

**Tejas LEE 2010-2014**

**GRADE 2**

**Grouping: Converting Results into Effective Instruction**

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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

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**tejas LEE** Home **Resources** Training Order FAQ's Blackline Masters

Get Your Third Grade, 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.

*"With the Tejas LEE, teachers can focus on..."*

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## Tejas LEE Grouping Mats

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**tejas LEE** Home Resources For Teachers

**For Teachers**

Third Grade, MPLP, & MPLP BOY Materials

**Intervention Activities Guide**

This section provides Blackline Masters and Browse the 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 2 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.

**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 2 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.

**Suggested Criteria for Tier 2 Instruction**

This document provides suggested criteria using Tejas LEE data to identify students in need of additional instruction/assistance.

**Grouping Guide**

The grouping guide (from the Intervention Activities Guide) provides users of the Tejas LEE with a valuable description of how to begin the process of grouping students for targeted instruction and provides useful examples.

**Grouping Charts**

Grouping charts are designed to help teachers place students into groups for instruction based on performance on the Tejas LEE.

**Grouping Mats**

Grouping mats are designed to help teachers identify and select appropriate instructional activities from the Intervention Activities Guide to be used with identified groups of students.

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## 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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# Class Summary Sheet

8

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/NS/FRU	IND/NS/FRU	D/NI	(PLCPM)	(PLCPM)	

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# NI Number and Percentage

**9**

## tejas·LEE Resúmen de la clase - Segundo grado

Principio del año

Companías de los estudiantes		Empresas de la familia		Compañías de los grupos de estudio	

Mantenedor(a) \_\_\_\_\_

Escriba \_\_\_\_\_

To calculate the Percentage of students NI:

$$\frac{\text{Number of students NI}}{\text{Total of students in your class}} \times 100$$

## Reading Comprehension Information 10

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: 7-8 NI: 0-6	D: 7-8 NI: 0-6	D/NI

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## Features of the Automated Class Summary Sheet 11

Instrucciones

Principio

Mitad

Final

Gráficas

**tejas LEE - Segundo grado**

**Generales**

- Primero, oprima File → Save As... y archíve 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 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 fila 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 - Segundo grado - Principio del año**

**Maestro(a):** \_\_\_\_\_

**Escuela:** \_\_\_\_\_

**Fecha:** \_\_\_\_\_

**Nombre del estudiante**

Briana C	13	D
Tony E	10	NE
Elena G	3	NI

**Conocimiento de los grafonemas**

Sección 1

Reconocimiento de las palabras

D=13-15  
NE=6-12  
NI=0-4

Puntaje	D/NE/NI
13	D
10	NE
3	NI

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**13**

## MOY View

tejas LEE - Segundo grado - Mitad del año

Maestro(a): \_\_\_\_\_  
 Escuela: \_\_\_\_\_  
 Fecha: \_\_\_\_\_

**¿Administrado mitad del año?**  
☒ SI  
☐ NO

**Nombre del estudiante**

Nombre del estudiante	Puntaje	D/NE/NI
Briana C	13	D
Tony E	10	NE
Elena G	3	NI

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## Additional Features

tejas LEE - Segundo grado - Principio del año

**Instrucciones**  
 Principio  
 Mitad  
 Final  
**Para imprimir**  
 Grupos

Maestro(a): \_\_\_\_\_  
 Escuela: \_\_\_\_\_  
 Fecha: \_\_\_\_\_

**Nombre del estudiante**

Nombre del estudiante	Puntaje	D/NE/NI
Briana C	13	D
Tony E	10	NE
Elena G	3	NI

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## Printable View

**Para imprimir**

Maestro(a): \_\_\_\_\_  
 Escuela: \_\_\_\_\_  
 Fecha: \_\_\_\_\_

**Nombre del estudiante**

	grafonemas		Sección 1		
			Reconocimiento de las palabras		
	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

