

**Tejas LEE 2010-2014**

**Grouping: Converting Results into Effective Instruction**

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**Module Contents**

- 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

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tejas LEE

Home Resources Training Order FAQ's Blackline Masters

Get Your Third Grade, MPLP, & MPLP BOY Materials

Grade 3 MPLP MPLP BOY Materials

**Welcome**

Early identification of reading skills and comprehension development of young students is critical for planning and implementing a successful reading program. "El Inventario de Lectura en Español de Tejas" (Tejas LEE) is a valid and reliable assessment tool that measures student's reading, comprehension and reading related skills in Spanish. Designed for use with students in Kindergarten through third grade, the Tejas LEE helps teachers identify student's strengths and problem areas, monitor student progress over the course of the school year, and plan and deliver targeted instruction.

With the Tejas LEE, teachers can focus on helping students learn the reading and reading-related concepts they need, so that all students can meet the goal of reading on grade level. The Tejas LEE provides valuable data educators can use to help students develop into confident, lifelong readers.

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## Tejas LEE Grouping Mats

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Home Resources Training Order FAQ's Blackline Masters

For Teachers

Third Grade, MPLP, & MPLP BOY Materials

Grade 3 MPLP MPLP BOY Materials

Intervention Activities Guide

This section provides Blackline Masters

Changes to the new version of

There are several new components to the new version of the Tejas LEE. The new version of the Tejas LEE was released in 2010. The new version includes the following changes:

**Grouping Students for Instruction**

The resources in this section are developed to assist teachers with grouping students for instruction and identifying instructional activities for identified groups. Included in this section is a document outlining suggested criteria for Tier 1 placement (identification of students in need of additional assistance), a grouping guide for beginning the process of grouping students for targeted instruction, grouping charts to assist in placing students into groups for small group instruction, and grouping mats to assist in selecting activities from the intervention activities guide to be used with small groups.

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## Think-Turn-Talk Why Group Students?

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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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## Reading Comprehension Information 10

**Comprensión de lectura**

**Sección 8**

Exactitud de lectura			Fluidez de lectura			Comprensión de lectura		
Cuento 1	Cuento 2	Nivel de logro global	Cuento 1	Cuento 2	Promedio	Cuento 1	Cuento 2	Nivel de logro global
IND/INS/FRU	IND/INS/FRU	D/NI	(PLCPM)	(PLCPM)		D: 4-5 NI: 0-3	D: 4-5 NI: 0-3	D/NI

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## Features of the Automated Class Summary Sheet 11

**Instrucciones**

**Principio**

**Mitad**

**Final**

**Gráficas**

**tejas LEE - Primer grado**

**Generales**

- Primero, oprima File → Save As..., y archive con nuevo nombre.
- Use los botones en el lado izquierdo de la pantalla para navegar.
- Al ingresar datos, las células son grises. Esto significa que no se debe ingresar datos.
- Si Ud. ve una célula con datos y la célula es gris, borre los datos o revise la información adjunta. El gris indica que no debe de haber datos en la célula.
- Al ingresar datos, otras células "se abrirán" así:

**Principio del año**

- Ingrese el nombre de cada estudiante.

**Mitad y final del año**

- Estudiantes que tomaron la administración previa aparecerán automáticamente. Elija Si o No en la columna a la izquierda del nombre del estudiante para confirmar que tomaron el Tejas LEE en esta administración.
- Si un estudiante no tomó la administración previa, pase a la primera hilera en blanco y elija Si debajo de ¿Administrado Mitad (Final) del año? para "abrir" las células. Luego, ingrese el nombre y los datos.
- Si necesita agregar un estudiante nuevo en MOY o EOY, siempre use una línea nueva. Nunca utilice la línea de un estudiante que se ha retirado de su clase debido a que esto causará errores en los datos.

