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3

## Contents of this Module

- Common Administration Errors
- Comprehension Refresher
- Phonological Awareness Activities and Research
- Using Tejas LEE Results
- Available Tejas LEE Resources

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4

## Common Administration Errors

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5

## The Teacher Guide Should be used with Every Administration

- Even for teachers using electronic versions of the Tejas LEE, the Teacher Guide should always be used

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## The Teacher Guide Should be used with Every Administration

6

For **pencil/paper users**, the teacher guide provides:

- All directions, practice, and test items on a single page
- Entry Point, Branching rules and Performance Levels
- Question stems above test items
- Suggested answers for Reading Comprehension



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## The Teacher Guide Should be used with Every Administration

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Entry Point Rules

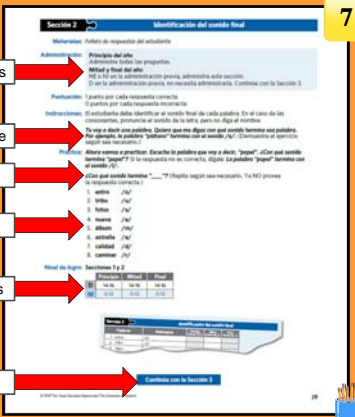
Directions and Practice

Question Stem

Test Items

Performance Levels

Branching Rules



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## The Teacher Guide Should be used with Every Administration

8

For **electronic version users**, the teacher guide provides:

- All directions, practice, and test items on a single page
- Question stems above test items
- Suggested answers for Reading Comprehension



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12

## Correct

**Sección 3**
**Conocimiento de rimas**

Palabras	Principio Puntos (0,1)	Medio Puntos (0,1)	Final Puntos (0,1)
1. les, mes	1	1	
2. laso, vaso	1	0	
3. cama, fama	0	1	
4. poco, foco	0	1	
5. chino, pino	0	0	
<b>TOTAL:</b> (5 posibles)	2	3	
	D 4-5	D 4-5	D 4-5
<b>Nivel de logro:</b> <small>Trace un círculo alrededor del nivel apropiado.</small>	NE 0-3	NI 0-3	NI 0-3

☐ Marque cuando Desarrollado.  
 Esta sección no se tiene que administrar otra vez.

Continúe con la Sección 4

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13

## “Repita según sea necesario.”

- This sentence appears throughout the Teacher Guide.
  - You may repeat only the sentence stem as needed, NOT the test items.
  - Remember, test items may be repeated only if the student could not hear them the first time.

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14

## “Repita según sea necesario.”

**Instrucciones:** El estudiante debe identificar el sonido inicial de cada palabra. En el caso de las consonantes, pronuncie el sonido de la letra, pero no diga el nombre.

**Te voy a decir una palabra. Quiero que me digas con qué sonido empieza esa palabra.**  
**Por ejemplo, la palabra “teléfono” empieza con el sonido /t/. (Demuestre el ejercicio, según sea necesario.)**

**Práctica:** Ahora vamos a practicar. Escucha la palabra que voy a decir, “pato”. ¿Con qué sonido empieza “pato”?

Si la respuesta no es correcta, dígame: La palabra “pato” empieza con el sonido /p/.

**Preguntas:** ¿Con qué sonido empieza “?” (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. tobillo /t/
2. zorro /s/
3. humano /u/
4. diamante /d/
5. planta /p/
6. jamón /j/
7. lluvia /y/
8. restaurante /r/

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## Test Items are NOT to be Repeated

15

- Students should be given one chance to respond.
- Mark student responses based on their response, without prompting or repetition, even when you know “they know it”

**EXCEPTION:** If something prevents a student from hearing the item, you may repeat that item

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## Scoring Comprehension Questions

16

- The answers in the Teacher Guide are the most common answers we received but NOT all possible correct answers.
- Teachers should **ALWAYS** use their professional judgment in deciding whether or not any student response is correct.

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## “¿Y qué más?”