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 (DNI)	Cuento 1 (PLCPM)	Cuento 2 (PLCPM)	Promedio	Cuento 1	Cuento 2	Nivel de logro global (DNI)
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

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 (DNI)	Cuento 1 (PLCPM)	Cuento 2 (PLCPM)	Promedio	Cuento 1	Cuento 2	Nivel de logro global (DNI)
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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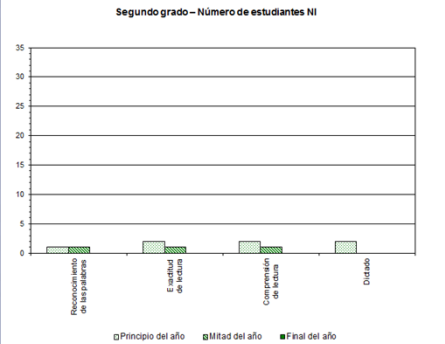
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## Graphing Features

### Number of Students NI

Segundo grado – Número de estudiantes NI



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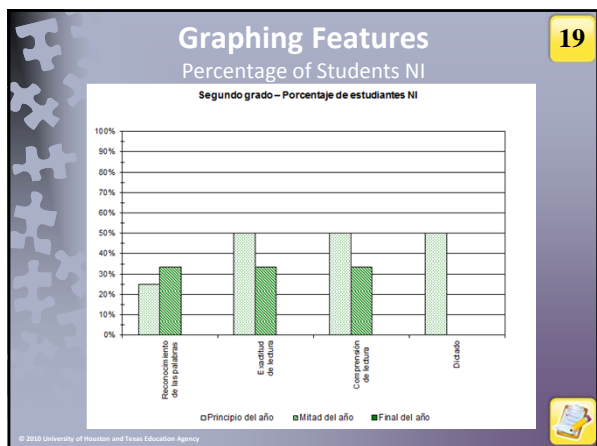
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### Grouping: Converting Results into Effective Instruction

- General Ability Grouping
- Skill Specific Grouping

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### General Ability Grouping

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## Guidelines for differentiated instructional grouping

24

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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## Resumen de la clase - Segundo Grado

## Principio del año

Conocimiento de los grafismos Sección 1				Comprensión de lectura Sección 2										Conocimiento de los grafismos Sección 3			
Reconocimiento de las palabras				Escribir el sector		Fleudar el sector		Comprensión de lectura		Detalle		Puntaje					
Puntaje	D/N/E	N/D	E/N	Cuentas 1	Cuentas 2	Cuentas 1	Cuentas 2	Puntaje	Cuentas 1	Cuentas 2	Notas de progreso	D-2-N	D-2-E	Puntaje	D/N/E	Puntaje	D/N/E
13	D	IND	IND	D		54	57	56	7	8	D	9	10				
6	E	NS	INS	D		43	17	40	7	6	NI	NI	NI				
9	NE	FRIJ	INS	NI		83	83	62	6	6	NI	NI	NI				
14	D	IND	INS	D		38	38		5	NI	NI	5	NI				
2	NI	FRIJ	FRIJ	NI		76	63	69	7	6	NI	NI	NI				
15	D	INS	INS	D		55	48	52	7	7	D	7	D				
11	NE	INS	INS	D		77	31	29	5	NI	NI	NI	NI				
5	NE	FRIJ	INS	NI		28	28		6	NI	6	NI	6	NI			
12	NE	INS	IND	D		62	58	60	7	7	D	7	D				
15	D	IND	IND	D		91	107	99	6	6	NI	NI	NI				
13	D	INS	INS	D		55	45	58	8	8	D	8	D				
12	INS	INS	INS	D		84	76	80	8	7	D	7	D				
13	D	INS	INS	D		71	53	62	8	6	NI	NI	NI				
2	NI	FRIJ	FRIJ	NI		84	76	80	8	7	D	7	D				
15	D	IND	IND	D		68	82	85	7	7	D	7	D				
W	2					4						9				15	
	10%					25%					Sds					75%	

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# Sample Class Summary Sheet

