

The background is a solid teal color. It features a word cloud in a lighter shade of teal, with words like 'telling', 'pre', 'et ph', 'me', 'cy', 'language', 'rhyme', 'prehension', 'wri', 'r', 'reading', 'vowel', 'ph', 'telling', 'et', 'w', 'me', 'syllable', 'rhyme', 'word', 'sp', 'onse', 'word', 'flue', 'reading', 'grapheme', 'com', and 'letter' visible. Scattered across the page are numerous small, colorful geometric shapes, primarily trapezoids and squares, in shades of white, yellow, orange, red, and blue.

Intervention Activities Guide

TPRI[®]



Intervention Activities Guide

Kindergarten • Grade 1 • Grade 2 • Grade 3
2010-2014

About the Intervention Activities Guide

To ensure real reading progress for all students, teachers need to know how to use assessment results to improve their instruction and target each student's specific challenges. That's just what they'll do with this teacher-friendly Intervention Activities Guide, an essential part of the comprehensive TPRI® system for Grades K–3 (that can also be used on its own).

Perfect for differentiated instruction with small groups, this book gives teachers hundreds of reading-level-appropriate activities directly linked to the concepts and skills assessed with TPRI and other reading assessments, including book and print awareness, phonemic awareness, graphophonemic knowledge, comprehension, fluency, vocabulary, and writing. The ready-to-use activities in this guide

- * are easy to adapt for either whole-class instruction or intervention with individual students
- * require little preparation
- * come with clear examples and step-by-step instructions
- * give teachers the flexibility to work with students at all instructional levels
- * include variations and adaptations to keep students engaged
- * work with any curriculum the teacher is already using

To help them ensure that interventions are effective, teachers will also get easy-to-use Lesson Planning Tools for each domain assessed with TPRI, helpful background information about each domain, guidelines and tips for differentiated instruction, and a glossary of terms used in TPRI.

Packed with the activities and practical guidelines teachers need to plan instruction and organize classrooms, the Intervention Activities Guide is the critical link between testing and teaching in the real world. Teachers will find it easier than ever to use all of the information from assessments to strengthen their students' reading outcomes.



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Differentiated Instruction

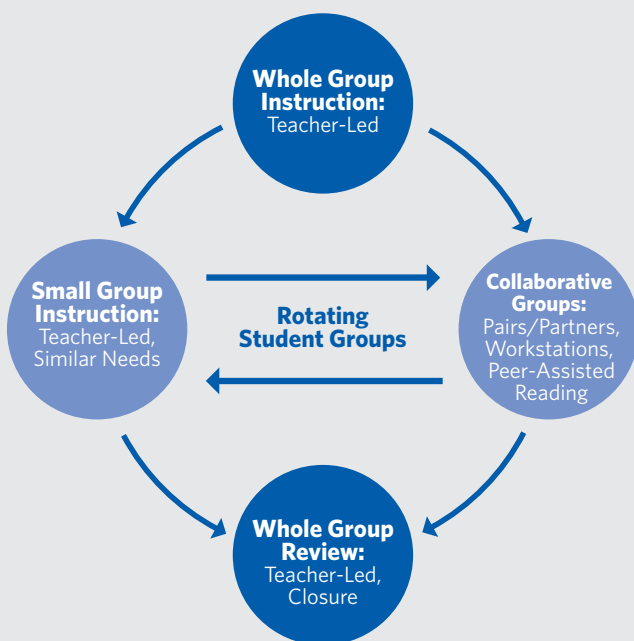
Learning experiences designed specifically for individual students, tailored to their needs and abilities.

Because the range of reading abilities in a typical classroom is about five years, the idea of teaching students only in whole group has faced increasing criticism. A struggling reader may require hundreds of repetitions of the same skill, while another student requires significantly fewer. A struggling reader may depend on explicit instruction to make connections and develop, while a more skilled reader makes strong and steady progress with less instructional support. Guiding student progress through differentiated instruction, therefore, becomes essential. Providing differentiated instruction helps ensure that every student makes good reading progress.

What is Differentiated Instruction?

