

Key Points



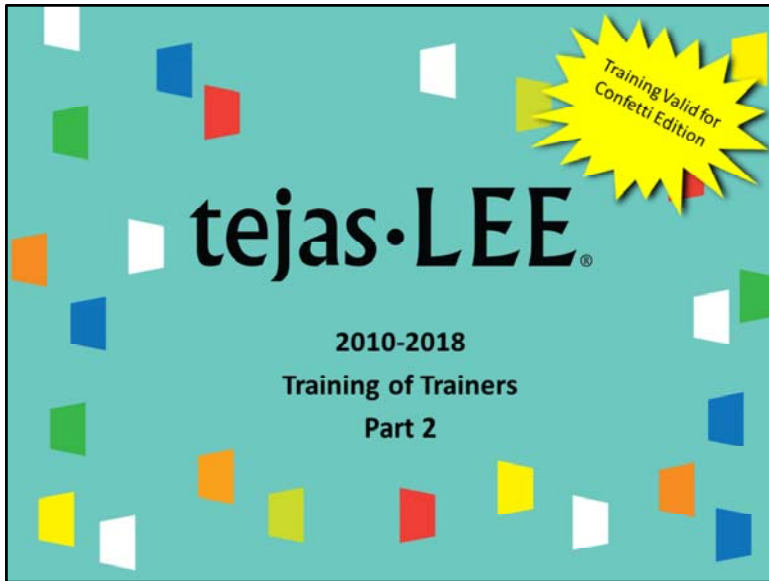
Note For Presenter

The Key Points section shows you the most important information to convey for each slide.

Be especially careful that you have clearly covered these points.



Notes



Key Points



Notes

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Key Points



Notes



Tejas LEE Training of Trainers

Part 2



tejas•LEE

Monitorio del progreso para lectores principiantes

Guía de administración

1-3

tejas•LEE

2010-2018



MPLP: Monitoreo del progreso para lectores principiantes

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Key Points




Note For Presenter

The Key Points section shows you the most important information to convey for each slide.

Be especially careful that you have clearly covered these points.



Notes



Contents of this Module

2

- Kit and MPLP Contents
- Components
- Structure
- General Guidelines
- Administering the MPLP
- Documenting Student Progress
- Interpreting and Planning

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DO:

Read/review slide.



Key Points



Notes

What Comes in the MPLP Kit? 3


Each MPLP Kit Includes:

Guía de administración
(Teacher Guide)

Cuaderno de lecturas
(Student Story Booklet)

Available for purchase separately:

15 Folletos de respuestas del estudiante para el grado de administración (15 Grade Level Student Record Booklets—Specify the grade needed)



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DO:

Read/review slide.

SAY:

If your district still has the previous version of the MPLP (in a yellow box dated 2006-2008), this box can still be used as the assessment has not changed. If you still have these kits, you will only need order student record booklets.




Key Points

- The MPLP Kit is available for purchase from our publisher, Brookes Publishing. Electronic versions are available from the Amplify (Wireless) and Tango LibertySource.
- The yellow 2006-2008 version of the MPLP is still current and can be used if your district still has these kits.



Notes



Components of MPLP

4

Exactitud, fluidez y comprensión de lectura:

- Reading Accuracy and Fluency Stories
- Reading Comprehension Questions

Reconocimiento de las palabras:

- Word Reading (Decoding) Lists (First Grade only)

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Key Points

DO:

Read/review slide.



Notes



5

The MPLP measures progress in:

- Reading Accuracy
- Reading Fluency
- Reading Comprehension

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Key Points

DO:

Read/review slide.



Notes



Structure of the MPLP

6

12 Stories per grade level

- Stories are of approximately the same level of difficulty
- Each story appears twice in the student record booklets
- Tables are presented for 2 and 6 week administration schedule for all stories

6 Word Lists (First Grade ONLY)

- Each word list is progressively more difficult
- Word lists developed by lexiling 1st grade stories and eliminating related words
- Each word list has columns for 2 administrations, more can be added by hand if necessary

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DO:

Read/review slide.




Key Points

- 12 stories per grade level (stories are at about the same level of difficulty)
- Word lists available for G1 only (each list is progressively more difficult than the previous one)
- Word lists consist entirely of words that are included in the first grade stories



Notes



General Guidelines

7

1. Always use your teacher guide, even if you have a PDA.
2. Have all needed materials ready.
3. Administer to one student at a time.
4. Administration should occur under typical classroom setting.
5. Teacher dialogue is always in *italics*.
6. Instructions may be repeated as needed.
7. Avoid hints or clues.
8. Give positive praise throughout the administration.

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DO:

Read/review slide.



Key Points



Notes



SAY:

When you turn around the MPLP training, you will have several options to choose from depending on which Administration Schedules your district decides to use.