**27**

## Resumen de la clase - Segundo Grado

## Principio del año

Conocimiento de los procedimientos matemáticos		Comprensión de lectura										Conocimiento de los procedimientos matemáticos		
		Sección 1					Sección 2							
Recomendaciones de los padres:		Exactitud de lectura					Comprensión de lectura					Diccionario		
D-18-113 D-18-114 D-18-114		Cuentas 1	Cuentas 2	Muestra de legibilidad			Cuentas 1 (P-27-1) (P-27-2)	Cuentas 2 (P-27-1) (P-27-2)	Promedio	Cuentas 1 D-17-1 D-17-4	Cuentas 2 D-17-1 D-17-4	Nivel de legibilidad	D-18-113 D-18-114	
Puntaje	D/N/E/W	KOMPROBADO	KOMPROBADO	D/N/E			Puntaje						Puntaje	D/N/E
13	D	IND	IND	D	54	57	56		7	6	2	8	7	0
12	NE	IND	INS	D	43	37	40		7	6	NI	7	NI	7
6	NE	INS	INS	D	61	63	62	6	6	6	NI	8	NI	8
5	NE	FNU	INS	NI	38	38	38		5	NI	5	NI	5	NI
14	D	IND	IND	D	74	63	69	7	8	7	D	10	D	10
2	NI	FNU	FNU	NI									3	NI
15	D	INS	INS	D	55	48	52	7	7	NI	5	NI	5	NI
11	NE	INS	IND	D	27	33	29	5	8	NI	7	NI	7	NI
5	NE	FNU	INS	NI	28	28	28		6	NI	6	NI	6	NI
12	NE	INS	IND	D	62	58	60		7	7	D	9	D	9
15	D	IND	IND	D	91	107	99	6	7	NI	4	NI	4	NI
13	D	INS	INS	D	59	61	58	8	6	7	NI	8	NI	8
5	D	INS	IND	D	84	76	80	8	7	D	8	NI	7	NI
13	D	INS	INS	D	71	53	62	8	6	NI	8	NI	7	NI
2	NI	FNU	FNU	NI									7	NI
15	D	IND	IND	D	88	81	85	7	7	D	6	NI	6	NI

W	2	4	9	11
%	13%	25%	56%	78%

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## Sample Class Summary Sheet 28

Maestra: \_\_\_\_\_

Escuela: \_\_\_\_\_

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

Conocimiento de los grafonemas	
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	6 NE
Fontalvo, Eduardo	9 NE
García, José	14 D
González, Omar	NI
Herrera, Eddie	15 D
Jiménez, Kevin	11 NE
Martínez, Camila	5 NE
Mireles, Adriana	12 NE
Nieto, Margarita	15 D
Pardo, Eloy	13 D
Quilones, Graciela	15 D
Rosa, Fernando	13 D
Salinas, Josue	NI
Torres, Jason	15 D

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## Tejas LEE Grouping Chart 29

Conocimiento de los grafonemas						
G2 Reconocimiento de las palabras	Dictado	Exactitud	Fluidez	Comprensión	Final	Enfoque de instrucción
Bajo						
Medio						
Alto						

Contenido planeado con la Guía de actividades de intervención

Conocimiento de la letra impresa						
Conciencia fonológica	Conocimiento de los grafonemas	Fluidez	Comprensión	Vocabulario	Escritura	
p. 7	p. 8	p. 33	p. 87	p. 97	p. 138	p. 165

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## Guidelines for differentiated instructional grouping 30

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

31

G2	Conocimiento de
	Reconocimiento de las palabras
BAJO	Omar
	Josue
	Camila
	Adán

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### The High Group

32

ALTO	Luis	Jose
	Eddie	Eloy
	Margarita	
	Graciela	
	Fernando	
	Jason	

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### The Middle Group

33

MEDIO	Jennifer
	Eduardo
	Kevin
	Adriana

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## 34

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# Sample Class Summary Sheet 38

tejas•LEE®

## Resumen de la clase - Segundo Grado

## Principio del año

Maestro:

Escuela:

Conocimiento de los grupos de palabras	Comprensión de la lectura										Conocimiento de los grupos de palabras
	Sección 1					Sección 2					Sección 3
	Reconocimiento de las palabras		Exactitud de lectura			Fluidez de lectura			Comprensión de la lectura		Detallado
Identificación ID Nombre completo NME Número de inscripción INE	NE 43.2 INE 4.4		Guerra 1			Guerra 2			Guerra 3		NE 43.9 INE 4.9
	Puntaje	%/NUE	DEPORTE	DEPORTE	DEPORTE	DEPORTE	DEPORTE	DEPORTE	DEPORTE	DEPORTE	Puntaje
Avella, Lucil	13	13	IND	IND	D	54	57	56	7	8	D
Cavali, Jennifer	12	12	IND	IND	D	43	37	40	7	6	NI
Enriquez, Adán	6	NE	INS	INS	D	61	63	62	6	6	NI
Gonzalez, Eduardo	9	NE	FRU	INS	NI	38	38	38	5	5	NI
Gonzalez, Juan	14	14	IND	IND	D	74	61	65	7	8	NI
Gonzalez, Omar	2	NI	FRU	FRU	NI				NI	5	NI
Herrera, David	10	D	INS	INS	D	55	48	52	7	7	NI
Jaramila, Karen	13	NE	INS	INS	D	27	31	29	5	8	NI
Martinez, Camilla	5	NE	FRU	INS	NI	28	28	28	6	NI	6
Martinez, Chantelle	13	13	IND	IND	D	62	66	64	7	7	NI
Nieto, Margarita	15	D	IND	IND	D	51	50	50	6	7	NI
Pardo, Elly	13	D	INS	INS	D	55	61	58	8	8	D
Quillen, Gabriela	13	D	INS	INS	D	64	76	80	8	7	D
Rosa, Fernando	13	D	INS	INS	D	71	53	62	8	NI	NI
Salinas, Joyce	2	NI	FRU	FRU	NI				NI	3	NI
Torres, Joyce	13	NI	IND	IND	D	88	82	85	7	7	D

Resumen de la clase  
Principio del año

Número de estudiantes NI

Porcentaje de estudiantes NI

2

13%

4

25%

5

30%

11

75%

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# Grouping for Spelling

Dictado

Whole Class

Dictado

Eduardo  
Omar  
Margarita  
Josue

Jennifer  
Adán  
Kevin  
Camila  
Graciela  
Fernando  
Jason

Luis  
José  
Eddie  
Adriana  
Eloy

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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

Conocimiento de los grafófonemas		Exactitud	Fluidez	Comprensión	Final	Enfoque de instrucción
G2 Reconocimiento de las palabras		Dictado				
BAJO	Omar Josue Camila Adán	Eduardo Omar Margarita Josue	Eduardo Omar Camila Josue	Omar Josue	Eduardo Omar Adán Camila Josue	
	Jennifer Adán Eduardo Kevin Adriana	Adán Eddie Kevin Eloy Camila Fernando Graciela Jason	Jennifer Jose Kevin Kevin Adriana Graciela	Eduardo-38 Camila-28 Kevin-29 Jennifer-40  Luis-56 Adán-62 Eddie-52 Adriana-60 Eloy-58 Fernando-62 Jose-69	Jennifer Kevin Margarita Fernando	
ALTO	Luis Jose Eddie Eloy Margarita Graciela Fernando Jason	Luis José Eddie Adriana Eloy	Luis Margarita Jason	Margarita-99 Graciela-80 Jason-85	Luis José Eddie Eloy Adriana Graciela Jason	

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### Final BOY Ability Grouping 48

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

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## Using Tejas LEE Data to Group Students 49

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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## Skill Specific Grouping 50

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## Tejas LEE Grouping Mats 51