The purpose of differentiated instruction is to provide students with learning experiences designed specifically for them and tailored to their individual needs and abilities. Students require differentiated instruction regardless of their ability, because reading progress accelerates when reading instruction is matched to their needs. The following are central characteristics of effective differentiated instruction:

- Forming small, flexible groups of students with similar instructional needs.
- Making instructional decisions based on assessment data (as opposed to using a plan-and-teach model without distinct data concerning student needs).
- Targeting specific student instructional needs to help students move forward from their current performance level.
- Moving students to another group as they master skills.



Model for Reading Time

Teachers who get the best results use multiple grouping patterns to accommodate academic differences. The goal of the Model for Reading Time is to provide a plan for differentiated instruction. Each component of the model is further defined below. This is just one model for organizing multiple groups during a reading period.

Whole Group Instruction

- Instruction is teacher-directed.
- Teacher works with all students to introduce or review concepts.
- Lessons focus on a particular topic, strategy or classroom routine.

Small Group Instruction

- Teacher typically meets with groups of three to six students.
- Teacher meets with lowest-performing students first, keeping that group as small as possible.
- Assessment data indicates students have similar instructional needs.
- Members of the group change as students progress at different rates. Teacher moves students to groups where instruction will best match their needs.

Collaborative Groups

- Student-directed work with concepts and skills previously taught.
- Students work together in collaborative groups, pairs or alone at workstations to reinforce skills already taught.
- Activities have an academic focus and relate to reading and writing.
- Students are held accountable for the work completed at each workstation.

Whole Group Review

- Teacher pulls all students back together.
- Reviews skills presented earlier.
- Provides students with the opportunity to consolidate their learning.
- May also include sharing and/or discussions of work completed during workstations, peer-assisted reading, pairs/partner reading or fluency practice.

Book and Print Awareness

BPA-2 Find the Front**Prompt students to identify components of the books they're holding.****MATERIALS:** *Short book (five to 10 pages, one line of print per page)*

- 1 Provide a book for each student and one for yourself.
- 2 Sit with students in a circle. Ask students to show the front of the book.
- 3 Have students point to the title of the book. Ask them what the book is titled, providing help as needed.
- 4 Prompt students to do things like:
Point to the author's name.
Turn to the title page.
Show me where the story starts.
Turn to the last page.
- 5 Continue with similar prompts and clarify confusion if students have problems.
- 6 If time allows, have students switch books with a partner and repeat Steps 2-5.

Book and Print Awareness

BPA-3 Show Me Where to Start**As you read a book, a student uses a pointer to show where to begin reading on each page.****MATERIALS:** *Big book, pointer*

- 1 Introduce the book and call on a student to guide you through reading the text.
- 2 Explain that on each page, the student must use the pointer to show you where to start reading.
- 3 Begin reading the book as guided by the student.
- 4 After a few pages, call on a new student to use the pointer.

EXTENSION: If students understand well what a word is, the activity can shift to "Show Me What to Read," with the student pointing word by word as you read the text.

Book and Print Awareness

BPA-4 Pick a Letter, Pick a Word**Students roll a "Word/Letter" die and then pick up a card with either a word or letter on it.****MATERIALS:** *Index cards, large die/small cube, stickers/labels, marker*

- 1 Using stickers, label three sides of a die or cube Letter and three sides Word.
- 2 Create an equal number of letter and word index cards. On one set, write one letter per card (do not use A or I). On the other set, write one three- or four-letter word per card.
- 3 Students sit in a circle.
- 4 In the center of the circle, place the cards face up in rows so the letter and word cards are randomly distributed.
- 5 One student at a time rolls the die. If the student rolls Letter, the student finds and picks up a card with a letter on it. If the student rolls Word, the student finds and picks up a card with a word on it.

EXTENSION: With students who are starting to know more letters, a requirement for getting to pick up a card could be identifying the letter on a letter card or identifying the first letter on a word card.

Phonemic Awareness | Word Play: Listening To and Producing Oral Language

PA-1 Listening to Different Sounds**Students listen to and identify sounds.****MATERIALS:** *Tape player, sound recordings*

- 1 With eyes closed, students listen carefully as you play some sounds (e.g., telephone, alarm clock, doorbell, footsteps, water dripping, cars, dogs, cats, birds). Or you can make sounds (e.g., clapping, closing the door, using the pencil sharpener or stapler, crumbling paper, tapping a pencil).
- 2 Students raise their hands when they know the sound.
- 3 Call on a student to identify the sound.

