

## Tejas LEE 2010-2014

### GRADE 3

### 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 Grouping Mats

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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 1

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 - Tercer 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 celdas son grises.
- Esto significa que no se debe ingresar datos.
- Si Ud. ve una celda con datos y la celda es gris, borre los datos o revise la información adjunta. Si gris indica que no debe de haber datos en la celda.
- Al ingresar datos, otras celdas "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 hiler en blanco y elija Si debajo de ¿Administrado Mitad (Final) del año? para "abrir" las celdas. 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 - Tercer grado - Principio del año**

**Maestro(a):** Ms. Fonseca

**Escuela:** Medina Elementary

**Fecha:** Sept. 2010

**Nombre del estudiante**

Mario A
Carla A
Carlos B

Conocimiento de los grafonemas

Sección 2

Dictado

D= 9-10  
NI= 0-8

Puntaje	D/Ni
7	NI
5	NI
3	D

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## MOY View

tejas LEE - Tercer grado - Mitad del año

Maestro(a): Ms. Fonseca

Escuela: Medina Elementary

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

Exactitud de lectura		
D-IND o INS NI-FRU		
Cuento 1 (IND-INS-FRU)	Cuento 2 (IND-INS-FRU)	Nivel de logro global (D, NI)
IND	IND	D
FRU	INS	NI
INS	IND	D

**Administrado  
mitad del año?**

SI

SI

SI

NO

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## Additional Features

**Instrucciones**

Principio

Mitad

Final

**Para imprimir**

Gráficas

tejas LEE - Tercer grado - Principio del año

Maestro(a): Ms. Fonseca

Escuela: Medina Elementary

Fecha: Sept. 2010

Exactitud de lectura		
D-IND o INS NI-FRU		
Cuento 1 (IND-INS-FRU)	Cuento 2 (IND-INS-FRU)	Nivel de logro global (D, NI)
IND	INS	D
IND	FRU	NI
IND	INS	D

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## Printable View

Para imprimir

tejas LEE - Tercer grado - Mitad del año

Maestro(a): Ms. Fonseca

Escuela: Medina Elementary

Fecha: 2/1/2011

Exactitud de lectura		
D-IND o INS NI-FRU		
Cuento 1 (IND-INS-FRU)	Cuento 2 (IND-INS-FRU)	Nivel de logro global (D, NI)
IND	IND	D
FRU	INS	NI
INS	IND	D

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## Additional Features

Comprensión de la lectura

Sección 1

Exactitud de lectura			Fluidez de lectura			Comprensión de lectura		
D=IND o INS NI=FRU						D=7-8 NI=9-6		
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)
IND	INS	D	78	84	81	6	7	NI
IND	FRU	NI	101		101	7		NI
IND	INS	D	94	83	89	8	7	D
FRU	INS	NI		77	77		7	NI

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## Branching Features

Comprensión de la lectura

Sección 1

Exactitud de lectura			Fluidez de lectura			Comprensión de lectura		
D=IND o INS NI=FRU						D=7-8 NI=9-6		
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)
IND	INS	D	78	84	81	6	7	NI
IND	FRU	NI	101		101	7		NI
IND	INS	D	94	83	89	8	7	D
FRU	INS	NI		77	77		7	NI

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## Graphing Features

### Number of Students NI

Tercer grado – Número de estudiantes NI

Categoría	Principio del año	Mitad del año	Final del año
Exactitud de lectura	2	2	2
Comprensión de lectura	3	3	3
Dictado	2	2	2

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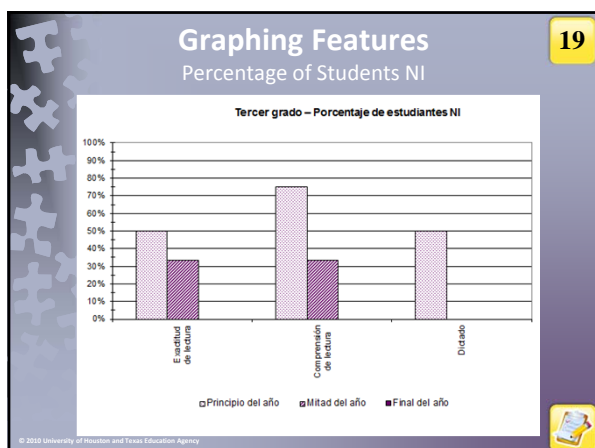
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### Grouping: Converting Results into Effective Instruction