### 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 52

tejas-LEE      Tejas LEE Grouping Mat  
Second Grade

Notes	Time 2 Group	Comprehension de lectura BOY, MOY, EOY	2.3 Comprensión de lectura BOY, MOY, EOY	Fluidez de lectura BOY, MOY, EOY	2.3 Dictado BOY, MOY, EOY	Vocabulary
		GRA-18	COM-18	F110-1	GRA-18	VOC-18
		GRA-19	COM-19	F110-2	GRA-19	VOC-19
		GRA-20	COM-20	F110-3	GRA-20	VOC-20
		GRA-21	COM-21	F110-4	GRA-21	VOC-21
		GRA-22	COM-22	F110-5	GRA-22	VOC-22
		GRA-23	COM-23	F110-6	GRA-23	VOC-23
		GRA-24	COM-24	F110-7	GRA-24	VOC-24
		GRA-25	COM-25	F110-8	GRA-25	VOC-25
		GRA-26	COM-26	F110-9	GRA-26	VOC-26
		GRA-27	COM-27	F110-10	GRA-27	VOC-27
		GRA-28	COM-28	F110-11	GRA-28	VOC-28
		GRA-29	COM-29	F110-12	GRA-29	VOC-29
		GRA-30	COM-30	F110-13	GRA-30	VOC-30
		GRA-31	COM-31	F110-14	GRA-31	VOC-31
		GRA-32	COM-32	F110-15	GRA-32	VOC-32
		GRA-33	COM-33	F110-16	GRA-33	VOC-33
		GRA-34	COM-34	F110-17	GRA-34	VOC-34
		GRA-35	COM-35	F110-18	GRA-35	VOC-35
		GRA-36	COM-36	F110-19	GRA-36	VOC-36
		GRA-37	COM-37	F110-20	GRA-37	VOC-37
		GRA-38	COM-38	F110-21	GRA-38	VOC-38
		GRA-39	COM-39	F110-22	GRA-39	VOC-39
		GRA-40	COM-40	F110-23	GRA-40	VOC-40
		GRA-41	COM-41	F110-24	GRA-41	VOC-41
		GRA-42	COM-42	F110-25	GRA-42	VOC-42
		GRA-43	COM-43	F110-26	GRA-43	VOC-43
		GRA-44	COM-44	F110-27	GRA-44	VOC-44
		GRA-45	COM-45	F110-28	GRA-45	VOC-45
		GRA-46	COM-46	F110-29	GRA-46	VOC-46
		GRA-47	COM-47	F110-30	GRA-47	VOC-47
		GRA-48	COM-48	F110-31	GRA-48	VOC-48
		GRA-49	COM-49	F110-32	GRA-49	VOC-49
		GRA-50	COM-50	F110-33	GRA-50	VOC-50
		GRA-51	COM-51	F110-34	GRA-51	VOC-51
		GRA-52	COM-52	F110-35	GRA-52	VOC-52
		GRA-53	COM-53	F110-36	GRA-53	VOC-53
		GRA-54	COM-54	F110-37	GRA-54	VOC-54
		GRA-55	COM-55	F110-38	GRA-55	VOC-55
		GRA-56	COM-56	F110-39	GRA-56	VOC-56
		GRA-57	COM-57	F110-40	GRA-57	VOC-57
		GRA-58	COM-58	F110-41	GRA-58	VOC-58
		GRA-59	COM-59	F110-42	GRA-59	VOC-59
		GRA-60	COM-60	F110-43	GRA-60	VOC-60
		GRA-61	COM-61	F110-44	GRA-61	VOC-61
		GRA-62	COM-62	F110-45	GRA-62	VOC-62
		GRA-63	COM-63	F110-46	GRA-63	VOC-63
		GRA-64	COM-64	F110-47	GRA-64	VOC-64
		GRA-65	COM-65	F110-48	GRA-65	VOC-65
		GRA-66	COM-66	F110-49	GRA-66	VOC-66
		GRA-67	COM-67	F110-50	GRA-67	VOC-67
		GRA-68	COM-68	F110-51	GRA-68	VOC-68
		GRA-69	COM-69	F110-52	GRA-69	VOC-69
		GRA-70	COM-70	F110-53	GRA-70	VOC-70
		GRA-71	COM-71	F110-54	GRA-71	VOC-71
		GRA-72	COM-72	F110-55	GRA-72	VOC-72
		GRA-73	COM-73	F110-56	GRA-73	VOC-73
		GRA-74	COM-74	F110-57	GRA-74	VOC-74
		GRA-75	COM-75	F110-58	GRA-75	VOC-75
		GRA-76	COM-76	F110-59	GRA-76	VOC-76
		GRA-77	COM-77	F110-60	GRA-77	VOC-77
		GRA-78	COM-78	F110-61	GRA-78	VOC-78
		GRA-79	COM-79	F110-62	GRA-79	VOC-79
		GRA-80	COM-80	F110-63	GRA-80	VOC-80
		GRA-81	COM-81	F110-64	GRA-81	VOC-81