If you ONLY implement the two week progress monitoring, you should click on the first option (Point to “2 Week Administration Cycle”). If you ONLY implement a six week progress monitoring, you should click on the second option (Point to “6 Week Administration Cycle”). If some students will be progress monitored every two weeks and others every six weeks, click on the third option.

By clicking on the correct option, the PPT will bypass slides you do not need.



Key Points

- When you turn around the MPLP training, this slide will allow you to only train on slides relevant for your teachers.
- This pages is clickable. Choose the type of Progress Monitoring your district is implementing.



Notes

9

Comprehension _____ Week Schedule

Cuento 1	Exactitud, fluidez y comprensión de lectura
2 semanas	La tarea de Andy

Estas preguntas son para fines de instrucción y no afectan la proporción de la fluidez. No saque el resultado.

1. ¿De quién o de qué se trata esta historia mayormente?
2. ¿Qué pasó en esta historia?

Click on Arrow to
Continue

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Key Points

- Clicking on the arrow will allow you to bypass the slides that are not applicable to your

SAY:

Once you have completed the slides that are specific to your district's use of the MPLP, you may see a large gray arrow at the bottom of the page.

DO:

Point to the arrow.

SAY:

By clicking on this arrow, you will bypass slides that are not applicable for your teachers.



Notes



SAY:

You can verify that you are about to cover the correct slides with your teachers by checking the type on the large puzzle piece. This would be the correct initial slide if you are covering the two week administration ONLY.



Key Points

- Verify that the administration schedule on this slide is the one that your district uses



Notes



Key Points

SAY:

If your district ONLY uses the six week administration schedule, this would be the slide you will see.



Notes



Key Points

SAY:

Finally, if your district uses both the two and six week administration, this should be the first slide you see after clicking.



Notes

Choosing the Correct Administration Schedule

13

Struggling students require close monitoring. We recommend a two week administration schedule with these students.

Average and above average students may be monitored less frequently. A six week administration schedule may be appropriate for these students.

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DO:

Read/review slide.



Key Points

- For struggling readers, we recommend a 2 week schedule
- For average and above average readers, we recommend a 6 week schedule



Notes

Baseline Administration

14

The **Baseline Administration** is the first administration of the MPLP. It occurs two or six weeks after the BOY Tejas LEE assessment.

The purpose of the **Baseline Administration** is to establish a starting point for progress monitoring for the semester or school year.

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DO:

Paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

The first administration of the MPLP is your baseline administration. Each student establishes a baseline at his/her reading level. The baseline is the starting point for the semester (if a student is off grade level) or for the school year (if the student is on grade level).

SAY:

Let's look at how to give students in each grade level their baseline assessment. We will demonstrate this process by using the flowcharts that are found in the MPLP Guía de administración.

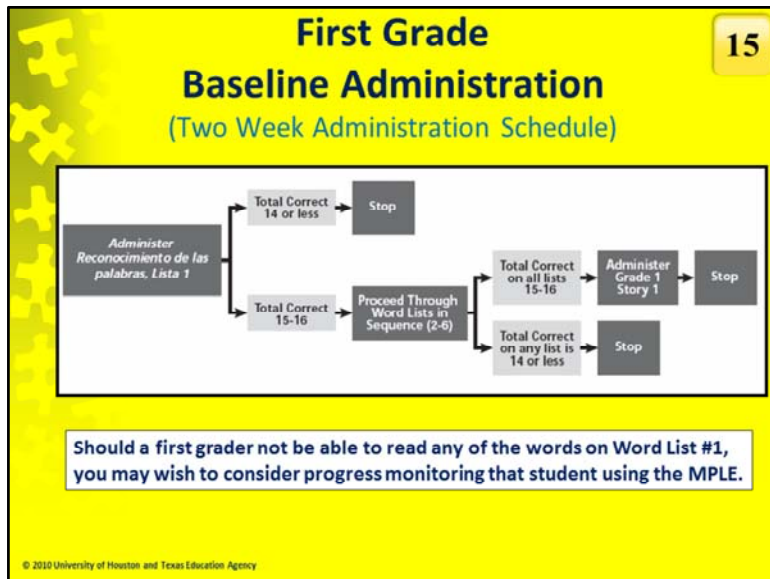


Key Points

- You should start progress monitoring 2 or 6 weeks after your BOY Tejas LEE assessment
- The first MPLP administration is called the baseline administration.
- This administration will give you a starting point from which to measure progress.



Notes



SAY:

When establishing the baseline for a first grade student using the two week administration schedule, you will start by having the students read "Word List #1". Following the flowchart (use a pointer or laser and follow the arrows as you follow the flowchart), if the student reads 14 or less words, you stop the administration. Word List #1 becomes that student's baseline. However, should a student read 15 or 16 right, he/she should continue on to Word List #2 and so on. There are 6 word lists in all. If a student should read less than 15 words correct on any word list, the administration is ended. The word list on which the student read less than 15 words becomes the baseline.