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## BOY View 12

**tejas LEE - Primer grado - Principio del año**

**Conciencia fonológica**

Secciones 1 y 2		Secciones 3 y 4		Secciones 5 y 6	
Identificación del sonido inicial y final		Unión y segmentación de los sonidos		Omisión del sonido inicial y final	
D=14-16 NI=0-13		D=14-16 NE=9-13 NI=0-8		D=9-10 NE=0-8	
Puntaje	D/NI	Puntaje	D/NE/NI	Puntaje	D/NE
Ayala, Alberto	14 D	14 D	8 NE	8 NE	
Beltran, Betty	10 NE	7 NI			
Cabrera, Celia	16 D	15 D	10 D		

**Nombre del estudiante**

Maestro(a): Ms. Fresas

Escuela: Frutas Elementary

Fecha: 9/7/2010

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## Additional Features

Comprensión de la lectura							
Sección 8							
Exactitud de lectura			Fluidez de lectura			Comprensión de lectura	
D=IND o INS NI=FRU						D=4-5 NI=0-3	
Cuento 1	Cuento 2	Nivel de logro global	Cuento 1	Cuento 2	Promedio	Cuento 1	Cuento 2
IND-INS-FRU	IND-INS-FRU	D/NI	(PLCPM)	(PLCPM)		Puntaje	Puntaje
IND	INS	D	35	31	33	5	4
INS	FRU	NI	23		23	3	NI

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## Branching Features

Conciencia fonológica						Conocimiento de los grafones	
Secciones 1 y 2		Secciones 3 y 4		Secciones 5 y 6		Sección 7	
Identificación del sonido inicial y final		Unión y segmentación de los sonidos		Omisión del sonido inicial y final		Reconocimiento de las palabras	
D=14-16 NI=0-13		D=14-16 NE=9-13 NI=0-8		D=9-10 NE=0-8		D=13-15 NE=5-12 NI=0-4	
Puntaje	D/NI	Puntaje	D/NE/NI	Puntaje	D/NE	Puntaje	D/NE/NI
14	D	8	NI		NE		

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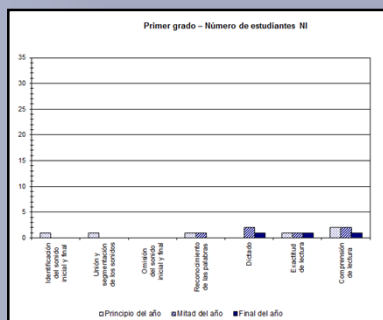
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## Graphing Features

Number of Students NI



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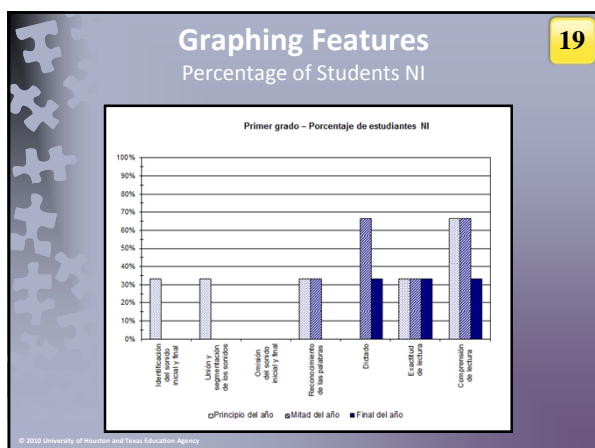
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### Grouping: Converting Results into Effective Instruction

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- General Ability Grouping
- Skill Specific Grouping

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### General Ability Grouping

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# Sample Class Summary Sheet

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## tejas LEE Resumen de la clase - Primer grado Principio del año