EXTENSION:

- 1 Make three or four sounds in sequence, allowing students to hear the sequence one or two times.
- 2 Repeat the sounds, omitting one. Ask students to listen for and identify the missing sound.
- 3 Students raise their hands when they know which sound was left out.
- 4 Call on a student to identify the sound.

Phonemic Awareness | Word Play: Listening To and Producing Oral Language

PA-2 Whisper to Me**Students whisper a word or phrase around a circle.****MATERIALS:** *Word or phrase list*

- 1 Sit in a circle with students.
- 2 Whisper a word to the student on your right. (Start with words, then move to short phrases or sentences.)
- 3 That student whispers the same word to the student on their right.
- 4 The message continues to be passed from student to student around the circle.
- 5 The last student says what was heard.

Phonemic Awareness | Word Play: Listening To and Producing Oral Language

PA-3 It Doesn't Make Sense**Students listen to well-known text and determine which part changed.****MATERIALS:** *Short and familiar text*

- 1 Review with students a very familiar poem, song or nursery rhyme.
- 2 As the text is read, sung or spoken, modify it by reversing, substituting or swapping words.
- 3 Students listen carefully and identify the changed part.

EXAMPLE:

Twinkle, twinkle little car,
How I wonder where you were.
Up above the world so high,
Like a pizza in the sky.

Humpty, Dumpty wall on a sat,
Humpty, Dumpty fall a great had.
All horses and the king's men,
Couldn't get Humpty together again.

Wittle Miss Buffet,
Sat on her ruffet,
Eating some lurds and whey.
A little clown spider,
Sat gown beside her,
And frightened Miss Buffet away.

Jack and Jill went up the freeway,
To fetch a pail of gasoline.
Jack fell down and broke his leg,
And Jill came tumbling after.

Jack nimble be, Jack quick be.
Jack over the candlestick jumped.

Fluency

FLU-1 Reading Tracker**Students read text with a tracker to keep from losing their place.****MATERIALS:** *Instructional or Independent Level texts, index cards*

- 1 Provide each student a copy of the text and an index card.
- 2 At a table with a small group, demonstrate how to track text by moving the card underneath text while reading.
- 3 Students place the card underneath text and practice moving it as they read aloud.
- 4 Repeat the activity until students are proficient and rarely lose their place when reading.

Fluency

FLU-2 Echo Reading**Students echo what you read to improve accuracy, speed and prosody.****MATERIALS:** *Instructional or Independent Level texts*

- 1 Provide each student a copy of the text.
- 2 The reader (usually you) reads a small selection of text orally, stressing appropriate phrasing and intonation. The goal is to model fluent reading for students.
- 3 Students read the same text immediately following the reader's example.
- 4 The reader and students continue reading the entire passage in echo fashion.
- 5 Increase the amount of text read at a time as students become more proficient. Begin with just a sentence or part of a sentence, and gradually build to reading multiple sentences at a time.

Fluency

FLU-3 Do You Read Me?**Students listen and then read along with a recording of a book or other text.****MATERIALS:** *Audio recording (cassette, CD, Internet, etc.) and printed copies of a text*

- 1 Provide each student a copy of the text.
- 2 Students listen to an audio recording of the text and follow along with the printed text.
- 3 Encourage students to use the tracker method or point to words with their finger.
- 4 Play the recording a second time and have students read aloud.
- 5 Students repeat the activity until they can read along with expression and good intonation.
- 6 Finally, students read the book to each other at the reading center or read it orally the next day during class.

EXTENSION: Students prepare a story to read orally to other readers. Students practice with a recording, read the story to you and then read the story to a group of students. If used as a reading center activity, have students write down the main idea of the story after reading to help focus students on the importance of reading for meaning.

Writing | Foundational Skills

WRI-1 Writing a Sentence from a Picture

Students learn a rule for writing a sentence as they write about a picture.