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- General Ability Grouping
- Skill Specific Grouping

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### General Ability Grouping

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		Comprensión de lectura									
		Sección 1									
Maestra:	Escuela:	Exactitud de lectura					Fluidez de lectura				
		Cuento 1 (40-45 s.)		Cuento 2 (60-65 s.)		Nivel de letra-guño (ID NI, FRU)	Cuento 1 (30-35 s.)		Cuento 2 (35-40 s.)		Nivel de letra-guño (ID NI, FRU)
		D = Deacuerdo NI = Nivel de interacción					Promedio		Cuento 1 D= 3-8 D= 4-6		
Nombre de estudiantes	Avila, Luis	IND	IND	D		24	83	79	7	8	D
	Calles, Jennifer	IND	INS	D		68	71	70	7	6	NI
	Enriquez, Adán	INS	INS	D		88	93	91	6	6	NI
	Fonseca, Eduardo	FRU	INS	NI			65	65	5	NI	NI
	García, José	IND	INS	D		107	94	101	7	8	D
	González, Omar	FRU	FRU	NI							NI
	Herrera, Eddie	INS	INS	D		88	82	85	7	7	D
	Jiménez, Kevin	IND	IND	D		74	66	70	5	8	NI
	Martínez, Camila	FRU	INS	NI			54	54			NI
	Mirales, Adriana	INS	IND	D		63	61	62	7	7	D
	Mirales, Margarita	INS	IND	D		57	61	59	6	7	NI
	Pardo, Eloy	INS	INS	D		75	73	74	8	8	D
	Quifones, Graciela	INS	IND	D		90	78	84	8	7	D
	Rosa, Fernando	INS	INS	D		78	59	64	8	6	NI
	Salinas, Josue	FRU	FRU	NI							NI
	Torres, Jason	IND	IND	D		74	82	78	7	7	D
		Número de estudiantes NI									
		4									
		Porcentaje de estudiantes NI									
		25%									

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[illegible]

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## Sample Class Summary Sheet 28

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

		Exactitud de lectura		
		Cuanto 1	Cuanto 2	Nivel de logro global (D NI)
D = Desarrollado NI = Nivel de intervención		IND, INS, FRU	IND, INS, FRU	
Nombre del estudiante	Avila, Luis	IND	IND	D
	Calles, Jennifer	IND	INS	D
	Enriquez, Adán	INS	INS	D
	Fonfals, Eduardo	FRU	FRU	NI
	García, José	IND	INS	D
	González, Omar	FRU	FRU	NI
	Herrera, Eddie	INS	INS	D
	Jiménez, Kevin	INS	IND	D
	Martínez, Camila	FRU	FRU	NI
	Mirales, Adriana	INS	IND	D
	Nieto, Margarita	IND	IND	D
	Pardo, Eloy	INS	INS	D
	Quilones, Graciela	INS	IND	D
	Rosa, Fernando	INS	INS	D
	Salinas, Josue	FRU	FRU	NI
Torres, Jason	IND	IND	D	

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## Tejas LEE Grouping Chart 29

201\_\_\_\_NOV\_\_\_\_EDV\_\_\_\_

Grade 3 Grouping Chart

		Branded	Essential	Fluency	Comprehension	Final	Enfoque de instrucción
Nivel de logro	ALTO						
	MEDIO						
	BAJO						

Conocimiento de la letra impresa		Conocimiento de las grafías				
Conciencia fonológica	Conciencia de las grafías	Fluente	Comprensión	Vocabulario	Escritura	
p. 3	p. 3	p. 33	p. 57	p. 135	p. 166	

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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

G3	Dictado
BAJO	Eduardo Omar Margarita Josue

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### The High Group

32

ALTO	Luis Jose Eddie Adriana Eloy
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### The Middle Group

