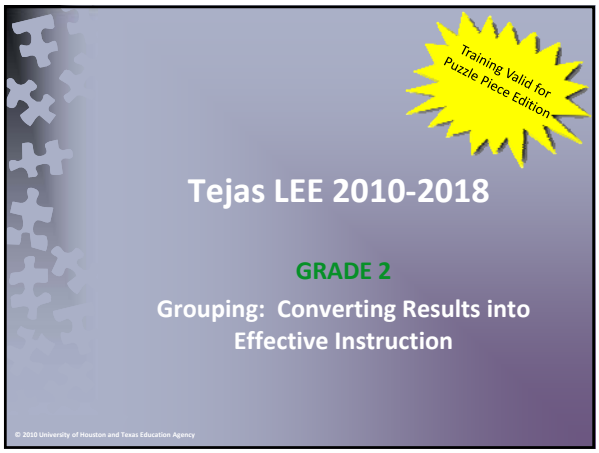

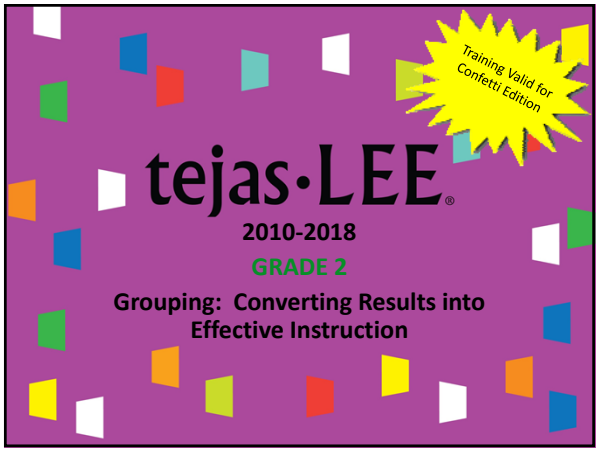

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Module Contents

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- Why Group Students?
- Class Summary Sheet Features
- Automated Class Summary Sheets
- Grouping for Individualized Instruction
- The Tejas LEE Grouping Charts
- The Tejas LEE Grouping Mats

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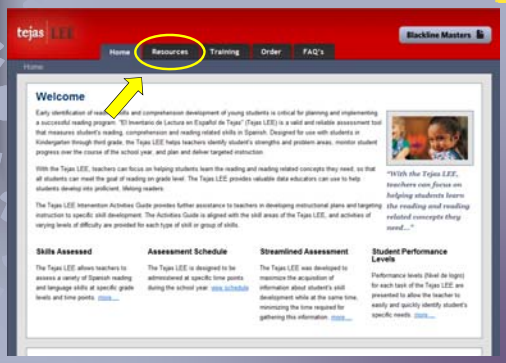
Tejas LEE Website

4



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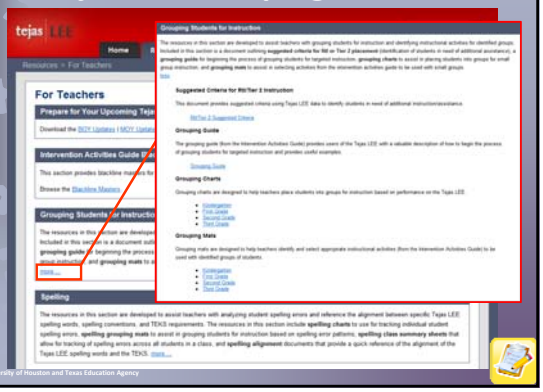
Tejas LEE Grouping Materials

5



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Why Group Students?

6

The Tejas LEE is intended to drive classroom instruction.

Grouping allows you to focus your instruction on those skills that each student or group of students need in order to read successfully.

Grouping allows you to make efficient use of instructional time.

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Class Summary Sheet

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Class Summary Sheet

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Conocimiento de los grafofonemas		Comprensión de lectura					
Sección 1		Sección 2					
Reconocimiento de las palabras		Exactitud de lectura			Fluidez de lectura		
D: 13-15 NE: 5-12 NI: 0-4		Cuento 1	Cuento 2	Nivel de logro global	Cuento 1	Cuento 2	Promedio
Puntaje	D/NE/NI	IND/INS/FRU	IND/INS/FRU	D/NI	(PLCPM)	(PLCPM)	

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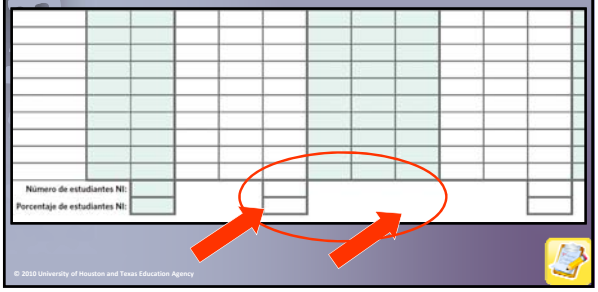
NI Number and Percentage

9

To calculate the Percentage of students NI:

Number of students NI / Total of students in your class x 100



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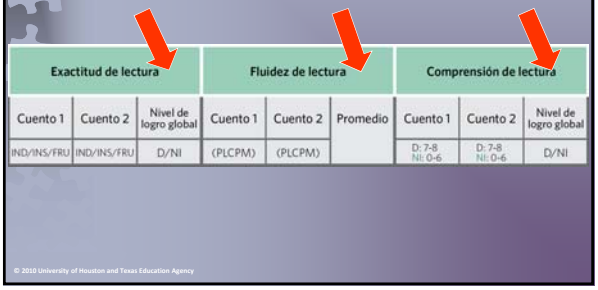
Reading Comprehension Information