		GRA-82	COM-82	F110-65	GRA-82	VOC-82
		GRA-83	COM-83	F110-66	GRA-83	VOC-83
		GRA-84	COM-84	F110-67	GRA-84	VOC-84
		GRA-85	COM-85	F110-68	GRA-85	VOC-85
		GRA-86	COM-86	F110-69	GRA-86	VOC-86
		GRA-87	COM-87	F110-70	GRA-87	VOC-87
		GRA-88	COM-88	F110-71	GRA-88	VOC-88
		GRA-89	COM-89	F110-72	GRA-89	VOC-89
		GRA-90	COM-90	F110-73	GRA-90	VOC-90
		GRA-91	COM-91	F110-74	GRA-91	VOC-91
		GRA-92	COM-92	F110-75	GRA-92	VOC-92
		GRA-93	COM-93	F110-76	GRA-93	VOC-93
		GRA-94	COM-94	F110-77	GRA-94	VOC-94
		GRA-95	COM-95	F110-78	GRA-95	VOC-95
		GRA-96	COM-96	F110-79	GRA-96	VOC-96
		GRA-97	COM-97	F110-80	GRA-97	VOC-97
		GRA-98	COM-98	F110-81	GRA-98	VOC-98
		GRA-99	COM-99	F110-82	GRA-99	VOC-99
		GRA-100	COM-100	F110-83	GRA-100	VOC-100
		GRA-101	COM-101	F110-84	GRA-101	VOC-101
		GRA-102	COM-102	F110-85	GRA-102	VOC-102
		GRA-103	COM-103	F110-86	GRA-103	VOC-103
		GRA-104	COM-104	F110-87	GRA-104	VOC-104
		GRA-105	COM-105	F110-88	GRA-105	VOC-105
		GRA-106	COM-106	F110-89	GRA-106	VOC-106
		GRA-107	COM-107	F110-90	GRA-107	VOC-107
		GRA-108	COM-108	F110-91	GRA-108	VOC-108
		GRA-109	COM-109	F110-92	GRA-109	VOC-109
		GRA-110	COM-110	F110-93	GRA-110	VOC-110
		GRA-111	COM-111	F110-94	GRA-111	VOC-111
		GRA-112	COM-112	F110-95	GRA-112	VOC-112
		GRA-113	COM-113	F110-96	GRA-113	VOC-113
		GRA-114	COM-114	F110-97	GRA-114	VOC-114
		GRA-115	COM-115	F110-98	GRA-115	VOC-115
		GRA-116	COM-116	F110-99	GRA-116	VOC-116
		GRA-117	COM-117	F110-100	GRA-117	VOC-117
		GRA-118	COM-118	F110-101	GRA-118	VOC-118
		GRA-119	COM-119	F110-102	GRA-119	VOC-119
		GRA-120	COM-120	F110-103	GRA-120	VOC-120
		GRA-121	COM-121	F110-104	GRA-121	VOC-121
		GRA-122	COM-122	F110-105	GRA-122	VOC-122
		GRA-123	COM-123	F110-106	GRA-123	VOC-123
		GRA-124	COM-124	F110-107	GRA-124	VOC-124
		GRA-125	COM-125	F110-108	GRA-125	VOC-125
		GRA-126	COM-126	F110-109	GRA-126	VOC-126
		GRA-127	COM-127	F110-110	GRA-127	VOC-127
		GRA-128	COM-128	F110-111	GRA-128	VOC-128
		GRA-129	COM-129	F110-112	GRA-129	VOC-129
		GRA-130	COM-130	F110-113	GRA-130	VOC-130
		GRA-131	COM-131	F110-114	GRA-131	VOC-131
		GRA-132	COM-132	F110-115	GRA-132	VOC-132
		GRA-133	COM-133	F110-116	GRA-133	VOC-133
		GRA-134	COM-134	F110-117	GRA-134	VOC-134
		GRA-135	COM-135	F110-118	GRA-135	VOC-135
		GRA-136	COM-136	F110-119	GRA-136	VOC-136
		GRA-137	COM-137	F110-120	GRA-137	VOC-137
		GRA-138	COM-138	F110-121	GRA-138	VOC-138
		GRA-139	COM-139	F110-122	GRA-139	VOC-139
		GRA-140	COM-140	F110-123	GRA-140	VOC-140
		GRA-141	COM-141	F110-124	GRA-141	VOC-141
		GRA-142	COM-142	F110-125	GRA-142	VOC-142
		GRA-143	COM-143	F110-126	GRA-143	VOC-143
		GRA-144	COM-144	F110-127	GRA-144	VOC-144
		GRA-145	COM-145	F110-128	GRA-145	VOC-145
		GRA-146	COM-146	F110-129	GRA-146	VOC-146
		GRA-147	COM-147	F110-130	GRA-147	VOC-147
