

I'm Steve Ciullo. I will show you how I use the Texas Primary Reading Inventory grouping mats to create groups based on the needs of my students. Please take out the grouping mats for second grade. Now, let's take a look at each section. For today's podcast, we will use only the graphophonemic skills section because in a previous podcast, we corrected the spelling assessment. If you look all the way to the right of the grouping mat, you'll see a section for reading accuracy, fluency, and comprehension. When you do this for your whole class, or when I do it for my class, you will fill out that part. For today's purposes, we will look only at spelling.

Let's take a look at the top-left side of the grouping mat. You can see that the graphophonemic skills are listed from left to right and that the shading goes from lighter to darker as it moves from left to right across the page, representing a progression of skills from easier to more difficult. On the left side are initial and final consonant blends, and those are deemed to be the easy skills because they are listed first. Another important thing to note is that on the left side of the page, it reads, "Tier 2 Students" and "Tier 3 Students." In my school, we use a three-tiered Response to Intervention model. You may not use a similar model in your school, so we will ignore that today. Instead, I will show you how I use the grouping mat to form student groups based on individual needs.

To complete the grouping mat, I need the handout that we just filled out in the last section of the podcast. It's called "Grade 2: Mapping Student Spelling Errors." I have my whole class filled out here, and as I look across, I can see which students made errors on particular spelling patterns. I will go through a few of my students with you, so that you get the hang of this before you try it on your own. The first student that I want to look at, because we already looked at Dustin in a previous podcast, is a student named Eric. As I look across the column, I can see the errors that Eric made.

I decide whether I will write my students' names on the grouping mat by looking at the number of instances. If I see that a student made mistakes on half or more for a pattern, I write the student's name. Let me show you what I mean. For digraphs, there are five potential times that a word could have been spelled incorrectly. Eric made three mistakes on digraph words. That is more than half, so Eric will need a little extra help in that area. I now go over to my grouping mat, find the digraphs and blends section, and write Eric's name. As I look across the columns, I see that Eric did pretty well overall on his assessment. The only other area in which he will need some extra support is the skill of changing *y* to an *i*. That skill was assessed only one time on the test, and he answered incorrectly. Because it was one out of one, I want to make sure that he gets extra support in that area. I now find changing *y* to an *i* on my grouping mat. I see it listed all the way to the right under the special rules section, and I write Eric's name in that column.

OK, let's try it with another of my students, so that you can see another example. The next student on the list is Mark. I look across now and see what types of mistakes Mark made. Mark made four errors in the beginning sounds column. He made four out of five mistakes, so I think that Mark needs help in that area. I go to my grouping mat and write Mark's name under that section. Mark also made two mistakes out of two possible tries in the consonant blends area. With two out of two incorrect, I would say that Mark needs

extra support in that area. So I find consonant blends and write Mark's name. As I look across, the only other areas in which I think Mark will need extra support are *r*-controlled sounds and consonant doubling. I go back to my grouping mat and write Mark's name under those two areas. You can see how this unfolds.

I can do this for my entire class. I look at each student and see what type of mistakes he or she made on the spelling assessment. Then I go to my grouping mat and write the student's name in the appropriate area.

I will do one more as an example. Actually, I will do two more because as I look at my list, I see that my student Marco answered every question correctly on the assessment. Because he spelled every word correctly, Marco's name will not appear on this grouping mat as needing extra support.

I will do one more. This is a girl in my class named Allison, and as I look across the grouping mat, I see that Allison has areas in which she needs a little extra help. I see that Allison made four mistakes on beginning sounds and consonant blends. I put Allison's name under that column. Allison also made three mistakes out of five in the digraphs section, so I find digraphs on my grouping mat and write Allison's name there. Looking across, I see that Allison also made a mistake on changing *y* to an *i*. So, I write her name in both of those sections as well.

Hopefully, that gives you an idea of how I fill out my grouping mat. At this point, I will fill out the grouping mat for the rest of my class. For you to practice, fill out the grouping mat on your own. When you are done, fill out the grouping mat for the rest of your class.

To see an example of a completed grouping mat, look at my classroom's grouping mat, which can be found on our Web site in the "Podcast Spelling Handouts" folder.