



teachers learning, students growing

Quarterly Update from TRI

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Exploring TRI-Small Groups

We know you've been asking for it—and may even be doing it yourself—but we are officially embarking on a study of how to adapt TRI to small group instruction.

One of the things we're really focusing on is how to translate the diagnostic instruction that is a hallmark of TRI when we work one-on-one with students to create small groups that are just as tailored to each student's needs. To this end, we've developed Diagnostic Maps that can be used at the Pink, Blue, and Green levels. We have our small groups use the same text for Rereading for Fluency and Connected Text Reading to facilitate group comprehension conversations, but have differentiated words during Word Work activities.

We recently shared some of our ideas at the NC CEC 2022 conference on February 25. We'll be talking small groups again at NCRA in Winston-Salem on March 21—be sure to look us up if you're attending!

We'd love to hear how you are using TRI with your small group instruction. Please drop us [a note](#)—or reach out to your TRI coach to share!



TRI Teachers Corner



1 MEET TRI TEACHER TESSAH SAMPSON. TESSAH JOINED THE TRI FAMILY IN 2017.

Current Position: I teach second grade at University Meadows Elementary School in Charlotte, NC.

How I use TRI: I received training in the TRI almost 6 years ago and became certified in it almost 5 years ago. I still believe the TRI is the best overall PD I've ever received, and still use it in my classroom with some of my most struggling readers. My kit has been very loved over the years to the point where several of my pieces are missing, because some of my little friends wanted to sneak the pieces home to play school with their younger siblings, pets, and stuffed animals. While some of the pieces have needed to be replaced or substituted, the TRI kit still remains one of the most popular interventions that I've used with my students. The students who do not need the TRI have been known to ask when it was their turn to come build words and read one on one with the books and tools provided in the kit.

My favorite part of TRI: There's not much that I do not love about the TRI, but I would say the thing I love the most is the one-on-one time I get to spend with the students engaged in a text, and the amount of confidence the students gain in their reading abilities in such a short amount of time. That boost in confidence really has made such a huge difference in the amount of growth I've seen students make over the years.

TRI Fast Facts

Did you know? TRI is actively recruiting schools in NC and SC for our current grant. We have funding to work with 30 teachers over each of the next two years. Please reach out to us if you know of a school that might be interested in participating in our new study.

We're looking for a few good schools!

30 teachers
2022-2023

30 teachers
2023-2024

Want to learn more? Contact tri@rti.org

TRI Teaching Tip

This month we wanted to share our [new scope and sequence](#) document. We've made some small changes over the years and wanted to make sure you have all the most recent info.

Remember, there is no single correct order to teach sounds—what matters most is that you follow a structured and systematic sequence.

If you're using our new TRI Decodable texts, they are designed to match this scope and sequence.

www.tri.org.uk.edu

4 End with leaves in the PURPLE level.
multisyllabic words
Student Focus
1. Analyzing patterns of vowels and consonants to break words into syllables
2. Segmenting and blending multisyllabic words
3. Oral language and vocabulary
4. Test comprehension
5. Reading fluency
Examples
Purple Level 1: 3 syllable _____ funny
Purple Level 2: 4 syllable _____ difficult
Purple Level 3: 4 syllable _____ watermelon

3 Build branches in the GREEN level.
long-vowel words, r-controlled diphthongs
Student Focus
1. One sound (e.g., /i/) may be represented by multiple letter patterns (e.g., ee, ie, ei, y, i, y) (Phonics knowledge)
2. Segmenting and blending words containing diphthongs, r-controlled vowels and/or long vowel patterns
3. Test comprehension
4. Reading fluency
Examples
Green Level 1: long vowel patterns _____ boat
Green Level 2: r-controlled vowels _____ farm
Green Level 3: diphthongs _____ brown

2 Grow like the trunk in the BLUE level.
c-, s-, and f- sound words, short vowels, blends, digraphs
Student Focus
1. Alphabetic principle
2. Phonics knowledge
3. Segmenting and blending words with initial and final blends (phonemic awareness)
4. Oral language and vocabulary
5. Test comprehension
6. Reading fluency
Examples
Blue Level 1: 4 sounds with ending blends _____ dead
Blue Level 2: 4 sounds with beginning blends _____ flip
Blue Level 3: 4 sounds with digraphs, blends, _____ block
Blue Level 4: beginning and ending blends _____ pilot

1 Start with the roots in the PINK level.
2- and 3- sound words, short vowels, digraphs
Student Focus
1. Letters represent sounds (alphabetic principle)
2. Letter-sound knowledge (phonics)
3. Blending and segmenting (phonemic awareness)
4. Oral language and vocabulary
5. Test comprehension
Examples
Pink Level 1: a, b, c, m, l, e, t, r _____ hat
Pink Level 2: l, n, c, d, g, h, p, m _____ pig
Pink Level 3: a, s, i, u, e, r, i _____ seat
Pink Level 4: qu, k, m, R, R, d _____ hat
Pink Level 5: th, wh, sh, ch, ck, ng _____ that

Spotlight on the Science of Reading

This newsletter we'd like to feature the work of Dr. Devin Kearns, Associate Professor at the Neag School of Education at the University of Connecticut. This [conversation focuses on syllable types](#) and their role in reading instruction. We'd love to hear your thoughts!



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