		GRA-148	COM-148	F110-131	GRA-148	VOC-148
		GRA-149	COM-149	F110-132	GRA-149	VOC-149
		GRA-150	COM-150	F110-133	GRA-150	VOC-150
		GRA-151	COM-151	F110-134	GRA-151	VOC-151
		GRA-152	COM-152	F110-135	GRA-152	VOC-152
		GRA-153	COM-153	F110-136	GRA-153	VOC-153
		GRA-154	COM-154	F110-137	GRA-154	VOC-154
		GRA-155	COM-155	F110-138	GRA-155	VOC-155
		GRA-156	COM-156	F110-139	GRA-156	VOC-156
		GRA-157	COM-157	F110-140	GRA-157	VOC-157
		GRA-158	COM-158	F110-141	GRA-158	VOC-158
		GRA-159	COM-159	F110-142	GRA-159	VOC-159
		GRA-160	COM-160	F110-143	GRA-160	VOC-160
		GRA-161	COM-161	F110-144	GRA-161	VOC-161
		GRA-162	COM-162	F110-145	GRA-162	VOC-162
		GRA-163	COM-163	F110-146	GRA-163	VOC-163
		GRA-164	COM-164	F110-147	GRA-164	VOC-164
		GRA-165	COM-165	F110-148	GRA-165	VOC-165
		GRA-166	COM-166	F110-149	GRA-166	VOC-166
		GRA-167	COM-167	F110-150	GRA-167	VOC-167
		GRA-168	COM-168	F110-151	GRA-168	VOC-168
		GRA-169	COM-169	F110-152	GRA-169	VOC-169
		GRA-170	COM-170	F110-153	GRA-170	VOC-170
		GRA-171	COM-171	F110-154	GRA-171	VOC-171
		GRA-172	COM-172	F110-155	GRA-172	VOC-172
		GRA-173	COM-173	F110-156	GRA-173	VOC-173
		GRA-174	COM-174	F110-157	GRA-174	VOC-174
		GRA-175	COM-175	F110-158	GRA-175	VOC-175
		GRA-176	COM-176	F110-159	GRA-176	VOC-176
		GRA-177	COM-177	F110-160	GRA-177	VOC-177
		GRA-178	COM-178	F110-161	GRA-178	VOC-178
		GRA-179	COM-179	F110-162	GRA-179	VOC-179
		GRA-180	COM-180	F110-163	GRA-180	VOC-180
		GRA-181	COM-181	F110-164	GRA-181	VOC-181
		GRA-182	COM-182	F110-165	GRA-182	VOC-182
		GRA-183	COM-183	F110-166	GRA-183	VOC-183
		GRA-184	COM-184	F110-167	GRA-184	VOC-184
		GRA-185	COM-185	F110-168	GRA-185	VOC-185
		GRA-186	COM-186	F110-169	GRA-186	VOC-186
		GRA-187	COM-187	F110-170	GRA-187	VOC-187
		GRA-188	COM-188	F110-171	GRA-188	VOC-188
		GRA-189	COM-189	F110-172	GRA-189	VOC-189
		GRA-190	COM-190	F110-173	GRA-190	VOC-190
		GRA-191	COM-191	F110-174	GRA-191	VOC-191
		GRA-192	COM-192	F110-175	GRA-192	VOC-192
		GRA-193	COM-193	F110-176	GRA-193	VOC-193
		GRA-194	COM-194	F110-177	GRA-194	VOC-194
		GRA-195	COM-195	F110-178	GRA-195	VOC-195
		GRA-196	COM-196	F110-179	GRA-196	VOC-196
		GRA-197	COM-197	F110-180	GRA-197	VOC-197
		GRA-198	COM-198	F110-181	GRA-198	VOC-198
		GRA-199	COM-199	F110-182	GRA-199	VOC-199
		GRA-200	COM-200	F110-183	GRA-200	VOC-200
		GRA-201	COM-201	F110-184	GRA-201	VOC-201
		GRA-202	COM-202	F110-185	GRA-202	VOC-202
		GRA-203	COM-203	F110-186	GRA-203	VOC-203
		GRA-204	COM-204	F110-187	GRA-204	VOC-204
		GRA-205	COM-205	F110-188	GRA-205	VOC-205
		GRA-206	COM-206	F110-189	GRA-206	VOC-206
		GRA-207	COM-207	F110-190	GRA-207	VOC-207
		GRA-208	COM-208	F110-191	GRA-208	VOC-208
		GRA-209	COM-209	F110-192	GRA-209	VOC-209
		GRA-210	COM-210	F110-193	GRA-210	VOC-210