10



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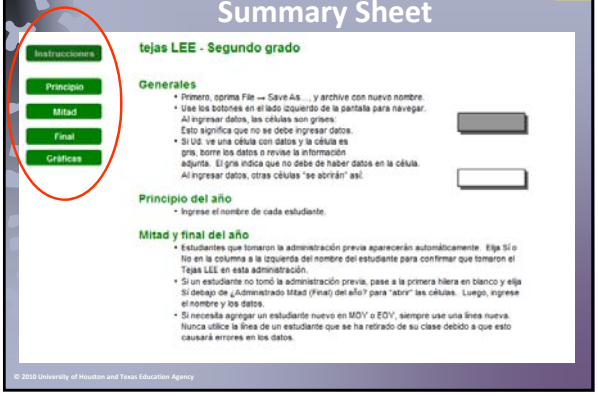
Features of the Automated Class Summary Sheet

11



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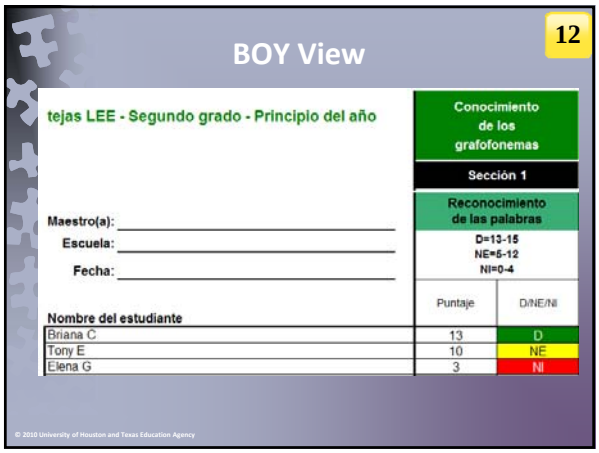
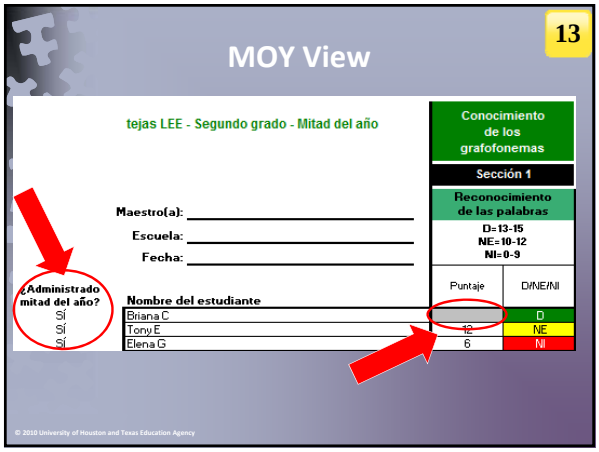
BOY View

12



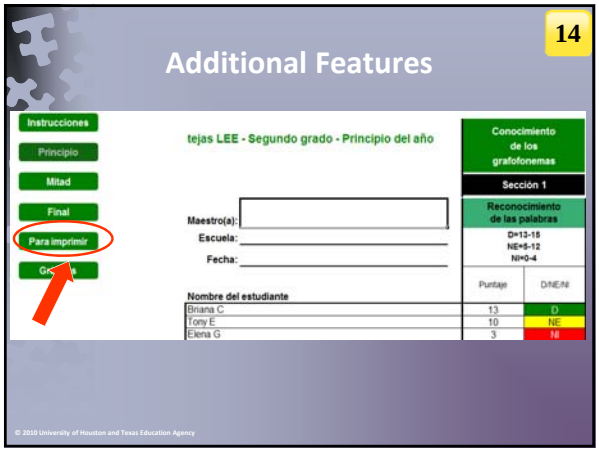
MOY View

13



Additional Features

14



Printable View

15

Para imprimir

Maestro(a): _____

Escuela: _____

Fecha: _____

Nombre del estudiante	grafofonemas				
	Sección 1				
	Reconocimiento de las palabras		Exactitud de lectura		
	D=13-15 NE=5-12 NI=0-4		D=IND o INS NI=FRU		
	Puntaje	D/NE/NI	Cuento 1 IND-INS-FRU	Cuento 2 IND-INS-FRU	Nivel de logro global (D/NI)
Briana C	13	D	INS	IND	D
Tony E	10	NE	INS	FRU	NI
Elena G	3	NI	FRU	FRU	NI

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Additional Features

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Comprensión de lectura								
Sección 2								
Exactitud de lectura			Fluidez de lectura			Comprensión de lectura		
D=IND o INS NI=FRU						D=7-8 NI=0-6		
Cuento 1 IND-INS-FRU	Cuento 2 IND-INS-FRU	Nivel de logro global (D/NI)	Cuento 1 (PLCPM)	Cuento 2 (PLCPM)	Promedio	Cuento 1	Cuento 2	Nivel de logro global (D/NI)
INS	IND	D	55	57	56	7	8	D
INS	FRU	NI	43		43	6		NI
FRU	FRU	NI						NI
IND	INS	D	107	84	96	7	8	D

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Branching Features

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Comprensión de lectura								
Sección 2								
Exactitud de lectura			Fluidez de lectura			Comprensión de lectura		
D=IND o INS NI=FRU						D=7-8 NI=0-6		
Cuento 1 IND-INS-FRU	Cuento 2 IND-INS-FRU	Nivel de logro global (D/NI)	Cuento 1 (PLCPM)	Cuento 2 (PLCPM)	Promedio	Cuento 1	Cuento 2	Nivel de logro global (D/NI)
INS	IND	D	55	57	56	7	8	D
INS	FRU	NI	43		43	6		NI
FRU		NI						NI
IND		D	107		96	7		D

