



= Main Idea



=Key Points



=Get Involved



=Review



=Read On

Participant Packet

Proper Administration Procedures, Grades K-3

Slide 24: What is the Tejas LEE?



The Tejas LEE is a _____-based K-3 _____ reading assessment. It is a _____ for the early _____ of reading _____ and should be used to _____ reading instruction in the classroom.

drive

difficulties

tool

Spanish

research

identification

Slide 58: Branching Rules



In Kindergarten, Sections 4 and 5:

- If a student's performance level is D (10-12) continue with _____.
- If a student's performance level is NE (5-9) continue with _____.
- If a student's performance level is NI (0-4) continue with _____.

Slide 68: Think, Turn and Talk



Think, Turn and Talk with a partner about the following questions:

- Why is phonological awareness an important skill in Kindergarten and First Grade?
- Why do you think Tejas LEE only assesses phoneme level PA knowledge in First Grade?



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Slide 79: Determining Fluency Rate in PLCPM (Palabras Leídas Correctamente Por Minuto)

Alberto read the first grade story, *El sapito de mi sala*, (110 words) in 1 minute 47 seconds. He made 3 errors in the reading. Calculate his fluency rate.

Palabras en el cuento	-	Errores	=	Palabras correctas	÷	Segundos	x 60 =	Fluidez
110	-		=		÷		x 60 =	

Carmen read the second grade story, *El Festival del Charro*, (157 words) in 2 minutes 13 seconds. She made 5 errors in the reading. Calculate her fluency rate.

Palabras en el cuento	-	Errores	=	Palabras correctas	÷	Segundos	x 60 =	Fluidez
157	-		=		÷		x 60 =	

Nicolasa read the third grade story, *La montaña rusa*, (277 words) in 3 minutes 34 seconds. She made 12 errors in the reading. Calculate her fluency rate.

Palabras en el cuento	-	Errores	=	Palabras correctas	÷	Segundos	x 60 =	Fluidez
277	-		=		÷		x 60 =	



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Slides 95-98: Determining Overall Scores



Based on the information in slides 95-98, complete the following:

1. Determine the overall scores for the first grade students in the table below.

		Sección 8: Exactitud, fluidez y comprensión de lectura										
		Cuento	Narr. (N) Exp. (E)	Exactitud de lectura			Proporción de la fluidez		Comprensión			
				Cuento	Global		Cuento	Global	Cuento		Global	
					Nivel de logro (D, NI)	Puntaje	Promedio de puntaje	Puntaje	Nivel de logro (D, NI)	Nivel de logro (D, NI)		
Enrique	Principio	1	N	IND	INST	FRU		25		4	D	
		2	N	IND	INST	FRU						
Ana	Principio	1	N	IND	INST	FRU		44		5	D	
		2	N	IND	INST	FRU		36		4	D	
Laura	Principio	1	N	IND	INST	FRU		53		4	D	
		2	N	IND	INST	FRU		42		3	NI	
Jorge	Principio	1	N	IND	INST	FRU						
		2	N	IND	INST	FRU		33		2	NI	

2. Jot down any questions you have about how the results are shown above. Be sure to check with a neighbor or a presenter so that your questions are answered.

3. Why is there no fluency or comprehension score for Enrique on story 2 or Jorge on story 1?

Progress Monitoring MPLE (Kindergarten)

Slide 43: Think, Turn and Talk



Think, Turn and Talk with a partner about the following questions:

- Looking at the tasks and series indicated for Jose, why does each task start at the point it does?



= Main Idea



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Progress Monitoring MPLP (Grades 1-3)

Slide 64: Think, Turn and Talk



Think, Turn and Talk with a partner about the following questions:

- How do Pedro's difficulties differ from Olivia's?
- What strategies should the teacher employ to assist Pedro?

Slide 67: Think, Turn and Talk



Think, Turn and Talk with a partner about the following questions:

- Where do you see an opportunity for adjustments?
- What can the teacher do here?
- Discuss how this data informs instruction.

