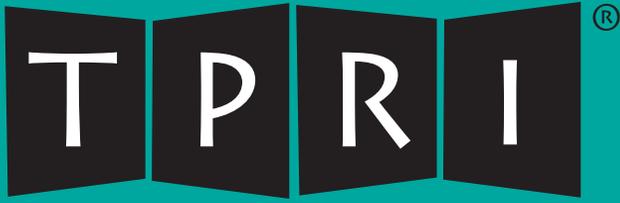


—Quick-Start Guide for Intervention Activities Guide (IAG)—



Real Reading Progress for K-3

A product of Brookes Publishing.

Welcome to TPRI®— the complete system that helps you assess and improve the literacy skills of all students in Grades K-3! This **Quick-Start Guide** gives you the basics you need to successfully use your *Intervention Activities Guide (IAG)*, the critical next step after screening and diagnosis with the TPRI® Benchmarking Kit.

WHAT'S IN THE IAG

The IAG gives you hundreds of instructional activities to differentiate instruction and address areas of student need identified by TPRI®. Activities target key reading domains:

- Book and Print Awareness
- Graphophonemic Knowledge
- Fluency
- Writing
- Phonemic Awareness
- Comprehension
- Vocabulary

BEFORE YOU BEGIN

- Complete screening and diagnosis of students' strengths and instructional needs with the TPRI® Benchmarking Kit.
- Use the Grouping Tools in your TPRI® Teacher's Guide to create small groups for differentiated instruction.

USING THE IAG

1 Confirm Your Instructional Focus

- For each small group you teach, identify an instructional focus that matches the specific needs of students in that group.
- Identifying an instructional focus is one of the last steps of the Grouping Tool included in your TPRI® Benchmarking Kit.

2 Select a Section of the IAG

- Look in the IAG for activities that match your instructional focus.
- There are two places to look for activities: the Table of Contents in front of the book, and the Activities Index on the back of each tab.
- The TPRI Student Summary Sheet and Lesson Planning Tool also indicate which page in the IAG corresponding activities can be found.

3 Decide Where to Begin

- Begin with skills and concepts you expect students already know.
- Determine the foundational skills that students have already mastered by trying progressively more difficult activities with them.
- It may take trial and error to find the best instructional focus for your students.

4 Tailor Activities to Meet Your Needs

The IAG includes several different ways to modify activities to meet the needs of your small groups:

- **Adaptations** make the activity less challenging.
- **Extensions** make the activity more challenging.
- **Variations** provide ideas for changing the activity—especially helpful when you're reusing activities.

You can also make your own changes to activities or use the activity as a jumping-off point to develop a whole new lesson idea.

USING THE IAG (continued)

5 Teach & Investigate

Act as both an instructor and investigator as you put your teaching plan into action with the IAG.

- **Instruct:** Monitor students and adjust the level of support you give them.
- **Investigate:** Collect information about what students can do so you can plan instruction.

For information about using the TPRI® Progress Monitoring Kits to assess student progress, download these Quick-Start Guides at www.brookespublishing.com/quick-guides.

PMER Guide (K-1) | PMBR Guide (1-3)

6 Reflect

After implementing lessons and collecting data about student progress, ask yourself:

- Is what I'm teaching too challenging or too easy?
- Are all students progressing to harder tasks?
- Are all students progressing quickly enough?
- Are some students moving more quickly than others?

Answering these key questions will help you pinpoint what's working and what should be modified to ensure the best student outcomes.

GENERAL TIPS FOR SMALL-GROUP INSTRUCTION

Here are some basics to keep in mind when planning effective classroom workstations and small group instruction:

- Make a schedule for small group reading instruction. Consider how many groups you will have, how many students will be in different groups, how often and how long you will meet with each group, and how many workstations will be offered.
- Arrange the classroom to facilitate both whole group and small group instruction. Small-group work areas should be spaced around the periphery of the room, far enough apart so students don't disturb each other.
- Students not in workstations should be seated so they face the teacher and the board, so they're less likely to be distracted by students in workstations.
- Practice with workstations before you begin using them. Set up a signal for switching stations and have students practice moving quietly from one station to another.
- Determine an efficient way for students to ask for help during station time. Designate helpers to answer questions or establish a time when students can ask you questions.
- Introduce and teach one workstation at a time. When you and the students feel comfortable managing one station, introduce another.
- All workstations don't require a special location; some can be completed at the student's desk.
- It's not necessary to have more than three workstations. These stations should become an important part of learning each day, not something to do when an assignment is completed.

Teach Spanish-speaking students? Discover [Tejas LEE®](#), a complete solution for assessing and improving the reading skills of students who receive primary reading instruction in Spanish. To learn more, see www.brookespublishing.com/tejaslee.

Download our other quick-guides to the TPRI® system!

www.brookespublishing.com/quick-guides

- TPRI® Kindergarten Quick Guide
- TPRI® Grade 1 Quick Guide
- TPRI® Grade 2 Quick Guide
- TPRI® Grade 3 Quick Guide
- PMER
- PMBR

Call us or visit our website to complete your TPRI® system and sign up for TPRI® email alerts!