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Graphing Features

Number of Students NI

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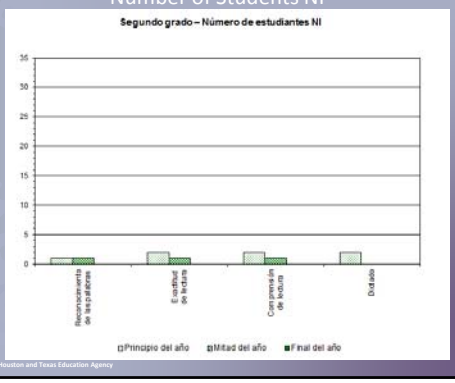

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Graphing Features

Percentage of Students NI

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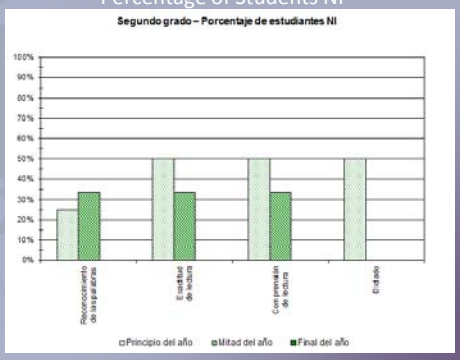

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Grouping: Converting Results into Effective Instruction

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- General Ability Grouping
- Skill Specific Grouping

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General Ability Grouping

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Using Tejas LEE Data to Group Students

The sections outlined below will assist you in grouping students using the Tejas LEE data.

- ☑ Prepare the Tejas LEE data for grouping.
- ☑ Follow the guidelines for differentiated instructional grouping.
- ☐ Plan Instruction based on needs.

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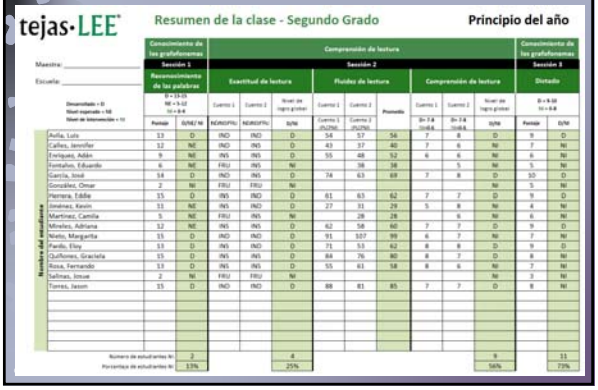
Sample Class Summary Sheet



tejas·LEE

Resumen de la clase - Segundo Grado

Principio del año

Maestra: _____

Escuela: _____

	Conocimiento de los grafofonemas		Comprensión de lectura									Conocimiento de los grafofonemas	
	Sesión 1		Sesión 2									Sesión 3	
	Reconocimiento de las palabras		Exactitud de lectura			Fluidez de lectura			Comprensión de lectura			Dictado	
	D = 15-15 NE = 9-12 N = 8-8		Cuento 1	Cuento 2	Nivel de logro global	Cuento 1	Cuento 2	Promedio	Cuento 1	Cuento 2	Nivel de logro global	D = 9-10 N = 8-8	
Nombre del estudiante	Puntaje	D/NE/ N	NÚMERO/FIN	NÚMERO/FIN	D/N	Cuento 1 (PLZ/N)	Cuento 2 (PLZ/N)		D= 7-8 N=4-6	D= 7-8 N=4-6	D/N	Puntaje	D/N
Avila, Luis	13	D	IND	IND	D	54	57	56	7	8	D	9	D
Calles, Jennifer	12	NE	IND	IND	D	43	37	40	7	6	NI	7	NI
Enriquez, Adán	9	NE	INS	INS	D	55	48	52	6	6	NI	6	NI
Fontalvo, Eduardo	6	NE	FRU	INS	NI		38	38		5	NI	5	NI
García, José	14	D	IND	INS	D	74	63	69	7	8	D	10	D
González, Omar	2	NI	FRU	FRU	NI						NI	5	NI
Herrera, Eddie	15	D	INS	IND	D	61	63	62	7	7	D	9	D
Jiménez, Kevin	11	NE	INS	IND	D	27	31	29	5	8	NI	4	NI
Martínez, Camila	5	NE	FRU	INS	NI		28	28		6	NI	6	NI
Mireles, Adriana	12	NE	INS	INS	D	62	58	60	7	7	D	9	D
Nieto, Margarita	15	D	IND	IND	D	91	107	99	6	7	NI	7	NI
Pardo, Eloy	13	D	INS	IND	D	71	53	62	8	8	D	9	D
Quiñones, Graciela	15	D	INS	INS	D	84	76	80	8	7	D	8	NI
Rosa, Fernando	13	D	INS	INS	D	55	61	58	8	6	NI	7	NI
Salinas, Josue	2	NI	FRU	FRU	NI						NI	3	NI
Torres, Jason	15	D	IND	IND	D	88	81	85	7	7	D	8	NI
Número de estudiantes N		2			4						9		11
Porcentaje de estudiantes N		13%			25%						56%		73%

Guidelines for differentiated instructional grouping

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1. Determine which skills should be taught whole group versus small group.