33

MEDIO	Jennifer Adán Kevin Camila Graciela Fernando Jason
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# Sample Class Summary Sheet 38

tejas-LEE<sup>®</sup>

## Resumen de la clase - Tercer Grado

## Principio del año

Maestra:		Comprensión de lectura										Dictado		
Escriba:		Sección 1					Comprensión de lectura					Sección 2		
		Exactitud de lectura		Fluidez de lectura		Comprensión de lectura		Sección 1		Sección 2		D = 9-19 NI = 0-8		
		D = Desconocido NI = Nivel de interacción		Conte 1 (NI, NI, NI, NI)	Nivel de letras correctas (D, NI)	Conte 1 Fluente	Conte 2 Fluente	Problemas	Conte 1 D = 1-4 NI = 0-3	Conte 2 D = 1-4 NI = 0-3	Nivel de significado (D, NI)	Promedio	D = 9-19 NI = 0-8	
Número de estudiantes	Avila, Luis	IND	IND	D	74	83	79	7	8	D	9	D	9	D
	Calles, Jennifer	IND	IND	D	68	71	70	7	6	NI	7	NI	7	NI
	Encinaga, Adán	D	INS	D	80	91	91	6	6	NI	8	NI	8	NI
	Fontalvo, Eduardo	FRU	INS	NI		65	65		5	NI	5	NI	5	NI
	García, José	IND	INS	D	107	94	101	7	8	D	10	D	10	D
	Gonzalez, Omar	FRU	FRU	NI										
	Herrera, Eddie	INS	INS	D	88	82	85	7	7	D	9	D	9	D
	Jiménez, Kevin	INS	IND	D	74	66	70	5	8	NI	7	NI	7	NI
	Mathews, Camila	FRU	INS	NI		54	54			NI	6	NI	6	NI
	Munier, Adriana	INS	IND	D	63	61	62	7	7	D	9	D	9	D
	Nieto, Margarita	IND	IND	D	57	61	59	6	7	NI	4	NI	4	NI
	Pardo, Eloy	D	INS	D	70	71	73	8	8	NI	8	NI	8	NI
Quilones, Graciela	INS	IND	D	90	78	84	8	7	D	8	NI	8	NI	
Rosa, Fernando	INS	INS	D	78	59	64	6	6	NI	7	NI	7	NI	
Sanchez, Jesus	FRU	FRU	NI											
Torres, Jason	IND	IND	D	74	82	78	7	7	D	9	D	9	D	
		Número de estudiantes NI		4		25%				9		31		
		Porcentaje de estudiantes NI		25%						56%		73%		

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# Grouping for Dictado

G3	Dictado
BAJO	Whole Class

G3	Dictado
BAJO	Eduardo Omar Margarita Josue
MEDIO	Jennifer Adán Kevin Camila Graciela Fernando Jason
ALTO	Luis Jose Eddie Adriana Eloy

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Final BOY Skill Grouping 40					
G3	Dictado	Exactitud	Fluidez	Comprensión	Final
BAJO	Eduardo Omar Margarita Josue	Eduardo Omar Camila Josue	Omar Josue	Adán Eduardo Omar Camila Josue	
	Jennifer Adán Kevin Camila Graciela Fernando Jason	Adán Eddie Eloy Fernando  Jennifer Jose Kevin Adriana Graciela	Eduardo-65 Camila-54 Adriana-62 Margarita-59 Fernando-64  Luis -79 Jennifer-70 Kevin-70 Eloy-73 Jason-78	Jennifer Kevin Margarita Fernando	
ALTO	Luis Jose Eddie Adriana Eloy	Luis Margarita Jason	Adán-91 José-101 Eddie-85 Graciela-84	Luis Eloy José Jason Eddie Adriana Graciela	

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### Guidelines for differentiated instructional grouping 41

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 42

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** 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

	Dictado	Exactitud	Fluidez	Comprensión	Final	Enfoque de Instrucción
<b>BAJO</b>	Eduardo Omar Margarita Josue	Eduardo Omar Camila Josue	Omar Josue	Adán Eduardo Omar Camila Josue		
<b>MEDIO</b>	Jennifer Adán Kevin Camila Graciela Fernando Jason	Adán Eddie Eloy Fernando  Jennifer Jose Kevin Adriana Graciela	Eduardo-65 Camila-54 Adriana-62 Margarita-59 Fernando-64  Luis -79 Jennifer-70 Kevin-70 Eloy-73 Jason-78	Jennifer Kevin Margarita Fernando		
<b>ALTO</b>	Luis Jose Eddie Adriana Eloy	Luis Margarita Jason	Adán-91 José-101 Eddie-85 Graciela-84	Luis Eloy José Jason Eddie Adriana Graciela		