Slide 71: Think, Turn and Talk



Think, Turn and Talk with a partner about the following questions:

- What are Tania's challenges?
- Come up with some ideas on how to inform her instruction.



= Main Idea



=Key Points



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Using the *Guía de actividades de intervención*

Slide 3: Think, Turn and Talk



Think, Turn and Talk with a partner about the following questions:

- Why would using the IAG be helpful in your classroom?

Analyzing Spelling Results

Slides 35-36: Accenting



Accenting refers to the syllable within a word that carries the stress. Every multisyllabic word in Spanish has a stressed (accented) syllable. Accents provide students with additional information about the word being read, as well as pronunciation.

An accent is simply a syllable within a word that is pronounced more strongly than the other syllables. Accents in Spanish can either be:

Prosódico: Pronounced but not written

Diacrítico: Pronounced and written

Slide 37: Agudo Words



Agudo words have an accent on the last syllable. This table indicates when the accent is written and when it is not written.

Prosódico Termina en consonante, menos "n" y "s"			Diacrítico Termina en vocal, "n" o "s"		
pa- <u>pel</u>	ca- <u>lor</u>	co-dor- <u>niz</u>	a- <u>llá</u>	pu- <u>ré</u>	co-ra- <u>zón</u>
ciu- <u>dad</u>	re- <u>loj</u>	ca-li- <u>dad</u>	a- <u>hí</u>	no- <u>más</u>	in-te- <u>rés</u>
na- <u>ríz</u>	es- <u>toy</u>	ma-te- <u>rial</u>	i- <u>glú</u>	so- <u>fá</u>	al-go- <u>dón</u>



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Would the following “agudo” words have a written accent or not? Why? If a written accent is required, place the accent over the appropriate letter.

	<u>Written vs Pronounced only</u>		<u>Reason</u>
1. iman	Written	Pronounced	_____
2. estar	Written	Pronounced	_____
3. llame	Written	Pronounced	_____
4. anis	Written	Pronounced	_____
5. avestruz	Written	Pronounced	_____
6. hotel	Written	Pronounced	_____

Slide 38: Grave Words



Grave words have an accent on the second to last syllable. This table indicates when the accent is written and when it is not written.

Prosódico Termina en vocal, “n” o “s”			Diacrítico Termina en consonante, menos “n” y “s”		
<u>ho</u> -ra	<u>dul</u> -ce	tra- <u>ba</u> -jo	<u>fút</u> -bol	<u>cés</u> -ped	di- <u>fí</u> -cil
<u>al</u> -to	<u>can</u> -tan	to- <u>ma</u> -tes	<u>ál</u> -bum	<u>sué</u> -ter	ca- <u>rác</u> -ter
<u>ca</u> -da	<u>mis</u> -mo	e- <u>nor</u> -me	<u>lá</u> -piz	<u>án</u> -gel	au-to- <u>mó</u> -vil

Would the following “grave” words have a written accent or not? Why? If a written accent is required, place the accent over the appropriate letter.

	<u>Written vs Pronounced only</u>		<u>Reason</u>
1. beisbol	Written	Pronounced	_____
2. tijeras	Written	Pronounced	_____
3. taza	Written	Pronounced	_____
4. fertil	Written	Pronounced	_____
5. carne	Written	Pronounced	_____
6. condor	Written	Pronounced	_____



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Slide 39: Esdrújula Words



Esdrújula words have an accent on the third to last syllable. An esdrújula word always has a written accent.

Examples			
tráfico	México	índice	sonámbulo
óvalo	último	Atlántico	científico
teléfono	íntimo	sótano	músculo

Listen to the following words. Circle the words that you think are “esdrújula”. If a written accent is required, place the accent over the appropriate letter.

1. engrapadora
2. tortilla
3. multiples
4. avioneta
5. avestruz
6. antipatico
7. magico
8. trabajadora
9. pingüino
10. hipoteticamente