Nombre (N)	Comunicación Escrita										Comprensión de la lectura									
	Sección 1.2					Sección 3.4					Sección 5					Sección 8				
Sección (N)	Identificación del contenido de los textos					Identificación del contenido de los textos					Identificación del contenido de los textos					Identificación del contenido de los textos				
	Sección 1.2					Sección 3.4					Sección 5					Sección 8				
Sección (N)	Identificación del contenido de los textos					Identificación del contenido de los textos					Identificación del contenido de los textos					Identificación del contenido de los textos				
	Sección 1.2					Sección 3.4					Sección 5					Sección 8				
Sección (N)	Identificación del contenido de los textos					Identificación del contenido de los textos					Identificación del contenido de los textos					Identificación del contenido de los textos				
	Sección 1.2					Sección 3.4					Sección 5					Sección 8				
Sección (N)	Identificación del contenido de los textos					Identificación del contenido de los textos					Identificación del contenido de los textos					Identificación del contenido de los textos				
	Sección 1.2					Sección 3.4					Sección 5					Sección 8				
Sección (N)	Identificación del contenido de los textos					Identificación del contenido de los textos					Identificación del contenido de los textos					Identificación del contenido de los textos				
	Sección 1.2					Sección 3.4					Sección 5					Sección 8				
Sección (N)	Identificación del contenido de los textos					Identificación del contenido de los textos					Identificación del contenido de los textos					Identificación del contenido de los textos				
	Sección 1.2					Sección 3.4					Sección 5					Sección 8				
Sección (N)	Identificación del contenido de los textos					Identificación del contenido de los textos					Identificación del contenido de los textos					Identificación del contenido de los textos				
	Sección 1.2					Sección 3.4					Sección 5					Sección 8				
Sección (N)	Identificación del contenido de los textos					Identificación del contenido de los textos					Identificación del contenido de los textos					Identificación del contenido de los textos				

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# 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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### The Low Group

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<b>BAJO</b>	<b>Con</b>
	<b>Iden. del sonido inicial y final</b>
	<b>Luis</b> <b>Omar</b> <b>Eddie</b> <b>Fernando</b> <b>Josue</b>

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### The High Group

32

<b>ALTO</b>	<b>Jennifer</b> <b>José</b> <b>Kevin</b> <b>Adriana</b> <b>Margarita</b> <b>Eloy</b> <b>Jason</b>
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### The Middle Group

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<b>MEDIO</b>	<b>Adán</b> <b>Eduardo</b> <b>Camila</b> <b>Graciela</b>
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# Sample Class Summary Sheet

## 34

tejas **LEE**

Máximo (a): \_\_\_\_\_  
 Escalar: \_\_\_\_\_

### Resumen de la clase - Primer

Competencia lingüística				Conocimiento de los grafismos	
Secciónes 1-2		Secciónes 3-4		Sección 5-6	
Identificación del sonido inicial y final	Unión y representación del sonido inicial y final	Sección del sonido inicial y final	Reconocimiento de los grafismos	Reconocimiento de los grafismos	
Desarrollado Well Represented Not at all represented	Desarrollado Well Represented Not at all represented	Desarrollado Well Represented Not at all represented	Desarrollado Well Represented Not at all represented	Desarrollado Well Represented Not at all represented	Desarrollado Well Represented Not at all represented
Puntaje	O/N/E	Puntaje	O/N/E	Puntaje	O/N/E
Ariela, Luis	14 D	10 NE	5	NE	13 D
Calleja, Jennifer	10 N	6 N	5	NE	7
Ferreira, Adán	10 N	5 N	5	NE	6 NE
Fontalvo, Eduardo	10 N	5 N	5	NE	6 NE
García, José	13 D	13 NE	7	NE	13 D
González, Omar	3 N	4 N	5	NE	5
Herrera, Eddie	6 NE	2 N	4	NE	4 N
Jiménez, Kevin	15 D	13 NE	8	NE	13 D
Martínez, Camila	10 N	7 N	10	NE	10 NE
Mirales, Adriana	16 D	14 D	8	NE	15 D
Nieto, Margarita	14 D	11 NE	4	NE	13 D
Pardo, Elise	14 D	10 NE	4	NE	14 D
Puelles, Graciela	10 N	6 N	7	NE	7 NE
Ríos, Fernando	8 N	3 N	4	NE	4 N
Santana, Shanté	7 N	4 N	1	NE	3
Torres, Jason	16 D	14 D	3	NE	14 D
Número de estudiantes	9	9	4	4	4
Porcentaje de estudiantes NI	56%	56%	25%	25%	25%