MATERIALS: Pictures, paper, pencils

- 1 Begin by telling students a rule for writing a sentence:
A sentence names a who or what and tells what the who or what is doing or what is happening.
- 2 Show students a picture and model how to create a simple sentence about the picture.
- 3 Write a sentence about the picture. By starting with a picture, students can focus on the task of writing. The pictures chosen should lend themselves to writing sentences following the rule.
- 4 Model punctuation as you model how to write a sentence. When modeling, use think-aloud strategies so students hear the thought process as you go through the steps of deciding which letters to capitalize and where the ending punctuation goes.
- 5 Students work in pairs to write a sentence about a picture. Provide multiple opportunities for practice and frequent feedback.
- 6 Students write sentences alone for different pictures.

Writing | Foundational Skills

WRI-2 Distinguishing Between Sentences and Non-Sentences

Students tell the difference between sentences and non-sentences.

MATERIALS: Pictures, chalkboard/chalk

- 1 Remind students of a rule for writing a sentence:
A sentence names a who or what and tells what the who or what is doing or what is happening.
Discuss the difference between sentences and non-sentences, presenting several examples of each.
- 2 Show students a picture and write two sentences on the board to demonstrate a sentence and non-sentence about the picture. For example, show a picture of a bee chasing a duck and then write:
The duck ran from the bee. (sentence)
The duck and the bee (non-sentence)
- 3 Explain the differences between the sample sentence and non-sentence:
The first sentence tells us about a duck and then tells us what the duck did.
The second sentence just tells us about a duck and a bee, but it doesn't tell us what they did.
- 4 Continue practicing using different pictures. Have students distinguish between sentences and non-sentences while using the rule for a sentence to explain their choices.
- 5 Use other pictures and guide students' writing of sentences using the rule. As students dictate a sentence, write what is said on the board.
- 6 Scaffold responses as needed by having students identify the parts of the sentence.

EXAMPLE:

Sentence and non-sentences for the picture of the king:

The king is counting his money.
(sentence)

The king
(non-sentence)

Counted his money
(non-sentence)



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Also Available! **tejas·LEE**

Tejas LEE® is a complete solution for assessing and improving the reading and comprehension skills of students who receive primary reading instruction in Spanish. Specifically developed to address the skills and development of Spanish literacy, Tejas LEE is not simply a Spanish version or a translation of the TPRI. Tejas LEE is a valid and reliable assessment that assists educators in identifying students' strengths and problem areas early and providing them with effective, data-informed instruction.

For complete information about TPRI and Tejas LEE, visit
www.brookespublishing.com/tpri



Comprehensive solutions for real reading progress

Developed for K-3 teachers and used successfully in more than 75,000 classrooms across the country, TPRI is a valid, reliable, and research-based solution for helping teachers target instruction so their students make **real reading progress**. The complete TPRI system guides educators through screening, diagnosis, intervention, and progress monitoring—everything they need to identify struggling readers early and deliver effective, data-informed instruction that gets results.

This *Intervention Activities Guide* helps teachers target instruction to the specific needs of students who struggle with reading skills. Additional TPRI products give teachers what they need to screen, diagnose, and monitor:

- **TPRI Benchmarking Kit.** Teachers will conduct reliable screening and diagnosis with this user-friendly kit. TPRI's brief universal screener gives teachers an accurate snapshot of all their students' reading development. Then, after the screener identifies students who may be at risk for reading difficulties, teachers conduct a more in-depth diagnostic assessment of their skills so they know how to effectively target instruction. Packaged in a sturdy box, the kit includes a Teacher's Guide, Task Cards, Story Booklet, and stopwatch.
- **TPRI Record Sheets.** This package includes 25 Student Record Sheets and 3 Class Summary Sheets to record individual and whole-class scores at beginning, middle, and end of year.
- **Magnetic letter board and letters.** For use with students during specific tasks of the Grade 1 TPRI.
- **Progress Monitoring Kits.** With these reliable progress monitoring instruments, teachers can closely monitor students who have difficulties with specific literacy skills and spend less time assessing, more time teaching. Choose from two grade-specific kits—Progress Monitoring for Emergent Readers™ (PMER) for K through first half of Grade 1, or Progress Monitoring for Beginning Readers™ (PMBR) for second half of Grade 1 through Grade 3.
- **PMER & PMBR Record Sheets.** Grade-specific packages of 15 sheets to monitor student progress.

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