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## Step 5:

**Conocimiento de los grafogramas: (Reconocimiento de palabras y trabajo con sílabas)**

**GRA-40 Unión de sílabas (Blending Syllables)**

**Students will create and use word wheels to practice reading words.**  
**Los estudiantes crearán y usarán ruedas de palabras para practicar la lectura de las palabras.**

**MATERIALES:** Cartulinas, marcadores, tarjetas de índice, tijeras, tachuelas.

Siga el mismo procedimiento de la Rueda de palabras, pero usando sílabas:

sa	ca	ma	pa	ga
sa	co	ma	pa	ja
sa	la	ma	pa	la
sa	na	ma	pa	pa
sa	po	ma	pa	ra
		ma	ta	sa
			pa	ta
			pa	vo

sa	ber	mar	ca	par	tes
sa	car	mar	zo	par	tir
sa	lr	Mar	ne	par	dios

**Variaciones:**

- Los estudiantes pueden ilustrar las palabras que nombran y hacer un libro de sus palabras.
- Los estudiantes pueden dibujar en una tarjeta algo que empiece con la letra de estudio. Exhiba los dibujos en el árbol de letras. Los estudiantes pronuncian la palabra y pegan la tarjeta en el árbol de la letra correcta.

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## OPTIONAL

Make your own grouping mat.

**Materials needed:**

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## Step 6: Implement

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## Questions & Answers

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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