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	Mis. del sonido inicial y final	misma y sus de los sonidos
BAJO	Luis Omar Eddie Fernando Josue	Luis Adán Eduardo Omar Eddie Camila Graciela Fernando Josue
MEDIO	Adán Eduardo Camila Graciela	Jennifer José Kevin Margarita Eloy
ALTO	Jennifer José Kevin Adriana Margarita Eloy Jason	Adriana Jason

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## Helpful Hints

- 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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# Grouping for Comprehension

Comprensión

WHOLE GROUP

Comprehension

Luis  
Omar  
Eddie  
Fernando  
Josee  
Edwin  
Eduardo  
Graciela

Jennifer  
Camila  
Margarita

José  
Kevin  
Adriana  
Elvy  
Jason

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**Guidelines for differentiated instructional grouping** **43**

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** **44**

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** **45**

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 46										
	Conciencia fonológica			Conocimiento de los grafemas						
	Ident. del sonido inicial y final	Ident. y seg. de los sonidos	Ordenado del sonido inicial y final	Reconocimiento de los patrones	Secado	Exactitud	Fluidez	Comprensión	Final	Estrategia de instrucción
BAJO	Luis Omar Eddie Fernando Josue	Luis Omar Eddie Fernando Josue	Luis Omar Eddie Fernando Josue	Luis Omar Eddie Fernando Josue		Luis Omar Eddie Fernando Josue	Luis Omar Eddie Fernando Josue	Luis Omar Eddie Fernando Josue		
BIEN	Adán Eduardo Camila Graciela	Jennifer José Kevin Margarita Eloy	Jennifer Margarita Eloy	Adán Eduardo Omar Camila Graciela		Jennifer José Kevin Margarita Eloy	Adán (17) Eduardo (15)	Jennifer Camila Margarita		
ALTO	Jennifer José Kevin Adriana Margarita Eloy Jason	Adriana Jason	José Kevin Adriana Jason	Jennifer José Kevin Adriana Margarita Eloy Jason		Adriana Jason	José (41) Kevin (41) Adriana (44) Jason (42)	José Kevin Adriana Eloy Jason		

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# Group Activity



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**Final BOY Ability Grouping** 48

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

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Kindergarten

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**tejas-LEE**

**Tejas LEE Grouping Mat**  
**Kindergarten**

CLASS		K-1 Kindergarten - A to B		K-2 Kindergarten - C to D		K-3 Kindergarten - E to F		K-4 Kindergarten - G to H		K-5 Kindergarten - I to J		K-6 Kindergarten - K to L		K-7 Kindergarten - M to N		K-8 Kindergarten - O to P		K-9 Kindergarten - Q to R		K-10 Kindergarten - S to T		
		Grade	Section	Grade	Section	Grade	Section	Grade	Section	Grade	Section	Grade	Section	Grade	Section	Grade	Section	Grade	Section	Grade	Section	
1	A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