Recommendations:

Large Group: 67% or more NI

Small Group: 66% or less

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Sample Class Summary Sheet

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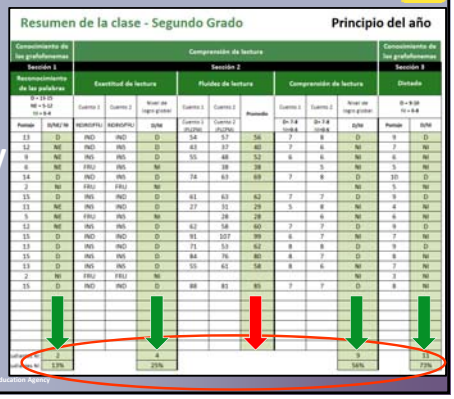

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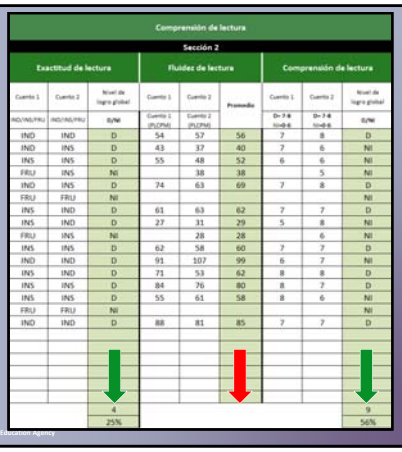

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Sample Class Summary Sheet

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Small vs. Whole Group Instruction

Whole 66% or more
Small less than 66%

Resumen de la clase - Segundo Grado — Principio del año

Conocimiento de los grafofonemas	Comprensión de lectura								Conocimiento de los grafofonemas
Sección 1	Sección 2								Sección 3
Reconocimiento de las palabras	Exactitud de lectura			Fluidez de lectura			Comprensión de lectura			Dictado
D = 13-15 NE = 5-12 NI = 0-4	Cuento 1	Cuento 2	Nivel de logro global	Cuento 1 (SLCPM)	Cuento 2 (SLCPM)	Promedio	Cuento 1	Cuento 2	Nivel de logro global	D = 9-10 NI = 0-8
Puntaje	D/NE/NI	RE/NS/FRU	RE/NS/FRU	D/NI			D = 7-8 NI = 0-6	D = 7-8 NI = 0-6	D/NI	Puntaje	D/NI
13	D	IND	IND	D	54	57	56	7	8	D	9	D
12	NE	IND	INS	D	63	57	60	7	6	NI	7	NI
9	NE	INS	INS	D	55	48	52	6	6	NI	6	NI
6	NE	FRU	INS	NI		38	38		5	NI	5	NI
14	D	IND	INS	D	74	63	69	7	8	D	10	D
2	NI	FRU	FRU	NI						NI	5	NI
15	D	INS	IND	D	61	63	62	7	7	D	9	D
11	NE	INS	IND	D	27	31	29	5	8	NI	4	NI
5	NE	FRU	INS	NI		28	28		6	NI	6	NI
12	NE	INS	INS	D	62	58	60	7	7	D	9	D
15	D	IND	IND	D	91	107	99	6	7	NI	7	NI
13	D	INS	IND	D	71	53	62	8	8	D	9	D
15	D	INS	INS	D	84	76	80	8	7	D	8	NI
13	D	INS	INS	D	55	61	58	8	6	NI	7	NI
2	NI	FRU	FRU	NI						NI	3	NI
15	D	IND	IND	D	88	81	85	7	7	D	8	NI
	2		4						9		11	
	13%		25%						56%		73%	

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Sample Class Summary Sheet

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Maestra: _____

Escuela: _____

Desarrollado = D
Nivel esperado = NE
Nivel de intervención = NI

Nombre del estudiante	Conocimiento de los grafofonemas — Sección 1 — Reconocimiento de las palabras (D = 13-15, NE = 5-12, NI = 0-4)	
	Puntaje	D/NE/NI
Avila, Luis	13	D
Calles, Jennifer	12	NE
Enriquez, Adán	9	NE
Fontalvo, Eduardo	6	NE
García, José		D
González, Omar	2	NI
Herrera, Eddie	15	D
Jiménez, Kevin	11	NE
Martinez, Camila	5	NE
Mireles, Adriana	12	NE
Nieto, Margarita	15	D
Pardo, Eloy	13	D
Quiñones, Graciela	15	D
Rosa, Fernando		D
Salinas, Josue	2	NI
Torres, Jason	15	D

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Tejas LEE Grouping Chart

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G2	Conocimiento de los grafofonemas: Reconocimiento de las palabras / Dictado	Exactitud	Fluidez	Comprensión	Final	Enfoque de instrucción
ALTO						
MEDIO						
BAJO						

Continúe planeando con la Guía de actividades de intervención

DAS	Conocimiento de la letra impresa	Conciencia fonológica	Conocimiento de los grafofonemas	Fluidez	Comprensión	Vocabulario	Escritura
	p. 3	p. 9	p. 33	p. 87	p. 97	p. 139	p. 165

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Guidelines for differentiated instructional grouping

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2. Group student names into the High and Low categories for each skill (do not fill in the Final or Enfoque de instrucción columns). Using the *Resumen de la clase*, identify students who score as High or Low on each skill. Place their names into the appropriate box. All other names should be placed in the Middle group (this group will eventually be broken into Middle High and Middle Low).

