

## **Grouping Mats: Overview and Instructions**

### **Grade 1**

The TPRI Grouping Mats are new and improved to use as a tool for instructional planning. The third heading on the Mats corresponds to the **Inventory Domains**, (e.g., Phonemic Awareness, Graphophonemic Knowledge, etc.) that are assessed by the TPRI. Under each Domain, the **skills** for that domain are **arranged in order of difficulty** according to the Intervention Activities Guide Continuum. Below the skill, the TPRI **Task** which measures that skill is identified. Thus, you can use a student's Task performance to determine strengths and needs in particular Domains.

Once you identify a Domain need, you can look below each particular Task to find sequenced instructional activities taken from the TPRI Intervention Activities Guide (IAG) that can be used to supplement and enhance instruction. New and particularly useful are the blackline masters provided for some of the IAG Activities so that teachers may duplicate and use the activities in their classrooms.

Please note: under the Phonemic Awareness Domain, the skills of Syllable Awareness and Phoneme Segmentation are listed, but a specific TPRI Task is not indicated for either. The TPRI does not include a Task specific to either skill. Yet, if you were to have a student who was not yet **Developed** in Onset – Rime Blending you would want to move back on the Phonemic Awareness (PA) Continuum to develop readiness for instruction. Syllable Awareness precedes Onset – Rime Blending on the PA Continuum. Activities to develop this skill are included in the IAG and are listed on the Mat. At the higher end of the Continuum, you will see the skill of Phoneme Segmentation. Again, the TPRI does not include a Task specific to this skill. However, on the continuum, the skill of Phoneme Segmentation precedes Linking Letters to Sounds. So if a student were having a particularly difficult time – based on instruction and observation – transitioning to Linking Letters to Sounds, you might want to spend time on Phoneme Segmentation using some of the IAG Activities provided.

The **Skill Heading** Reading Accuracy, Fluency and Comprehension is broken into two **Skills**:

- (1) Reading Accuracy and Fluency
- (2) Reading Comprehension

Below each Skill Heading are IAG Activities that are arranged in order of difficulty.

You will also see that few activities are listed for Deleting initial and final sounds. Therefore, you will want to supplement with other resources for these and other skills when IAG Activities are minimal.