



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

## Participant Handouts

### Grouping Students for Individualized Instruction—Grade 1



**Slide 5:** *Tejas LEE Grouping Tools—Match each tool to its definition. Use the descriptions on the screenshot of the Tejas LEE website to help you*

Tier 2 Criteria

Grouping Guide

Grouping Mats

Grouping Charts

Step by step instructions for grouping students

Table for creating reading groups

Recommended student scores for intervention

Cross reference of IAG activities to Tejas LEE tasks



**Slide 6:** *Why Group Students?*

**Think, Turn and Talk** with a partner about the following question:

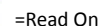
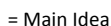
- Why is it important to group students?



**Slide 9:** *Calculating “Porcentaje de la clase NI”*

Using a calculator or your cellphone, calculate the “Porcentaje de la clase NI” for each of the following examples. Please round off your answer to the nearest whole percent:

1. 12 students NI, 23 students in the class \_\_\_\_%
2. 4 students NI, 17 students in the class \_\_\_\_%
3. 7 students NI, 22 students in the class \_\_\_\_%
4. 16 students NI, 21 students in the class \_\_\_\_%



Mark each statement as either TRUE or FALSE. If the statement is false, please correct the information.

- |  |      |       |
|--|------|-------|
| 1 The Automated Class Summary Sheets (ACSS) are included on a CD in every Tejas LEE kit.   | TRUE | FALSE |
| 2. The ACSS automatically determines the performance level and branching rules based on student performance.   | TRUE | FALSE |
| 3. If a new student enters your class between administrations, they should be listed on the same line of a student who withdrew when possible.               | TRUE | FALSE |
| 4. Data cannot be entered in the “Para imprimir” view.   | TRUE | FALSE |
| 5. At MOY and EOY, the ACSS will apply entry point rules for sections that should be skipped when a student was Desarrollado in the previous administration. | TRUE | FALSE |

Use your own Class Summary Sheet (or the sample Class Summary Sheet at the end of this packet) and the Grouping Chart (at the end of this packet) to practice grouping during this section.

[illegible]



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**Slides 63: Make the Tejas LEE Grouping Mat**

If you are making a Grouping Mat as part of your training, you will notice that 1.5 “Omisión del sonido inicial” is repeated on both pages. You may trim away one of these or overlay them so that they create a neat seam. Make your folder so that the crease does not prevent you from seeing the information on the Mat or marking any column.

**Slide 64: Implement**

**At this time,** work with either your own completed class Grouping Chart or the completed sample grouping chart that we provided to choose a specific instructional focus or two for each of your groups and some specific activities that can be done with each group. You may use the Tejas LEE Grouping Mat to help you pick activities for specific skills. Below is a sample of a completed Instruction Focus section on a Grouping Chart. You may do this activity in groups, as you will likely be targeting the same or similar skills as your neighbor.

	Enfoque de instrucción		Enfoque de instrucción
<b>LOW GROUP</b>	1. Conciencia fonológica identificar sonidos <b>FON-36, FON-37</b>	<b>MIDDLE HIGH GROUP</b>	1. Conciencia fonológica segmentación de sonidos <b>FON-43, FON-44</b>
	2. Conocimiento de los grafofonemas-identificar letras <b>GRA-5, GRA-10</b>		2. Comprensión de lectura-predicción <b>COM-18, COM-21</b>
<b>MIDDLE LOW GROUP</b>	1. Conciencia fonológica segmentación de sonidos <b>FON-43, FON-44</b>	<b>HIGH GROUP</b>	1. Conciencia fonológica omisión de sonidos <b>FON-46, FON-48</b>
	2. Conocimiento de los grafofonemas-sonidos de letras, palabras raíces <b>GRA-39, GRA 42</b>		2. Comprensión de lectura-monitorización y visualización <b>COM-22, COM-26</b>



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BOY \_\_\_\_ MOY \_\_\_\_ EOY \_\_\_\_

## Grade 1 Grouping Chart

	Conciencia fonológica			Conocimiento de los grafonemas		Exactitud	Fluidez	Comprensión	Final	Enfoque de instrucción
	Bien del sonido inicial y final	Unión y seg. de los sonidos	Omisión del sonido inicial y final	Reconocimiento de las palabras	Dictado					
BAJO										
MEDIO										
ALTO										
IAG	Continúe planeando con la Guía de actividades de intervención							Vocabulario	E escritura	
	Conocimiento de la letra impresa p. 3	Conciencia fonológica p. 9	Conocimiento de los grafonemas p. 33	Fluidez p. 87	Comprensión p. 97					

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tejas LEE

## Resumen de la clase - Primer grado

## Principio del año

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