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Low

Middle

Low

Eduardo  
Omar  
Josue

Camila  
Jennifer  
Adán  
Fernando

Middle

High

High

Margarita  
Eloy  
Adriana  
Jason  
Kevin  
Graciela

Luis  
José  
Eddie

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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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**Features of the Grouping Mats** 55

tejas-LEE

Tejas LEE Grouping Mat  
Third Grade

Excluded in Data Entry		3.1-Comprensión de lectura BOY, MOY, EOY				Fluidez de lectura			
Activity	Selected	Activity	Selected	Activity	Selected	Activity	Selected	Activity	Selected
GRA-23	GRA-44	COM-34	COM-44	FLI-2	VOC-1	VOC-33	FOR-45	GRA-85	
GRA-25	GRA-45	COM-35	COM-45	FLI-3	VOC-2	VOC-34	FOR-46	GRA-86	
GRA-26	GRA-46	COM-36	COM-46	FLI-4	VOC-3	VOC-35	FOR-47	GRA-87	
GRA-27	GRA-47	COM-37	COM-47	FLI-5	VOC-4	VOC-36	FOR-48	GRA-88	
GRA-28	GRA-48	COM-38	COM-48	FLI-6	VOC-5	VOC-37	FOR-49	GRA-89	
GRA-29	GRA-49	COM-39	COM-49	FLI-7	VOC-6	VOC-38	FOR-50	GRA-90	
GRA-30	GRA-50	COM-40	COM-50	FLI-8	VOC-7	VOC-39	FOR-51	GRA-91	
GRA-31	GRA-51	COM-41	COM-51	FLI-9	VOC-8	VOC-40	FOR-52	GRA-92	
GRA-32	GRA-52	COM-42	COM-52	FLI-10	VOC-9	VOC-41	FOR-53	GRA-93	
GRA-33	GRA-53	COM-43	COM-53	FLI-11	VOC-10	VOC-42	FOR-54	GRA-94	
GRA-34	GRA-54	COM-44	COM-54	FLI-12	VOC-11	VOC-43	FOR-55	GRA-95	
GRA-35	GRA-55	COM-45	COM-55	FLI-13	VOC-12	VOC-44	FOR-56	GRA-96	
GRA-36	GRA-56	COM-46	COM-56	FLI-14	VOC-13	VOC-45	FOR-57	GRA-97	
GRA-37	GRA-57	COM-47	COM-57	FLI-15	VOC-14	VOC-46	FOR-58	GRA-98	
GRA-38	GRA-58	COM-48	COM-58	FLI-16	VOC-15	VOC-47	FOR-59	GRA-99	
GRA-39	GRA-59	COM-49	COM-59	FLI-17	VOC-16	VOC-48	FOR-60	GRA-100	
GRA-40	GRA-60	COM-50	COM-60	FLI-18	VOC-17	VOC-49	FOR-61	GRA-101	
GRA-41	GRA-61	COM-51	COM-61	FLI-19	VOC-18	VOC-50	FOR-62	GRA-102	
GRA-42	GRA-62	COM-52	COM-62	FLI-20	VOC-19	VOC-51	FOR-63	GRA-103	
GRA-43	GRA-63	COM-53	COM-63	FLI-21	VOC-20	VOC-52	FOR-64	GRA-104	
GRA-44	GRA-64	COM-54	COM-64	FLI-22	VOC-21	VOC-53	FOR-65	GRA-105	
GRA-45	GRA-65	COM-55	COM-65	FLI-23	VOC-22	VOC-54	FOR-66	GRA-106	
GRA-46	GRA-66	COM-56	COM-66	FLI-24	VOC-23	VOC-55	FOR-67	GRA-107	
GRA-47	GRA-67	COM-57	COM-67	FLI-25	VOC-24	VOC-56	FOR-68	GRA-108	
GRA-48	GRA-68	COM-58	COM-68	FLI-26	VOC-25	VOC-57	FOR-69	GRA-109	
GRA-49	GRA-69	COM-59	COM-69	FLI-27	VOC-26	VOC-58	FOR-70	GRA-110	
GRA-50	GRA-70	COM-60	COM-70	FLI-28	VOC-27	VOC-59	FOR-71	GRA-111	