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The Low Group

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G2	Conocimiento de Reconocimiento de las palabras
BAJO	Omar (2) Josue (2) Camila (5) Eduardo (6)

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The High Group

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ALTO	Luis (13) Eloy (13) Fernando (13) José (14) Eddie (15) Margarita (15) Graciela (15) Jason (15)

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The Middle Group

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MEDIO

Adán (9)

Kevin (11)
Jennifer (12)
Adriana (12)

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Sample Class Summary Sheet

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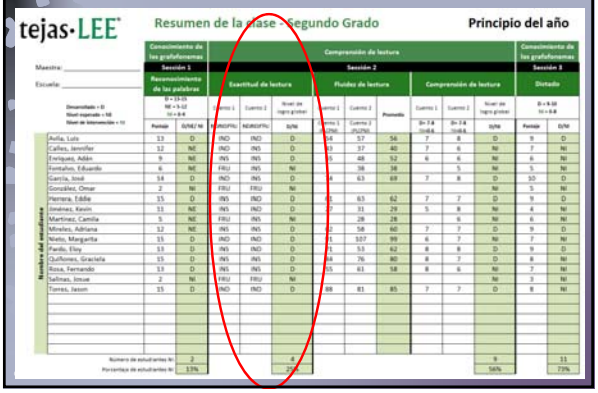

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Resumen de la clase - Segundo Grado

Principio del año

Maestra: _____

Escuela: _____

	Conocimiento de los grafofonemas		Comprensión de lectura									Conocimiento de los grafofonemas	
	Sesión 1		Sesión 2									Sesión 3	
	Reconocimiento de las palabras		Exactitud de lectura			Fluidez de lectura			Comprensión de lectura			Dictado	
	D = 13-15 NE = 5-12 NI = 0-4		Cuerno 1	Cuerno 2	Nivel de logro global	Cuerno 1	Cuerno 2	Promedio	Cuerno 1	Cuerno 2	Nivel de logro global	D = 9-10 NI = 0-8	
Nombre del estudiante	Puntaje	D/NE/ NI	FRU/FRU	NE/NE/FRU	D/NI	Cuerno 1 (PLZ/NI)	Cuerno 2 (PLZ/NI)		D= 7-8 NI=0-6	D= 7-8 NI=0-6	D/NI	Puntaje	D/NI
Avila, Luis	13	D	IND	IND	D	54	57	56	7	8	D	9	D
Calles, Jennifer	12	NE	IND	INS	D	33	37	40	7	6	NI	7	NI
Enriquez, Adán	9	NE	INS	INS	D	35	48	52	6	6	NI	6	NI
Fontalvo, Eduardo	6	NE	FRU	INS	NI	[illegible]	38	38		5	NI	5	NI
García, José	14	D	IND	INS	D	54	63	69	7	8	D	10	D
González, Omar	2	NI	FRU	FRU	NI						NI	5	NI
Herrera, Eddie	15	D	INS	IND	D	61	63	62	7	7	D	9	D
Jiménez, Kevin	11	NE	INS	IND	D	27	31	29	5	8	NI	4	NI
Martínez, Camila	5	NE	FRU	INS	NI		28	28		6	NI	6	NI
Mireles, Adriana	12	NE	INS	INS	D	62	58	60	7	7	D	9	D
Nieto, Margarita	15	D	IND	IND	D	91	107	99	6	7	NI	7	NI
Pardo, Eloy	13	D	INS	IND	D	71	53	62	8	8	D	9	D
Quiñones, Graciela	15	D	INS	INS	D	84	76	80	8	7	D	8	NI
Rosa, Fernando	13	D	INS	INS	D	55	61	58	8	6	NI	7	NI
Salinas, Josue	2	NI	FRU	FRU	NI						NI	3	NI
Torres, Jason	15	D	IND	IND	D	88	81	85	7	7	D	8	NI
Número de estudiantes N:		2			4						9		11
Porcentaje de estudiantes N:		13%			25%						56%		73%

35

G2	Conocimiento de los grafofonemas: Reconocimiento de las palabras	Dictado	Exactitud	Fluidez	Comprensión	Final	Enfoque de instrucción
BAJO	Omar (2) Josue (2) Camila (5) Eduardo (6)		FRU/FRU Omar Josue FRU/INS Eduardo Camila				
MEDIO	Adán (9) Kevin (11) Jennifer (12) Adriana (12)		INS/INS Adán Adriana Graciela Fernando INS/IND Jennifer José Eddie Kevin Eloy				
ALTO	Luis (13) Eloy (13) Fernando (13) José (14) Eddie (15) Margarita (15) Graciela (15) Jason (15)		IND/IND Luis Margarita Jason				

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Helpful Hints

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- When making grouping decisions, look at the raw (numerical) score as well as the performance level.
- It is often helpful to record the student accuracy score and the actual fluency score to assist with grouping and instruction.

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Your Turn

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- Complete the Grouping Chart, all the way across up to and including the Comprehension column.
- DO NOT yet complete the
- Spelling, Final, or Instructional Focus columns.

