



Teacher's Guide

K-3



Teacher's Guide

Kindergarten • Grade 1 • Grade 2 • Grade 3



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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 3. In grades 2 and 3, 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.

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?

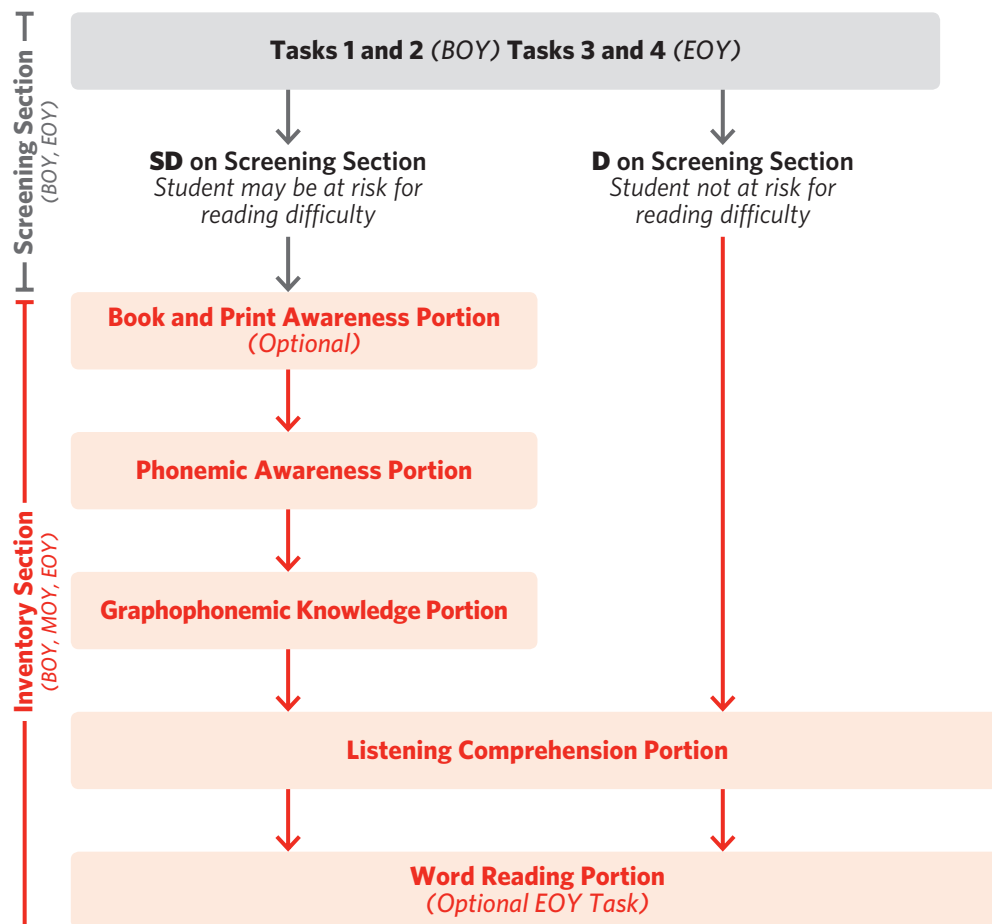
YES: Jump-In with the first PA and GK task on which the student scored SD.

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.

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?

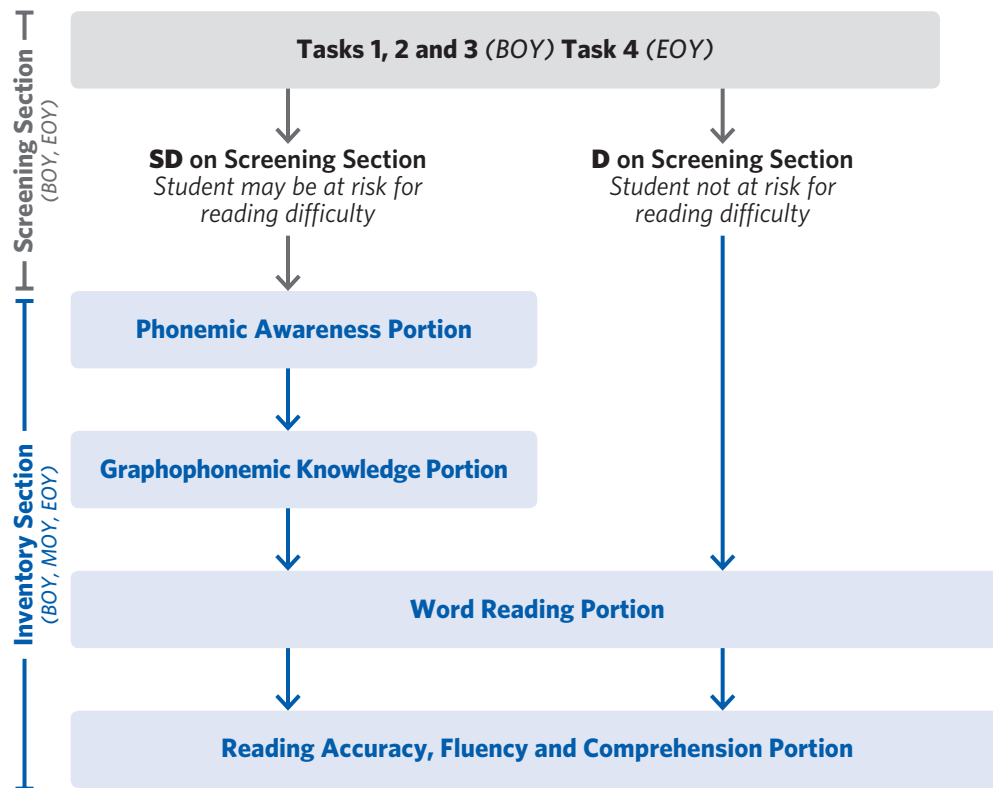
YES: Jump-In with the first PA and GK task on which the student scored SD.