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# First Grade

Tejas LEE Grouping Mat  
First Grade

tejas-LEE

Date		1.1 Identify and label the parts of a whole		1.2 Identify and label the parts of a whole		1.3 Identify and label the parts of a whole		1.4 Identify and label the parts of a whole		1.5 Identify and label the parts of a whole		1.6 Identify and label the parts of a whole		1.7 Identify and label the parts of a whole		1.8 Identify and label the parts of a whole	
		Activity	Assessment	Activity	Assessment	Activity	Assessment	Activity	Assessment	Activity	Assessment	Activity	Assessment	Activity	Assessment	Activity	Assessment
		1.1.1	1.1.2	1.2.1	1.2.2	1.3.1	1.3.2	1.4.1	1.4.2	1.5.1	1.5.2	1.6.1	1.6.2	1.7.1	1.7.2	1.8.1	1.8.2
		1.1.3	1.1.4	1.2.3	1.2.4	1.3.3	1.3.4	1.4.3	1.4.4	1.5.3	1.5.4	1.6.3	1.6.4	1.7.3	1.7.4	1.8.3	1.8.4
		1.1.5	1.1.6	1.2.5	1.2.6	1.3.5	1.3.6	1.4.5	1.4.6	1.5.5	1.5.6	1.6.5	1.6.6	1.7.5	1.7.6	1.8.5	1.8.6
		1.1.7	1.1.8	1.2.7	1.2.8	1.3.7	1.3.8	1.4.7	1.4.8	1.5.7	1.5.8	1.6.7	1.6.8	1.7.7	1.7.8	1.8.7	1.8.8
		1.1.9	1.1.10	1.2.9	1.2.10	1.3.9	1.3.10	1.4.9	1.4.10	1.5.9	1.5.10	1.6.9	1.6.10	1.7.9	1.7.10	1.8.9	1.8.10
		1.1.11	1.1.12	1.2.11	1.2.12	1.3.11	1.3.12	1.4.11	1.4.12	1.5.11	1.5.12	1.6.11	1.6.12	1.7.11	1.7.12	1.8.11	1.8.12
		1.1.13	1.1.14	1.2.13	1.2.14	1.3.13	1.3.14	1.4.13	1.4.14	1.5.13	1.5.14	1.6.13	1.6.14	1.7.13	1.7.14	1.8.13	1.8.14
		1.1.15	1.1.16	1.2.15	1.2.16	1.3.15	1.3.16	1.4.15	1.4.16	1.5.15	1.5.16	1.6.15	1.6.16	1.7.15	1.7.16	1.8.15	1.8.16
		1.1.17	1.1.18	1.2.17	1.2.18	1.3.17	1.3.18	1.4.17	1.4.18	1.5.17	1.5.18	1.6.17	1.6.18	1.7.17	1.7.18	1.8.17	1.8.18
		1.1.19	1.1.20	1.2.19	1.2.20	1.3.19	1.3.20	1.4.19	1.4.20	1.5.19	1.5.20	1.6.19	1.6.20	1.7.19	1.7.20	1.8.19	1.8.20
		1.1.21	1.1.22	1.2.21	1.2.22	1.3.21	1.3.22	1.4.21	1.4.22	1.5.21	1.5.22	1.6.21	1.6.22	1.7.21	1.7.22	1.8.21	1.8.22
		1.1.23	1.1.24	1.2.23	1.2.24	1.3.23	1.3.24	1.4.23	1.4.24	1.5.23	1.5.24	1.6.23	1.6.24	1.7.23	1.7.24	1.8.23	1.8.24
		1.1.25	1.1.26	1.2.25	1.2.26	1.3.25	1.3.26	1.4.25	1.4.26	1.5.25	1.5.26	1.6.25	1.6.26	1.7.25	1.7.26	1.8.25	1.8.26
		1.1.27	1.1.28	1.2.27	1.2.28	1.3.27	1.3.28	1.4.27	1.4.28	1.5.27	1.5.28	1.6.27	1.6.28	1.7.27	1.7.28	1.8.27	1.8.28
		1.1.29	1.1.30	1.2.29	1.2.30	1.3.29	1.3.30	1.4.29	1.4.30	1.5.29	1.5.30	1.6.29	1.6.30	1.7.29	1.7.30	1.8.29	1.8.30
		1.1.31	1.1.32	1.2.31	1.2.32	1.3.31	1.3.32	1.4.31	1.4.32	1.5.31	1.5.32	1.6.31	1.6.32	1.7.31	1.7.32	1.8.31	1.8.32
		1.1.33	1.1.34	1.2.33	1.2.34	1.3.33	1.3.34	1.4.33	1.4.34	1.5.33	1.5.34	1.6.33	1.6.34	1.7.33	1.7.34	1.8.33	1.8.34
		1.1.35	1.1.36	1.2.35	1.2.36	1.3.35	1.3.36	1.4.35	1.4.36	1.5.35	1.5.36	1.6.35	1.6.36	1.7.35	1.7.36	1.8.35	1.8.36
		1.1.37	1.1.38	1.2.37	1.2.38	1.3.37	1.3.38	1.4.37	1.4.38	1.5.37	1.5.38	1.6.37	1.6.38	1.7.37	1.7.38	1.8.37	1.8.38
		1.1.39	1.1.40	1.2.39	1.2.40	1.3											