17

- Use this phrase **ONLY** with questions where more than one answer is required and the student has provided only a partially correct response
- If a student gives an incorrect answer, no prompt should be given. Mark the answer wrong and move on

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6



## Pausing an Administration

- Students do not need to complete Tejas LEE in one sitting
- However, breaks should occur only between sections.
- The two Reading Comprehension stories are in the same section and should be administered in the same sitting

**DO NOT pause in the middle sections even if your electronic device allows you to do so.**

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## Why Are There 2 Stories??

- Students may not be interested or have background knowledge about a particular story
- Two stories gives a truer read on a student's actual fluency and comprehension

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## Why is there no Listening Comprehension in G1, G2, G3?

- We are evaluating on-grade level performance
- Reading Comprehension stories were not field tested as Listening Comprehension
- You may administer the Kinder Listening Comprehension to students as needed

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## Why is there a focus on phoneme activities in PA?

21

- Teaching at the phoneme level has multiple benefits for students in Spanish reading...

1. Calling Spanish a syllabic language is a misnomer. Even at the very basic levels of PA, (ma, me, mi, mo, mu), students are manipulating phonemes.

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## Why is there a focus on phoneme activities in PA?

22

- Teaching at the phoneme level has multiple benefits for students in Spanish reading...

2. Tejas LEE pilot studies indicate that student performance on phoneme tasks is the BEST predictor of reading success in Spanish for students in G1.

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## Why is there a focus on phoneme activities in PA?

23

- Teaching at the phoneme level has multiple benefits for students in Spanish reading...

3. Student success in spelling is dependent upon their ability to hear and distinguish every phoneme in a word.

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## Why is there a focus on phoneme activities in PA?

24

- Teaching at the phoneme level has multiple benefits for students in Spanish reading...

4. Students in bilingual reading programs will transition into English reading. Teaching at the phoneme level facilitates that transition.

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## Relationship between Early Spanish and English Skills

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graph TD
    SPA(Spanish PA) ---|0.74| SWR(Spanish Word Reading)
    EPA(English PA) ---|0.68| EWR(English Word Reading)
    
```

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Francis 2005

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## Relationship between Early Spanish and English Skills

26

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graph TD
    SPA(Spanish PA) ---|0.74| SWR(Spanish Word Reading)
    EPA(English PA) ---|0.68| EWR(English Word Reading)
    SPA ---|0.92| EPA
    
```

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Francis 2005

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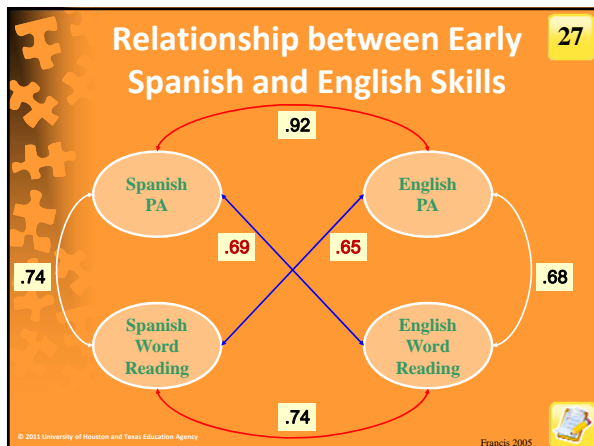
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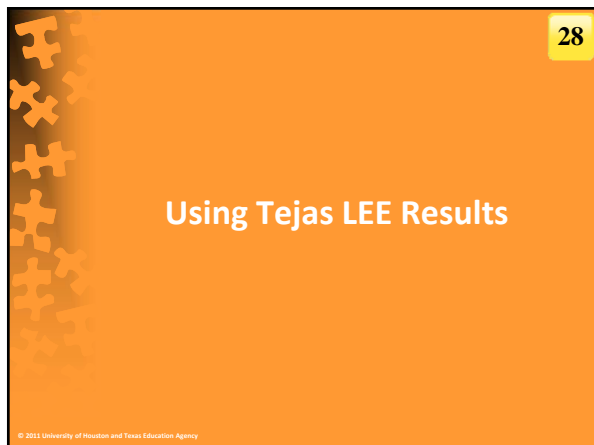
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### Grouping Review

- Prepare the Tejas LEE Data for Grouping
- Focus on a Specific Skill
- Form Instructional Groups
- Select Activities
- Implement

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## 30

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## tejas LEE Resumen de la clase - Pri

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## 32

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## 33

[illegible]

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[illegible]

### Commonsense Intelligibility

FOR 22 **Extiende la frase fantástica** (Add to the Fantastic Phrase)  
Students will lengthen affirmative phrases or sentences.