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Sample Class Summary Sheet

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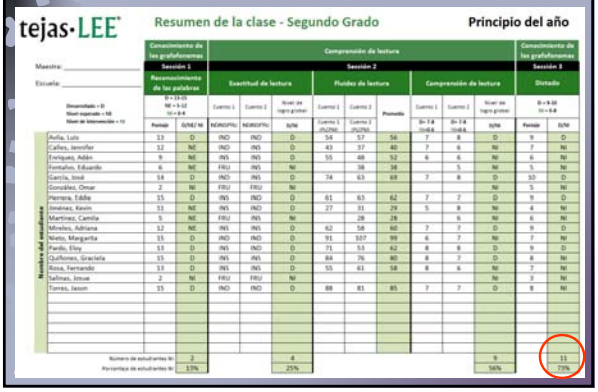


tejas·LEE

Resumen de la clase - Segundo Grado

Principio del año

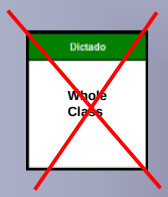
Maestra: _____

Escuela: _____

	Conocimiento de los grafofonemas		Comprensión de lectura									Conocimiento de los grafofonemas	
	Sesión 1		Sesión 2									Sesión 3	
	Reconocimiento de las palabras		Exactitud de lectura			Fluidez de lectura			Comprensión de lectura			Dictado	
	D = 15-15 NE = 5-12 NI = 0-4		Cuento 1	Cuento 2	Nivel de logro global	Cuento 1	Cuento 2	Promedio	Cuento 1	Cuento 2	Nivel de logro global	D = 9-10 NI = 0-8	
Nombre del estudiante	Puntaje	D/NE/NI	NÚMERO/FRU	NÚMERO/FRU	D/NI	Cuento 1 (PLZ/PM)	Cuento 2 (PLZ/PM)		D= 7-8 (1)=8-4	D= 7-8 (1)=8-4	D/NI	Puntaje	D/NI
Avila, Luis	13	D	IND	IND	D	54	57	56	7	8	D	9	D
Calles, Jennifer	12	NE	IND	IND	D	43	37	40	7	6	NI	7	NI
Enriquez, Adán	9	NE	INS	INS	D	55	48	52	6	6	NI	6	NI
Fontalvo, Eduardo	6	NE	FRU	INS	NI		38	38		5	NI	5	NI
García, José	14	D	IND	INS	D	74	63	69	7	8	D	10	D
González, Omar	2	NI	FRU	FRU	NI						NI	5	NI
Herrera, Eddie	15	D	INS	IND	D	61	63	62	7	7	D	9	D
Jiménez, Kevin	11	NE	INS	IND	D	27	31	29	5	8	NI	4	NI
Martínez, Camila	5	NE	FRU	INS	NI		28	28		6	NI	6	NI
Mireles, Adriana	12	NE	INS	INS	D	62	58	60	7	7	D	9	D
Nieto, Margarita	15	D	IND	IND	D	91	107	99	6	7	NI	7	NI
Pardo, Eloy	13	D	INS	IND	D	71	53	62	8	8	D	9	D
Quiñones, Graciela	15	D	INS	INS	D	84	76	80	8	7	D	8	NI
Rosa, Fernando	13	D	INS	INS	D	55	61	58	8	6	NI	7	NI
Salinas, Josue	2	NI	FRU	FRU	NI						NI	3	NI
Torres, Jason	15	D	IND	IND	D	88	81	85	7	7	D	8	NI
Número de estudiantes N	2				4						9		11
Porcentaje de estudiantes N	13%				25%						56%		73%

Grouping for Spelling

39



Dictado
Josue (3) Kevin (4) Eduardo (5) Omar (5)
Adán (6) Camila (6) Jennifer (7) Margarita (7) Fernando (7) Graciela (8) Jason (8)
Luis (9) Eddie (9) Adriana (9) Eloy (9) Jose (10)

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Final BOY Skill Grouping

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G2	Conocimiento de las grafofonemas: Reconocimiento de las palabras	Dictado	Exactitud	Fluidez	Comprensión	Final	Enfoque de instrucción
BAJO	Omar (2) Josue (2) Camila (5) Eduardo (6)	Josue (3) Kevin (4) Eduardo (5) Omar (5)	FRU/FRU Omar Josue FRU/INS Eduardo Camila	N/A Omar Josue One story Camila (28) Eduardo (38)	N/A Omar Josue One story Eduardo –/5 Camila –/6		
MEDIO	Adán (9) Kevin (11) Jennifer (12) Adriana (12)	Adán (6) Camila (6) Jennifer (7) Margarita (7) Fernando (7) Graciela (8) Jason (8)	INS/INS Adán Adriana Graciela Fernando INS/IND Jennifer José Eddie Kevin Eloy	Two stories Kevin (29) Jennifer (40) Adán (52) Luis (56) Fernando (58) Adriana (60) Eloy (62) Eddie (62) José (69)	NI/NI Adán 6/6 NI/D Kevin 5/8 Margarita 6/7 Jennifer 7/6 Fernando 8/6		
ALTO	Luis (13) Eloy (13) Fernando (13) José (14) Eddie (15) Margarita (15) Graciela (15) Jason (15)	Luis (9) Eddie (9) Adriana (9) Eloy (9) José (10)	IND/IND Luis Margarita Jason	Graciela (80) Jason (85) Margarita (99)	D/D Eddie 7/7 Adriana 7/7 Jason 7/7 Luis 7/8 José 7/8 Graciela 8/7 Eloy 8/8		

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Guidelines for differentiated instructional grouping

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3. Identify students who consistently fall into the Low group across skills. These students' names should be placed in the Final column for the Low group. Define the instructional needs for this group and write them in the ***Enfoque de instrucción*** column.

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Guidelines for differentiated instructional grouping

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4. Identify students who consistently fall into the High group across skills. These students' names should be placed in the Final column for the High group. Define the instructional needs for this group and write these in the *Enfoque de instrucción* column.

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Guidelines for differentiated instructional grouping

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5. Begin to separate students in the Middle group by those who fall into the Middle group across most skills and the Low group on some; and those who fall into the Middle group across most skills and the High group on some skills. These two groups most likely will be the base for your Middle Low and Middle High groups. List the names of these students in the Middle Low or Middle High Final columns. Determine the instructional needs of the Middle Low and Middle High groups and write them in the *Enfoque de instrucción* column.

