page 68	Consonant Digraphs Page 77	Short Vowel Sounds Page 69	r-Controlled Vowels Page 76	Inflectional Endings Page 90	Compound Words Page 96	

\*(e.g., sh, ch, ck)  
 \*\*(e.g., ea, ow)

\*\*\*Before targeting skills and concepts that are challenging for students, focus on easier skills and concepts to confirm students have a strong foundation. As students master activities in one GK section of the IAG, move to a different GK section. Earlier sections usually provide activities that are easier than those in later sections.



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