Concencia fonológica (Rimas y alteración  
sonora). **Entiendo la fon**

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

Students will lengthen alliterative phrases or sentences.  
Los estudiantes alargarán una frase u oración aliterativa.

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.

Exemplos:

el enorme elefante  
bien bonita ballena  
feo fantasma  
vaca valiosa  
feliz foca fabulosa  
tan triste tortuga  
serpiente sorprendida  
altiva ardilla asustada  
orangután orgulloso

(El enorme elefante es elegante.)  
(Bien bonita ballena busco buena balsa.)  
(Fao fantasma felicitá a furioso felino.)  
(Vaca valiosa vuela, vaca valiosa va de vacaciones.)  
(Feliz foca fabulosa forma fortuna fácilmente.)  
(Tan triste tortuga tararea temas tan tristes.)  
(Serpiente sorprendida se sale sin su sandía.)  
(Altiya ardila asustada avienta avellanas al avión.)  
(Orangután orgulloso oye osos optimistas.)

[illegible]

Es un hombre joven.  
Es una hermosa etnia.  
Es un río profundo.  
Es un río rojo.

Es un carácter enigmático.  
Es una artista lista.  
Es un filo más.

Es una ardiente pasión.  
Es una superficie diferente.

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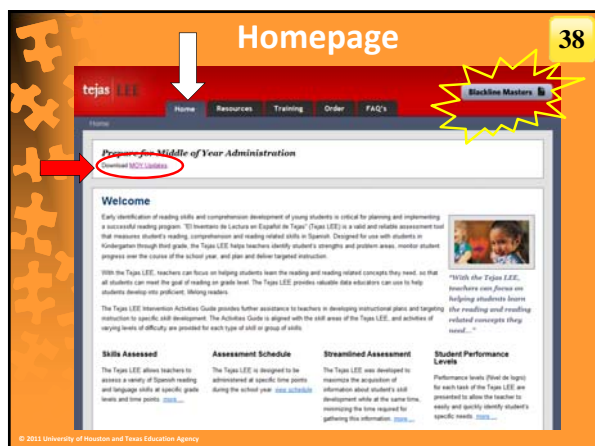
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Resources Page

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View Video Clips

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"For Teachers" Resource Page

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**Updates**

**42**

**Tejas LEE 2010-2014**

**Middle of the Year Update**

tejas LEE

Home Resources Training Order FAQs

Newsletter > For Teachers

**For Teachers**

**Prepare for Middle of Year Administration**

Download the [2010-2014 Update](#)

**Intermittent Activities Guide Blackline Masters**

This section provides blackline masters for all activities.

View the [Activities Blackline](#)

**Changes to the new version of the Tapes**

There are several new components to the Tapes. The new version of the Tapes was created from the 2008-2009 version and includes several new components to the Tapes. The previous version of the Tapes was created from the 2008-2009 version and includes several new components to the Tapes.

**Do you want to open or save this file?**

File Name: TegalsLEE\_MYO\_Update2010-2014.exe  
File Type: Unrecognized executable file, 1.0MB  
From: www.tejas.org

☒ Please wait before opening this type of file

Why files from the Internet can be unsafe, even files you personally have not changed. You can click on the unsafe file but you can't see the file's [Digital Signature](#).

Be cautious at each grade level. Some topics are not appropriate for all grades.

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# Blackline Masters

tejas
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Home
Resources
Training
Order
FAQ's

Blackline Masters

Resources for Intermediate Activities

## Blackline Masters

This section provides blackline masters for each activity in the Intermediate Activities Guide identified with the icon .