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Guidelines for differentiated instructional grouping

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6. Some students will not follow the specific patterns discussed above and at this step, you might have some students who have yet to be placed into a Final group. To place these students, examine the instructional focus of your groups and place students into the group their skill levels are most closely aligned with and where the instructional focus will be most beneficial to the student.

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Guidelines for differentiated instructional grouping

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7. Once all of students have been placed into Final groups, re-examine your grouping and instructional goals to ensure all student needs are being addressed. You may need to regroup a few students at this stage.

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Final BOY Ability Grouping

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GJ	Conocimiento de las grafofonemas: Reconocimiento de las palabras	Conocimiento de las grafofonemas: Dictado	Exactitud	Fluidez	Comprensión	Final	Enfoque de instrucción
BAJO	Omar (2) Josue (2) Camila (5) Adán (6)	Josue (3) Margarita (4) Eduardo (5) Omar (5)	FRU/FRU Omar Josue FRU/INS Eduardo Camila	N/A Omar Josue One story Camila (28) Eduardo (38)	N/A Omar Josue One story Eduardo –/5 Camila –/6		
MEDIO	Eduardo (9) Kevin (11) Jennifer (12) Adriana (12)	Camila (6) Jason (6) Jennifer (7) Kevin (7) Fernando (7) Adán (8) Graciela (8)	INS/INS Adán Eddie Eloy Fernando INS/IND Jennifer José Kevin Adriana Graciela	Two stories Kevin (29) Jennifer (40) Eddie (52) Luis (56) Eloy (58) Adriana (60) Adán (62) Fernando (62) José (69)	NI/NI Adán 6/6 NI/D Kevin 5/8 Margarita 6/7 Jennifer 7/6 Fernando 8/6		
ALTO	Luis (13) Eloy (13) Fernando (13) José (14) Margarita (15) Graciela (15) Eddie (15) Jason (15)	Luis (9) Eddie (9) Adriana (9) Eloy (9) José (10)	IND/IND Luis Margarita Jason	Graciela (80) Jason (85) Margarita (99)	D/D Eddie 7/7 Adriana 7/7 Jason 7/7 Luis 7/8 José 7/8 Graciela 8/7 Eloy 8/8		

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Group Activity

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Final BOY Ability Grouping

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	Middle	High
Low	Omar Josue Eduardo Camila	Adriana Margarita Graciela Jason
Middle Low	Adán Kevin Jennifer Fernando	Luis José Eddie Eloy

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Using Tejas LEE Data to Group Students

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The sections outlined below will assist you in grouping students using the Tejas LEE data.

- ☑ Prepare the Tejas LEE data for grouping.
- ☑ Follow the guidelines for differentiated instructional grouping.
- ☑ Plan Instruction based on needs.

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Possible Intervention Activities

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	Middle	High
Low	**PA-Blending phonemes** FON-41 **GK-Decoding/ Sight Words** GRA-29 GRA-38 FLU-4	**GK—Spelling—Sounds with more than 1 spelling** GRA-59 GRA-64 **COM-Visualizing** COM-22 COM-24
Middle Low	**GK-Beginning Spelling (syllables)** GRA-33 GRA-37 **FLU-Chunking/ Rereading** FLU-5 FLU-8	**FLU-Chunking Text Rdg. w/Expression** FLU-15 FLU-16 **COM-Monitoring** COM-27 COM-35

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Skill Specific Grouping

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Tejas LEE Grouping Mats

Purpose

- The Tejas LEE Grouping Mats allow teachers to quickly identify appropriate activities for their small group or whole class intervention for every skill assessed on the Tejas LEE.
- Grouping Mats have room to list students needing help on each skill and allow teachers to check off the activities they use with their students.

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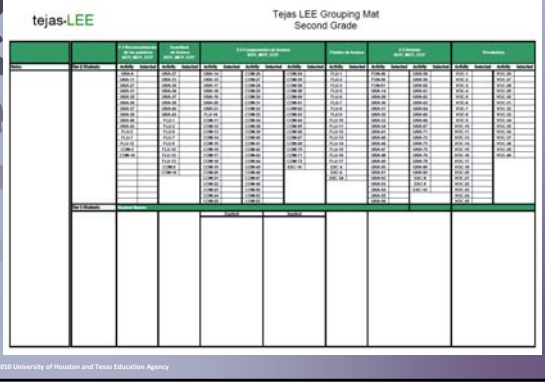
Grouping Mat Grade 2