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### Features of the Grouping Mats 58

The screenshot shows the 'Tejas LEE Grouping Mat First Grade'. A red box highlights three activities: 1.4 Segmentación de los sonidos BOY MOY EOY, 1.5 Omisión del sonido inicial MOY EOY, and 1.6 Omisión del sonido final MOY EOY. Each activity has a red arrow pointing to it from the top right. Below each activity, the text 'Activity Selected' is visible.

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### Features of the Grouping Mats 59

The screenshot shows the 'Tejas LEE Grouping Mat First Grade'. A red box highlights three activities: 1.1 Identificación del sonido inicial BOY MOY EOY, 1.2 Identificación del sonido final BOY MOY EOY, and 1.3 Unión de los sonidos BOY MOY EOY. Each activity has a red arrow pointing to it from the top left. Below each activity, the text 'Activity Selected' is visible.

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### Features of the Grouping Mats 60

The screenshot shows the 'Tejas LEE Grouping Mat First Grade'. A red box highlights the 'Student Name' field, which is located in the bottom left corner of the mat. A red arrow points to it from the bottom left.

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### Step 4:

**Pick one or more activities.**

1.1. Identificación del sonido inicial BOY MOY EOY		1.2. Identificación del sonido final BOY MOY EOY	
Activity	Selected	Activity	Selected
FON-12		FON-34	
FON-13		FON-36	
FON-14		FON-37	
FON-21		FON-38	
FON-22	✓	FON-39	
FON-34		FON-40	
FON-37		FON-42	
FON-38		GRA-4	
FON-39	✓	GRA-7	
FON-40		GRA-28	
FON-42	✓	GRA-29	
GRA-1		GRA-39	
GRA-13		GRA-46	
GRA-29			
GRA-42			
GRA-46			

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### Step 5:

**Extiende la frase fantástica**

**FON-22 Extiende la frase fantástica** (Add to the Fantastic Phrase)

*Students will lengthen alliterative phrases or sentences.*

**MATERIALES:** frases u oraciones aliterativas pre-hechas

Diga una frase de palabras que comienzan con el mismo sonido. Los estudiantes deben prolongar la frase usando palabras que también comiencen con el mismo sonido.

**Ejemplos:**

el enorme elefante	(El enorme elefante es elegante.)
bien bonita ballena	(Bien bonita ballena busca buena bécscula.)
feo fantasma	(Feo fantasma felicit a furioso felino.)
vaca vallosa	(Vaca vallosa vuela, vaca vallosa va de vacaciones.)
feliz foca fabulosa	(Feliz foca fabulosa forma fortuna fácilmente.)
tan triste tortuga	(Tan triste tortuga taranea temas tan tristes.)
serpiente sorprendida	(Serpiente sorprendida se sale sin su sandía.)
altiva ardilla asustada	(Altiva ardilla asustada avienta avellanais al avión.)
orangután orgulloso	(Orangután orgulloso oye osos optimistas.)

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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](mailto:tejaslee.info@times.uh.edu)
- check for an answer online at [www.tejaslee.org](http://www.tejaslee.org)

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