GRA-51	GRA-71	COM-61	COM-71	FLI-29	VOC-28	VOC-60	FOR-72	GRA-112	
GRA-52	GRA-72	COM-62	COM-72	FLI-30	VOC-29	VOC-61	FOR-73	GRA-113	
GRA-53	GRA-73	COM-63	COM-73	FLI-31	VOC-30	VOC-62	FOR-74	GRA-114	
GRA-54	GRA-74	COM-64	COM-74	FLI-32	VOC-31	VOC-63	FOR-75	GRA-115	
GRA-55	GRA-75	COM-65	COM-75	FLI-33	VOC-32	VOC-64	FOR-76	GRA-116	
GRA-56	GRA-76	COM-66	COM-76	FLI-34	VOC-33	VOC-65	FOR-77	GRA-117	
GRA-57	GRA-77	COM-67	COM-77	FLI-35	VOC-34	VOC-66	FOR-78	GRA-118	
GRA-58	GRA-78	COM-68	COM-78	FLI-36	VOC-35	VOC-67	FOR-79	GRA-119	
GRA-59	GRA-79	COM-69	COM-79	FLI-37	VOC-36	VOC-68	FOR-80	GRA-120	
GRA-60	GRA-80	COM-70	COM-80	FLI-38	VOC-37	VOC-69	FOR-81	GRA-121	
GRA-61	GRA-81	COM-71	COM-81	FLI-39	VOC-38	VOC-70	FOR-82	GRA-122	
GRA-62	GRA-82	COM-72	COM-82	FLI-40	VOC-39	VOC-71	FOR-83	GRA-123	
GRA-63	GRA-83	COM-73	COM-83	FLI-41	VOC-40	VOC-72	FOR-84	GRA-124	
GRA-64	GRA-84	COM-74	COM-84	FLI-42	VOC-41	VOC-73	FOR-85	GRA-125	
GRA-65	GRA-85	COM-75	COM-85	FLI-43	VOC-42	VOC-74	FOR-86	GRA-126	
GRA-66	GRA-86	COM-76	COM-86	FLI-44	VOC-43	VOC-75	FOR-87	GRA-127	
GRA-67	GRA-87	COM-77	COM-87	FLI-45	VOC-44	VOC-76	FOR-88	GRA-128	
GRA-68	GRA-88	COM-78	COM-88	FLI-46	VOC-45	VOC-77	FOR-89	GRA-129	
GRA-69	GRA-89	COM-79	COM-89	FLI-47	VOC-46	VOC-78	FOR-90	GRA-130	
GRA-70	GRA-90	COM-80	COM-90	FLI-48	VOC-47	VOC-79	FOR-91	GRA-131	
GRA-71	GRA-91	COM-81	COM-91	FLI-49	VOC-48	VOC-80	FOR-92	GRA-132	
GRA-72	GRA-92	COM-82	COM-92	FLI-50	VOC-49	VOC-81	FOR-93	GRA-133	
GRA-73	GRA-93	COM-83	COM-93	FLI-51	VOC-50	VOC-82	FOR-94	GRA-134	
GRA-74	GRA-94	COM-84	COM-94	FLI-52	VOC-51	VOC-83	FOR-95	GRA-135	
GRA-75	GRA-95	COM-85	COM-95	FLI-53	VOC-52	VOC-84	FOR-96	GRA-136	
GRA-76	GRA-96	COM-86	COM-96	FLI-54	VOC-53	VOC-85	FOR-97	GRA-137	
GRA-77	GRA-97	COM-87	COM-97	FLI-55	VOC-54	VOC-86	FOR-98	GRA-138	
GRA-78	GRA-98	COM-88	COM-98	FLI-56	VOC-55	VOC-87	FOR-99	GRA-139	
GRA-79	GRA-99	COM-89	COM-99	FLI-57	VOC-56	VOC-88	FOR-100	GRA-140	
GRA-80	GRA-100	COM-90	COM-100	FLI-58	VOC-57	VOC-89	FOR-101	GRA-141	
GRA-81	GRA-101	COM-91	COM-101	FLI-59	VOC-58	VOC-90	FOR-102	GRA-142	
GRA-82	GRA-102	COM-92	COM-102	FLI-60	VOC-59	VOC-91	FOR-103	GRA-143	
GRA-83	GRA-103	COM-93	COM-103	FLI-61	VOC-60	VOC-92	FOR-104	GRA-144	
GRA-84	GRA-104	COM-94	COM-104	FLI-62	VOC-61	VOC-93	FOR-105	GRA-145	
GRA-85	GRA-105	COM-95	COM-105	FLI-63	VOC-62	VOC-94	FOR-106	GRA-146	
GRA-86	GRA-106	COM-96	COM-106	FLI-64	VOC-63	VOC-95	FOR-107	GRA-147	
