

TPRI newsletter

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Grouping for Effective Instruction

The range of literacy needs in a typical classroom is vast, and providing instruction that meets the diverse instructional needs of students is a critical challenge for teachers. Using multiple grouping arrangements helps teachers to address a wide range of academic needs. Common grouping structures include whole or large group, small groups of same or similar ability, small mixed ability groups, partner pairings and one-on-one instruction. Each group structure serves a specific purpose and all are important for effective literacy instruction. This newsletter concentrates on small group instruction, one essential component of a K-3 classroom designed to address students with diverse instructional needs.



Small Group Instruction

Since students learn to read at different rates and in different ways, small group instruction is a critical part of daily literacy instruction. 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 instructional groups in K-3 typically consist of 6 or fewer students. As groups increase beyond 6 students, the benefits for students of the small group size tend to diminish. Small instructional groups often consist of students who are gathered together because they have a similar ability level and/or because they share instructional needs. In same ability small groups, ideally the lowest performing students are included in the smallest groups where they can get the most instructional attention.



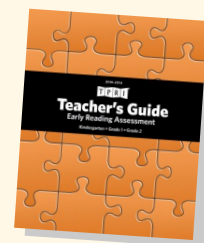
Whole Group Instruction

Whole or large group instruction is teacher-directed with the teacher working with all or many of the students in the class at one time. It involves the delivery of instruction needed by a majority of students in the class. Whole group is an ideal setting to introduce or preview new concepts and skills. It is also an effective grouping structure for reviewing concepts and skills most students in the class have consolidated, or for re-teaching concepts with which the majority of the class still struggles. When grouping students using TPRI data, large or whole group instruction is most appropriate for addressing skills related to the tasks on which more than 50% of students scored Still Developing (SD).



Check It Out!

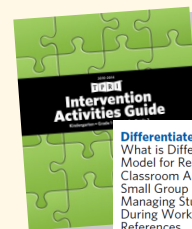
Did you know the TPRI Teacher's Guide is more than just a guide for administering the assessment? The Teacher's Guide also offers helpful tools and information for planning instruction.



In the **From Assessment to Instruction** section you can find:

- General guidelines for effective literacy instruction at each grade (K-3).
- Detailed explanations of the purpose of the TPRI Screening and Inventory Sections.
- Grouping Tools for kindergarten through third grade.
- A planning tool called the "Guide for Reading Instruction."

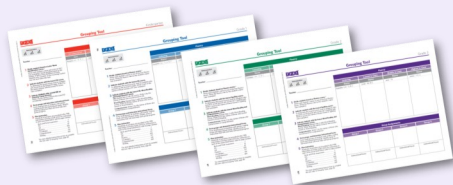
The **Differentiated Instruction** section of the Intervention Activities Guide (IAG) is another helpful TPRI resource. It includes sample small group schedules, information on classroom arrangement and more.



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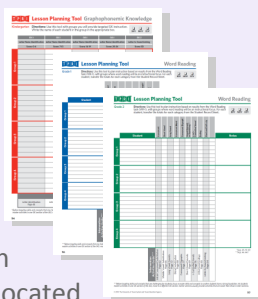
TPRI Grouping & Lesson Planning Resources



TPRI Grouping Tools are designed to help teachers make sense of student scores and form instructional groups. Teachers are encouraged to use the tools after each TPRI administration time point (BOY, MOY and EOY).

These resources and information on how to use them is located on pages 80-87 of the Teacher's Guide. You can also [click here](#) to view and download these resources from the TPRI Website.

Once small groups have been formed, teachers can use the TPRI Lesson Planning Tools to plan lessons targeting the specific instructional needs of each group. These tools identify activities in the Intervention Activities Guide (IAG) matched to the needs of each group. Lesson Planning Tools are available for Phonemic Awareness, Graphophonemic Knowledge, Word Reading, and Spelling. The TPRI Lesson Planning Tools and information on how to use them are located on pages 91-98 of the Teacher's Guide and under the **Instructional Planning Resources** tab on the TPRI website. [Click here](#) to download.



How to Use TPRI Grouping Tools

The TPRI Grouping Tools help teachers create small groups for differentiated instruction with students of similar ability and instructional needs. The Grouping Tools provide 5 quick and easy steps to use your TPRI results to group your students, identify their instructional needs and begin to plan instruction. To complete the Grouping Tool, you'll need a completed Class Summary Sheet and a copy of the Grouping Tool for the appropriate grade level. Grouping Tool masters are provided on pages 85-87 of the Teacher's Guide and also on the TPRI website. [Click here](#) for more information. Steps for completing the Grouping Tool are described in grade level specific detail on the tools themselves. A brief outline is provided below.

- Step 1:** Divide students into categories based on fluency (grades 1-3), and Letter Identification (kindergarten).
- Step 2:** Identify approximately 1/3 of students who scored lowest on the PA portion (kindergarten-grade 1) or Spelling portion (grades 2-3) of the Inventory Section.
- Step 3:** Repeat the process completed in Step 2 for the other portions of the Inventory Section.
- Step 4:** Form student groups and determine the instructional focus for each group based on the information gathered in Steps 1-3.
- Step 5:** Plan instruction for the groups created based on the instructional focus identified for each group. The Grouping Tool provides a reference to the TPRI Intervention Activities Guide as one planning resource. District curriculum and available resources can also be used to target the areas of instructional need identified.

TPRI Activities

The Intervention Activities Guide (IAG) provides hundreds of activities for instruction in each area assessed on the TPRI, and also in the areas of vocabulary and writing.

When selecting activities for targeted small and whole group instruction, keep the following points in mind:

- Before teaching skills identified as challenging for the group, back up in the IAG and begin with skills and concepts you expect students have mastered. This ensures students have a solid foundation on which to build as they learn new or more complex concepts.
- The IAG includes more concepts and skills than are assessed on the TPRI. It may take some trial and error to find the best instructional focus for your students' need.
- The IAG is just one planning resource. Draw on your curriculum and other available resources to support your students' instructional needs.

Data for Grouping

Grouping students according to their particular instructional needs is necessary to provide effective instruction. Data informs differentiated instruction and helps teachers make decisions about how to group students and what to teach these groups. TPRI data, and data from other formal assessments, can assist teachers in forming groups according to specific instructional needs. Observational data and/or anecdotal records can also be valuable, and may enhance the information gleaned from formal assessments. Ongoing assessment informs instruction for whole and small group lessons and helps teachers know when changes in group membership may benefit a student.