



teachers learning, students growing

Quarterly Update from TRI

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TRI and Tutoring

Teachers and students have gone through a lot over the past year. The narrative around Covid-related learning loss has created a real buzz about the need for high-impact tutoring. TRI is pleased to partner with 13 other evidence-based programs that offer tutoring in reading and/or math. To learn more, visit ProventTutoring.org.

At this time TRI has designed two different options to provide tutoring.

One option is to use a teacher or assistant teacher to provide a full day of TRI lessons to students. This teacher could reach approximately 20 students per day. A TRI coach would conduct weekly webcam coaching sessions.

A second option is to use volunteer tutors. These tutors would get basic TRI training, online structured lesson plans (with a built-in assessment tool to track the next day's lesson) and coach support as needed. Tutors would meet with students one-on-one for 15 to 20 minutes per session.

Our team has developed a brief placement assessment tool which determines an appropriate TRI starting point for individual students. If you would like to give it a try, send us an [email](#). We would love to share our new product and get your feedback!

TRI Teachers Corner



Meet TRI teacher Morgan Whithaus Meyers. Morgan completed an internship with TRI as part of her undergraduate degree in Human Development and Family Studies at UNC-Chapel Hill. Read on to learn about her experiences with TRI.

Current Position: 2nd grade teacher, Forest View Elementary, Durham Public Schools

How are you currently using TRI in your classroom? It's been a little tricky using TRI with the second graders because our current schedule allows for zero small group time and I have some students who can't read CVC words yet while other ones are reading at a middle school level. However, the new TRI assessment was a life saver because when I switched to teaching second grade, I was given no data on students' reading abilities. The assessment was super easy to use, especially since I know TRI so well, and I found that it gave me pretty accurate information about what my students do and don't know yet.

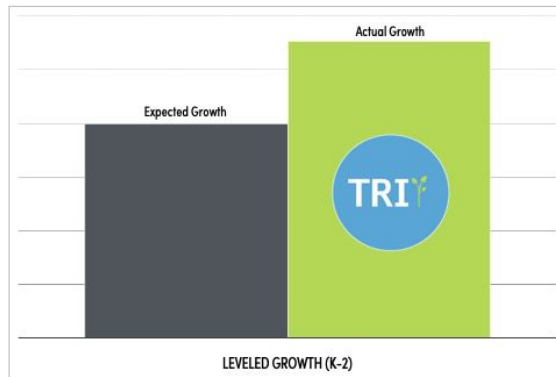
When I was student teaching in virtual kindergarten, TRI made a world of a difference when it came to reading instruction. TRI gave me the structure I needed in order to give each student the support they need in order to start reading on their own. I was able to group students into small groups based on similar abilities, and within two weeks of working on segmenting one day, changing sounds the next day, blending and writing words the following day, and reading connected texts on the final day, I was seeing larger gains in my students' reading abilities than I had seen all year. For one student in particular who was stuck in his reading progress, he went from saying each sound in a word and not being able to blend them together and getting frustrated with himself to almost effortlessly blending sounds together and reading CVC words independently with only two weeks of TRI instruction.

Next year, I know I want TRI to be an integral part of my reading instruction. I plan on using TRI in all of my reading small groups, because that's where I've seen the magic happening. Once students get used to the routine of TRI, things start to click for them. They're able to pick up on patterns, like how to hear and read each

sound in a word and then blend them all together. I've seen so many students' confidence grow because with the help of TRI, they're able to decode words on their own instead of using the pictures to guess what the words on the page might say. I know that using TRI will help me produce strong, confident, and proud readers.

Want to be featured in our next TRI Teachers Corner? Let us know at fpg_tri@unc.edu.

TRI Fast Facts






TRI Teaching Tip

One of our cool new TRI strategies is Chunk It! Designed to help students working with multi-syllabic words in the Purple level, Chunk It! encourages students to count the vowels to determine the number of chunks (syllables) in a word. Access a free copy of our anchor chart for [Chunk It!](#)

Chunk It! www.tri.fpg.unc.edu

Chunk It! Reading Strategy

1. Look for familiar parts in the word. Circle any prefixes or suffixes that you know. 
2. Put a dot under each vowel in the rest of the word. Use one dot for vowel teams. 
3. Count your dots. 

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