GRA-87	GRA-107	COM-97	COM-107	FLI-65	VOC-64	VOC-96	FOR-108	GRA-148	
GRA-88	GRA-108	COM-98	COM-108	FLI-66	VOC-65	VOC-97	FOR-109	GRA-149	
GRA-89	GRA-109	COM-99	COM-109	FLI-67	VOC-66	VOC-98	FOR-110	GRA-150	
GRA-90	GRA-110	COM-100	COM-110	FLI-68	VOC-67	VOC-99	FOR-111	GRA-151	
GRA-91	GRA-111	COM-101	COM-111	FLI-69	VOC-68	VOC-100	FOR-112	GRA-152	
GRA-92	GRA-112	COM-102	COM-112	FLI-70	VOC-69	VOC-101	FOR-113	GRA-153	
GRA-93	GRA-113	COM-103	COM-113	FLI-71	VOC-70	VOC-102	FOR-114	GRA-154	
GRA-94	GRA-114	COM-104	COM-114	FLI-72	VOC-71	VOC-103	FOR-115	GRA-155	
GRA-95	GRA-115	COM-105	COM-115	FLI-73	VOC-72	VOC-104	FOR-116	GRA-156	
GRA-96	GRA-116	COM-106	COM-116	FLI-74	VOC-73	VOC-105	FOR-117	GRA-157	
GRA-97	GRA-117	COM-107	COM-117	FLI-75	VOC-74	VOC-106	FOR-118	GRA-158	
GRA-98	GRA-118	COM-108	COM-118	FLI-76	VOC-75	VOC-107	FOR-119	GRA-159	
GRA-99	GRA-119	COM-109	COM-119	FLI-77	VOC-76	VOC-108	FOR-120	GRA-160	
GRA-100	GRA-120	COM-110	COM-120	FLI-78	VOC-77	VOC-109	FOR-121	GRA-161	
GRA-101	GRA-121	COM-111	COM-121	FLI-79	VOC-78	VOC-110	FOR-122	GRA-162	
GRA-102	GRA-122	COM-112	COM-122	FLI-80	VOC-79	VOC-111	FOR-123	GRA-163	
GRA-103	GRA-123	COM-113	COM-123	FLI-81	VOC-80	VOC-112	FOR-124	GRA-164	
GRA-104	GRA-124	COM-114	COM-124	FLI-82	VOC-81	VOC-113	FOR-125	GRA-165	
GRA-105	GRA-125	COM-115	COM-125	FLI-83	VOC-82	VOC-114	FOR-126	GRA-166	
GRA-106	GRA-126	COM-116	COM-126	FLI-84	VOC-83	VOC-115	FOR-127	GRA-167	
GRA-107	GRA-127	COM-117	COM-127	FLI-85	VOC-84	VOC-116	FOR-128	GRA-168	
GRA-108	GRA-128	COM-118	COM-128	FLI-86	VOC-85	VOC-117	FOR-129	GRA-169	
GRA-109	GRA-129	COM-119	COM-129	FLI-87	VOC-86	VOC-118	FOR-130	GRA-170	
GRA-110	GRA-130	COM-120	COM-130	FLI-88	VOC-87	VOC-119	FOR-131	GRA-171	
GRA-111	GRA-131	COM-121	COM-131	FLI-89	VOC-88	VOC-120	FOR-132	GRA-172	
GRA-112	GRA-132	COM-122	COM-132	FLI-90	VOC-89	VOC-121	FOR-133	GRA-173	
GRA-113	GRA-133	COM-123	COM-133	FLI-91	VOC-90	VOC-122	FOR-134	GRA-174	
GRA-114	GRA-134	COM-124	COM-134	FLI-92	VOC-91	VOC-123	FOR-135	GRA-175	
GRA-115	GRA-135	COM-125	COM-135	FLI-93	VOC-92	VOC-124	FOR-136	GRA-176	
GRA-116	GRA-136	COM-126	COM-136	FLI-94	VOC-93	VOC-125	FOR-137	GRA-177	
GRA-117	GRA-137	COM-127	COM-137	FLI-95	VOC-94	VOC-126	FOR-138	GRA-178	
GRA-118	GRA-138	COM-128	COM-138	FLI-96	VOC-95	VOC-127	FOR-139	GRA-179	
GRA-119	GRA-139	COM-129	COM-139	FLI-97	VOC-96	VOC-128	FOR-140	GRA-180	
GRA-120	GRA-140	COM-130	COM-140	FLI-98	VOC-97	VOC-129	FOR-141	GRA-181	