NO: Jump-In with WR-1, page 43.



End-of-Year (EOY)

Start with SCR-4,
page 33.



Inventory

Phonemic Awareness

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.

Grade 2 Screening and Inventory Procedures

Start Here



Beginning-of-Year (BOY)

Start with SCR-1,
page 58.



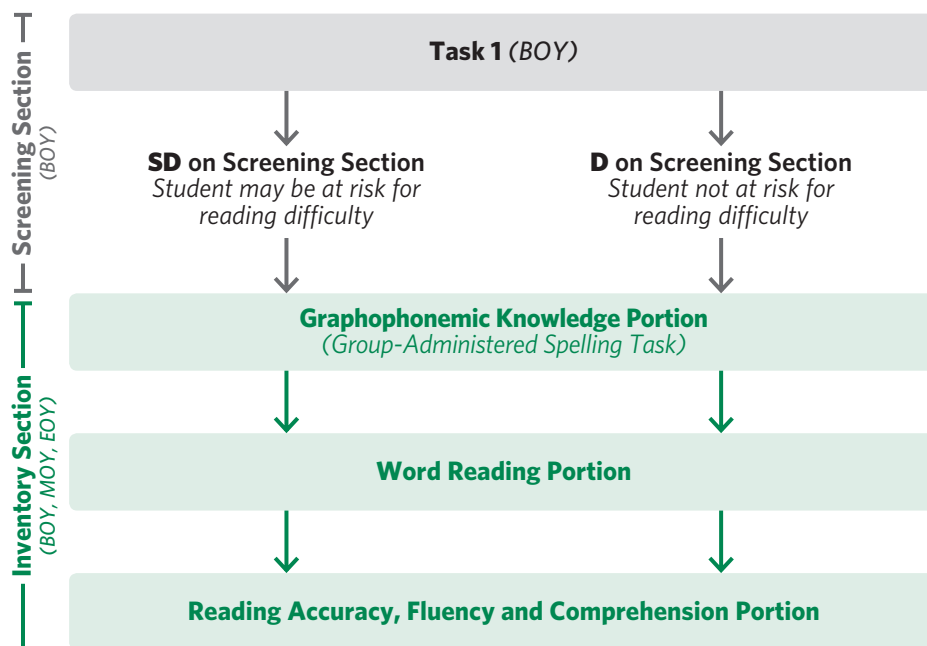
Middle-of-Year (MOY)

Start with GK-1,
page 59.



End-of-Year (EOY)

Start with GK-1,
page 59.



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-G3) 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.

Grade 3 Screening and Inventory Procedures

Start Here



Beginning-of-Year (BOY)

Start with SCR-1,
page 76.



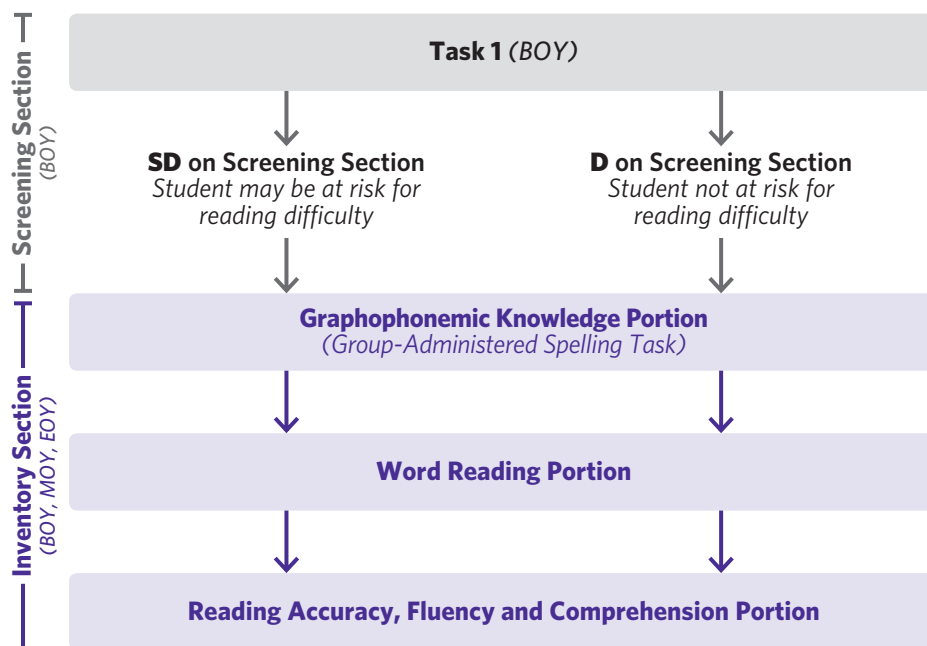
Middle-of-Year (MOY)

Start with GK-1,
page 77.



End-of-Year (EOY)

Start with GK-1,
page 77.





Screening

SCR-1 Word Reading

BOY

Materials: *Grade 3 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: 19-20 correct.** Go to GK-1, page 77.

SD: 0-18 correct. Go to GK-1, page 77.

Administration: ☐ BOY ☐ MOY ☐ EOY

Sample Completed Grouping Tool - Grade 1



Administration:
☒ BOY
☐ MOY
☐ EOY

Grade 1

Grouping Tool

| 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 | Jane – 53, C Susan – 50 Dawn – 73, C |

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 98.

| 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 |