



= Main Idea



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## Participant Handouts

### Grouping Students for Individualized Instruction—Grade 2



**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 \_\_\_\_%



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### Slides 11-19: Using the Automated Class Summary Sheets



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

### Slides 20-50: General Ability Grouping



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.

Resumen de la clase - Segundo Grado									
Conocimiento de los grafismos		Comprensión de lectura						Conocimiento de los grafismos	
Sección 1		Sección 2						Sección 3	
Reconocimiento de las palabras		Exactitud de lectura		Fluidez de lectura		Comprensión de lectura		Dictado	
D=13-15 NI=16-18 IN=19-21		Cuadro 1	Cuadro 2	Nivel de logro global	Cuadro 1	Cuadro 2	Promedio	Cuadro 1	Cuadro 2
Puntaje		S/N	NI	IN	S/N	NI	IN	S/N	NI
Avila, Luis		13	D	IND	IND	D	54	57	56
Calle, Jennifer		12	NE	IND	INS	D	43	57	40
Enriquez, Adán		6	NE	INS	INS	D	81	63	62
Fontalvo, Eduardo		9	NE	FRU	INS	NI	38	38	38
García, José		14	D	IND	INS	D	74	63	69
González, Omar		3	NI	FRU	FRU	NI			
Hernera, Eddie		15	D	INS	INS	D	55	48	52
Jiménez, Kevin		11	NE	INS	IND	D	27	31	29
Martínez, Camila		5	NE	FRU	INS	NI	28	28	28
Méndez, Adriana		12	NE	INS	IND	D	62	58	60
Nieto, Margarita		15	D	IND	IND	D	91	107	99
Pardo, Eloy		13	D	INS	INS	D	55	61	58
Quintero, Graciela		15	D	INS	IND	D	84	76	80
Rosa, Fernando		13	D	INS	INS	D	71	53	62
Salinas, José		2	NI	FRU	FRU	NI			
Torres, Jason		15	D	IND	IND	D	88	81	85
Número de estudiantes NI		2		4		9		56%	
Porcentaje de estudiantes NI		13%		25%					

Grade 2 Grouping Chart					
Conocimiento de los grafismos					
Gr	Reconocimiento de las palabras	Dictado	Exactitud	Fluidez	Comprensión
ALTO					
MEJOR					
BAJO					
Continúa llenando con la Guía de actividades de intervención					
Gr	Conocimiento de la letra impresa	Conciencia fonológica	Conocimiento de los grafismos	Fluidez	Comprensión
	p. 3	p. 9	p. 33	p. 87	p. 97
					p. 139



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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 the second activity column under 2.2 “Comprensión de lectura” 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
LOW GROUP	1. Conocimiento de los graphophonemas-reconocimiento de palabras <b>GRA-35, GRA-38</b>	MIDDLE HIGH GROUP	2. Conocimiento de los grafonemas-ortografía <b>GRA-51, GRA-70</b>
	2. Conocimiento de los grafonemas-ortografía <b>GRA-37, GRA-67</b>		2. Exactitud y Fluidez de lectura <b>FLU-6, FLU-7</b>
MIDDLE LOW GROUP	1. Conocimiento de los graphophonemas-reconocimiento de palabras <b>GRA-36, FLU-5</b>	HIGH GROUP	1. Fluidez de lectura-prosodia <b>FON-14, FON-15</b>
	2. Conocimiento de los grafonemas-ortografía <b>GRA-45, GRA-54</b>		2. Comprensión de lectura-monitorización y visualización <b>COM-24, COM-40</b>

## Grade 2 Grouping Chart



GZ			
<b>ALTO</b>	<b>Reconocimiento de las palabras</b>	<b>Conocimiento de los grafófonemas</b>	
		<b>Dictado</b>	
	<b>Exactitud</b>		
	<b>Fluidez</b>		
	<b>Comprensión</b>		
	<b>Final</b>		
<b>MEDIO</b>			
<b>BAJO</b>			

Continúe planeando con la Guía de actividades de intervención					
Conocimiento de la letra impresa	Conciencia fonológica	Conocimiento de los grafonemas	Fluidez	Comprensión	Vocabulario
p. 3	p. 9	p. 33	p. 87	p. 97	p. 139



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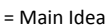
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## Principio del año

[illegible]