GRA-121	GRA-141	COM-131	COM-141	FLI-99	VOC-98	VOC-130	FOR-142	GRA-182	
GRA-122	GRA-142	COM-132	COM-142	FLI-100	VOC-99	VOC-131	FOR-143	GRA-183	
GRA-123	GRA-143	COM-133	COM-143	FLI-101	VOC-100	VOC-132	FOR-144	GRA-184	
GRA-124	GRA-144	COM-134	COM-144	FLI-102	VOC-101	VOC-133	FOR-145	GRA-185	
GRA-125	GRA-145	COM-135	COM-145	FLI-103	VOC-102	VOC-134	FOR-146	GRA-186	
GRA-126	GRA-146	COM-136	COM-146	FLI-104	VOC-103	VOC-135	FOR-147	GRA-187	
GRA-127	GRA-147	COM-137	COM-147	FLI-105	VOC-104	VOC-136	FOR-148	GRA-188	
GRA-128	GRA-148	COM-138	COM-148	FLI-106	VOC-105	VOC-137	FOR-149	GRA-189	
GRA-129	GRA-149	COM-139	COM-149	FLI-107	VOC-106	VOC-138	FOR-150	GRA-190	
GRA-130	GRA-150	COM-140	COM-150	FLI-108	VOC-107	VOC-139	FOR-151	GRA-191	
GRA-131	GRA-151	COM-141	COM-151	FLI-109	VOC-108	VOC-140	FOR-152	GRA-192	
GRA-132	GRA-152	COM-142	COM-152	FLI-110	VOC-109	VOC-141	FOR-153	GRA-193	
GRA-133	GRA-153	COM-143	COM-153	FLI-111	VOC-110	VOC-142	FOR-154	GRA-194	
GRA-134	GRA-154	COM-144	COM-154	FLI-112	VOC-111	VOC-143	FOR-155	GRA-195	
GRA-135	GRA-155	COM-145	COM-155	FLI-113	VOC-112	VOC-144	FOR-156	GRA-196	
GRA-136	GRA-156	COM-146	COM-156	FLI-114	VOC-113	VOC-145	FOR-157	GRA-197	
GRA-137	GRA-157	COM-147	COM-157	FLI-115	VOC-114	VOC-146	FOR-158	GRA-198	
GRA-138	GRA-158	COM-148	COM-158	FLI-116	VOC-115	VOC-147	FOR-159	GRA-199	
GRA-139	GRA-159	COM-149	COM-159	FLI-117	VOC-116	VOC-148	FOR-160	GRA-200	
GRA-140	GRA-160	COM-150	COM-160	FLI-118	VOC-117	VOC-149	FOR-161	GRA-201	
GRA-141	GRA-161	COM-151	COM-161	FLI-119	VOC-118	VOC-150	FOR-162	GRA-202	
GRA-142	GRA-162	COM-152	COM-162	FLI-120	VOC-119	VOC-151	FOR-163	GRA-203	
GRA-143	GRA-163	COM-153	COM-163	FLI-121	VOC-120	VOC-152	FOR-164	GRA-204	
GRA-144	GRA-164	COM-154	COM-164	FLI-122	VOC-121	VOC-153	FOR-165	GRA-205	
GRA-145	GRA-165	COM-155	COM-165	FLI-123	VOC-122	VOC-154	FOR-166	GRA-206	
GRA-146	GRA-166	COM-156	COM-166	FLI-124	VOC-123	VOC-155	FOR-167	GRA-207	
GRA-147	GRA-167	COM-157	COM-167	FLI-125	VOC-124	VOC-156	FOR-168	GRA-208	
GRA-148	GRA-168	COM-158	COM-168	FLI-126	VOC-125	VOC-157	FOR-169	GRA-209	
GRA-149	GRA-169	COM-159	COM-169	FLI-127	VOC-126	VOC-158	FOR-170	GRA-210	
GRA-150	GRA-170	COM-160	COM-170	FLI-128	VOC-127	VOC-159	FOR-171	GRA-211	
GRA-151	GRA-1								



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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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