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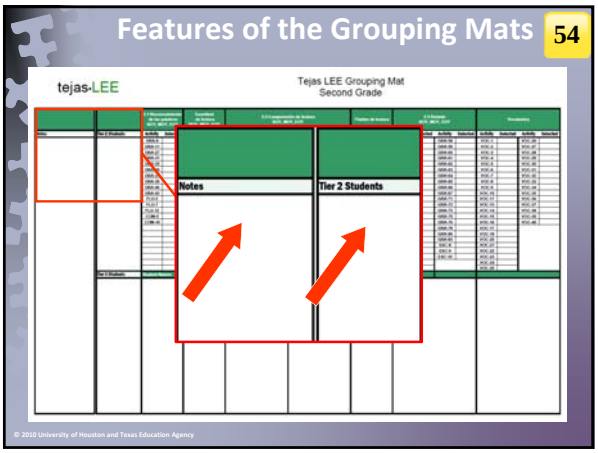
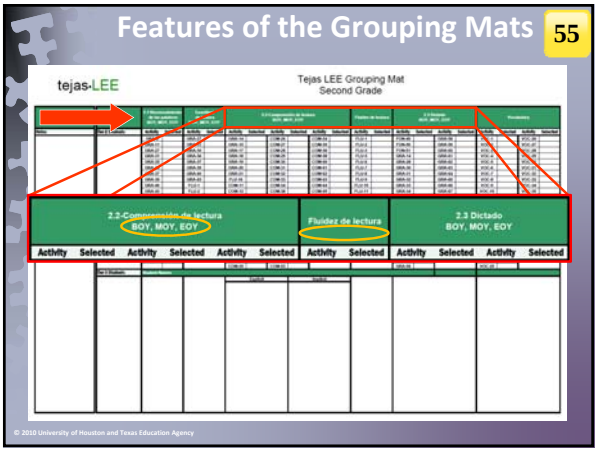
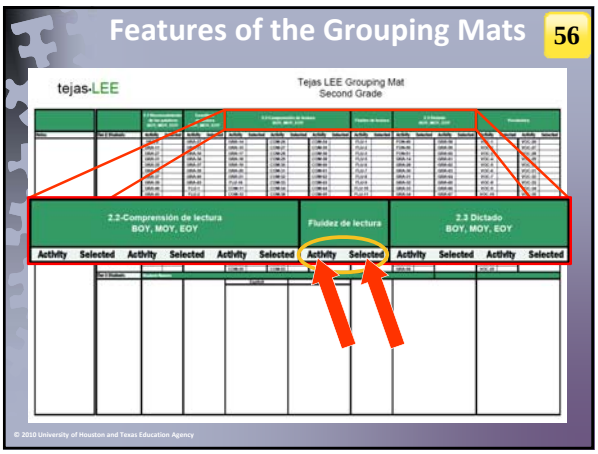
Features of the Grouping Mats 54



Features of the Grouping Mats 55

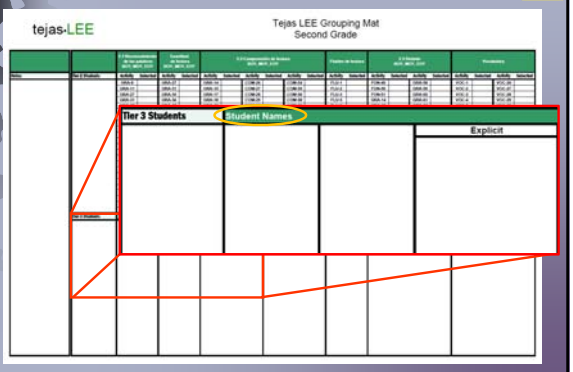


Features of the Grouping Mats 56



Features of the Grouping Mats

57



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Using the Grouping Mats

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Step 1:

Prepare the data on your class summary sheet.

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Step 2:

Focus on a specific skill

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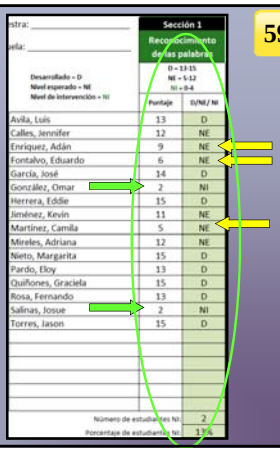

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Step 3:

Enter all NI student names under the appropriate column.

2.1-Reconocimiento de las palabras BOY, MOY, EOY	
Activity	**Selected**
GRA-8	
GRA-11	
GRA-27	
GRA-31	
GRA-35	
GRA-36	
GRA-37	
GRA-39	
GRA-40	
GRA-43	
FLU-2	
FLU-7	
FLU-12	
COM-5	
COM-16	
Student Names	
Omar	
Josue	
Adán	
Eduardo	
Camila	

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Step 4:

Pick one or more activities.

2.1-Reconocimiento de las palabras BOY, MOY, EOY	
Activity	**Selected**
GRA-8	
GRA-11	
GRA-27	✓
GRA-31	
GRA-35	
GRA-36	✓
GRA-37	
GRA-39	
GRA-40	✓
GRA-43	
FLU-2	
FLU-7	
FLU-12	
COM-5	
COM-16	

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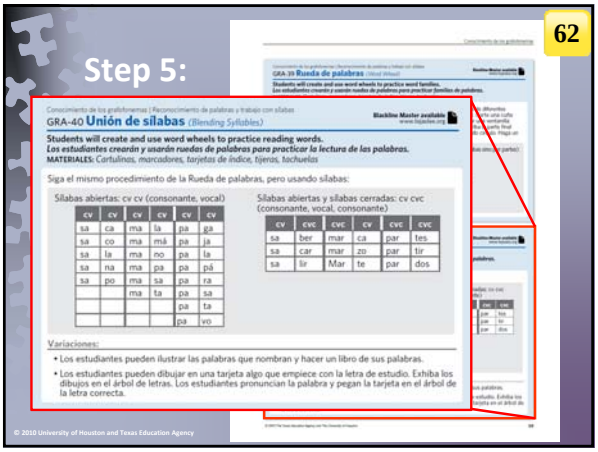
Step 5:



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OPTIONAL

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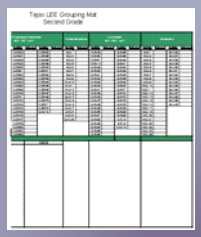
Make your own grouping mat.



Materials needed:

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Step 6: Implement

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Questions & Answers

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If you have any further questions:

- contact the Tejas LEE team at **tejaslee.info@times.uh.edu**
- check for an answer online at **www.tejaslee.org**

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