

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

### **Grade 2**

The TPRI Grouping Mats are new and improved to use as tools for instructional planning. Grouping Mats for Grades 2 and 3 are significantly different from previous years in organizational design. This difference is primarily because all of the Spelling Tasks have been consolidated into a single Task.

The third heading on the Mats corresponds to the **Inventory Domains**, (e.g., Graphophonemic Knowledge; Reading Accuracy and Fluency, Reading Comprehension) that are assessed by the TPRI. Under each Domain, the **skills** for the Graphophonemic Knowledge Domain are **arranged in order of difficulty** according to the Intervention Activities Guide (IAG) Continuum. The skills for Reading Accuracy, Fluency and Comprehension are not in a particular order of difficulty because these skills are all interconnected and develop simultaneously.

Under the **Skill Heading**, you will **not see** the TPRI **Task** that assesses the Skill. Instead, you will see headings for **Spelling Patterns**, (e.g., Initial and Final Consonant Blends, Short Vowels, Schwa, etc.) that are arranged in order of difficulty according to the IAG Continuum. Therefore, instead of using the TPRI test **Task** as a reference to identify whether a student has a need in a particular spelling area, you will turn to the Grade 2 Spelling Chart on page 159 of the IAG. On this page of the IAG, you will see Spelling Patterns listed across the top and the spelling words listed down the side. For each student, you can identify the words misspelled and then move across the columns to determine the spelling pattern(s) that may need attention.

Remember, the TPRI Spelling assessment is only a snapshot of spelling skills and, therefore, should not be the sole source upon which to base spelling instruction. That said, involving a student in specific IAG Activities that address certain Spelling Patterns will help teachers determine whether or not this is, indeed, a need area and allow for supplemental instruction. Under each Spelling Pattern you will see IAG Activities that are arranged in order of difficulty.

Please Note: The Grade 2 Mat includes some Spelling Domains that are not on the IAG Spelling Chart, e.g., **Schwa**, **Compound Words**, **Syllable Boundaries**, **Morphemes**, and **Special Rules**. Schwa, Compound Words, and Syllable Boundaries are new; the word(s) that fit(s) each pattern is/are readily identified. Several patterns have been united into one pattern called **Vowel Sounds**, **Morphemes**, and **Special Rules**. Activities are provided for all. Once you identify a Domain need, you can look below each particular Pattern to find sequenced instructional activities taken from the TPRI Intervention Activities Guide (IAG) that can be used to supplement and enhance instruction.

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.

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. In cases where minimal activities are provided, you will need to supplement with additional resources.