Each activity in the Intermediate Activities Guide has a section and number code (see below). This can be used to find the Blackline Master for your activity.

FON-12

Creando un súper libro de rimas  
Creating a Rhyming Big Book!

Blackline Masters available for downloading

Students will identify words that rhyme with a given word.

- FON: Conciencia fonológica [more ...](#)
- GRA: Conocimiento de los grafonemas [more ...](#)
- FLU: Fluidez [more ...](#)
- COM: Comprensión auditiva y de lectura [more ...](#)
- VOC: Vocabulario [more ...](#)
- ESC: Escritura [more ...](#)

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Blackline Masters	
GR-35	Juego con palabras de uso frecuente (Game with Frequently Used Words)
GR-36	Bingo de palabras (Word Bingo)
GR-37	Paree el dibujo con la sílaba compuesta (Match the Picture Card to Compound Words)
GR-38	Combinar sílabas para formar palabras (Combine Syllables to Make Words)
GR-39	Rueda de palabras (Word Wheel)
GR-40	Unión de sílabas (Blending Syllables)
GR-55	Introducción de reglas de ortografía para g y c (Beginning Spelling Rules for G and C)
GR-59	Flameando la capa para deletear palabras con el sonido de /s/ final (Removing the Cape to Delete Words with the Final /s/ Sound)
GR-64	Tarjetas picabu para "ll y y" (Pokeaboo Cards for "ll and y")
GR-69	Tarjetas coleccionables de homófonos (Homophone Collector Cards)
GR-70	Organigrama de hiatos (Hiato Word Pouches)
GR-75	Pescando acentos (Fishing for Accents)
GR-79	Un acento se balanceaba (An Accent Was Balancing Long on Rules)
GR-85	Diferenciar el sonido de gue, gui, güe, güi (Differentiating gue, gui, güe, güi)

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[illegible][illegible]

# Grouping Resources and Tools

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Kindergarten Grouping Chart

Strand, Learning Objectives, Concepts, Fluency, Problem Solving, Reasoning, Connections, Assessment

Strand, Learning Objectives, Concepts, Fluency, Problem Solving, Reasoning, Connections, Assessment

Strand, Learning Objectives, Concepts, Fluency, Problem Solving, Reasoning, Connections, Assessment

Strand, Learning Objectives, Concepts, Fluency, Problem Solving, Reasoning, Connections, Assessment

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# Grouping Resources and Tools

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**tejas-LEE**

**Texas LEE Grouping Mat**  
First Grade

		1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade		12th Grade	
Name	ID	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
		1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade

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## Frequently Asked Questions

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### General Questions

- What are the major differences between the 2009-2010 and 2010-2014 versions of the *Tajás LEE*?
- Is the *Tajás LEE* a translation?
- Should all Spanish speaking students be tested with *Tajás LEE*?
- When should a student be administered an English instrument?
- How should I select the level of the *Tajás LEE* to use with a student?
- Is it possible to use the *Tajás LEE* with secondary students?
- Can *Tajás LEE* be used for Special Needs students?
- What Reading Concepts are assessed in *Tajás LEE*?
- How is student performance scored?
- Is training necessary to administer *Tajás LEE*?
- How do I purchase *Tajás LEE* Materials?
- What is the relationship between the *Tajás LEE* and the *TPRI*?
- How do the *Tajás LEE* and the *TPRI* differ?

### Assessment/Administration Specific

- How long will it take to administer the *Tajás LEE* to a student?
- In Grades 1-3 can I administer the "Dictado (Spelling)" section to the whole class at once?
- What should I do if a student misreads the same word more than once while reading a story for comprehension?
- If a student scores "Nivel Esperado", how do I interpret their performance to plan instruction?
- How do I calculate the *Porcentaje de estudiantes NI* (Percentage of class NI) on the class summary sheet?
- How do I calculate the *Scored Score for Reading Comprehension* in grades 1, 2 and 3?

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## End of Module

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