Should a student read all 6 word lists successfully, they should then read Grade 1 Story 1 and this story becomes their baseline.

So, a first grader may establish their baseline on Word List #1, #2, #3, #4, #5, #6, or on Grade 1 Story 1.

DO:

Paraphrase the footnote at the bottom of the slide.

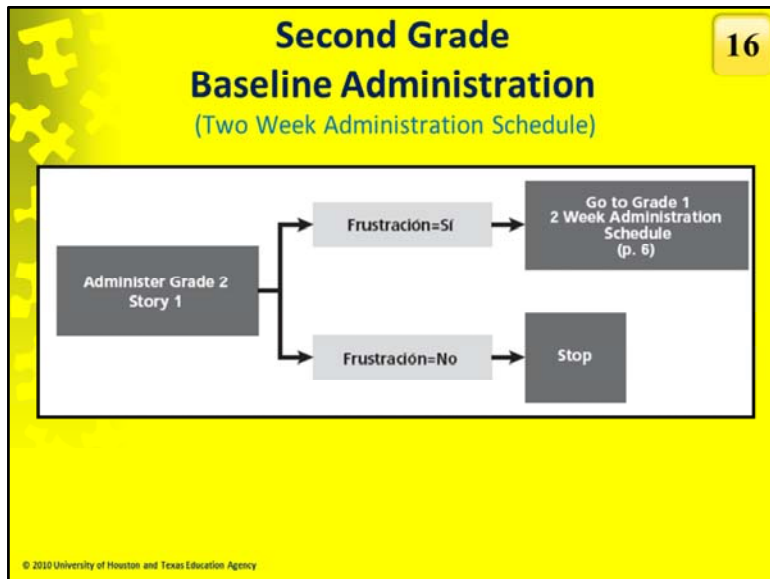


Key Points

- On the 2 week administration, all first grade students should start with Word List #1
- Continue administering word lists until the student reads 14 words or less correctly. This is their baseline.
- If student reads all 6 words lists correctly, then have then read Story 1. This is their baseline.



Notes



DO:

Walk participants through the flowchart logic.

SAY:

Thus, a second grade student could establish his baseline with Grade 2 Story 1, Word List #1, #2, #3, #4, #5, #6 or Grade 1 Story 1, depending on his/her reading ability.

DO:

You may wish to backtrack to the previous slide to show that if a student is Nivel de frustración on G2 Story 1, the next item to be administered is Word List #1, and then establish baseline the same way you would for a first grade student.

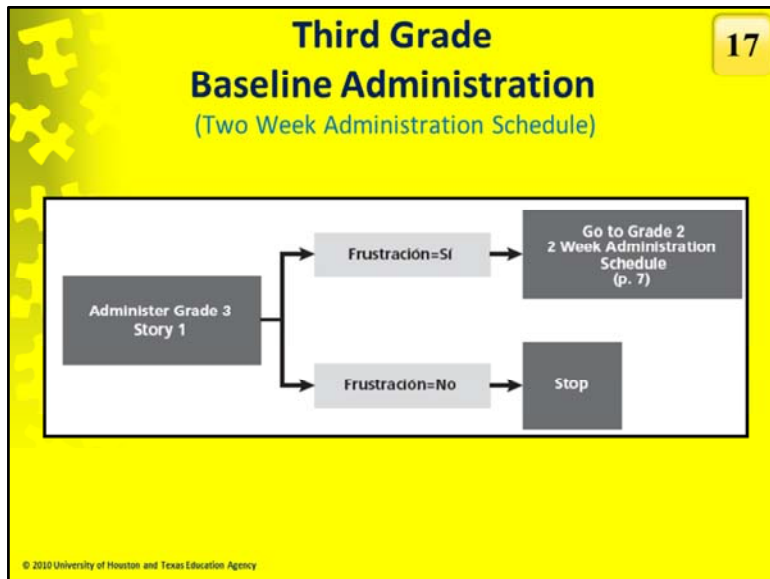


Key Points

- All second grade students start with G2, Story 1.
- If student reads this story successfully, then this is their baseline.
- If student is frustrational on Story 1, then go back to Grade 1: 2 Week Administration Schedule and follow that flowchart.



Notes



DO:

Walk participants through the flowchart logic.

SAY:

Thus, a third grade student could establish his baseline with Grade 3 Story 1, Grade 2 Story 1, Word List #1, #2, #3, #4, #5, #6 or Grade 1 Story 1, depending on his/her reading ability.

DO:



The “Frustración = NO” being good and “Frustración = SI” being bad is somewhat counter-intuitive. Make certain that the participants understand this concept before moving on.

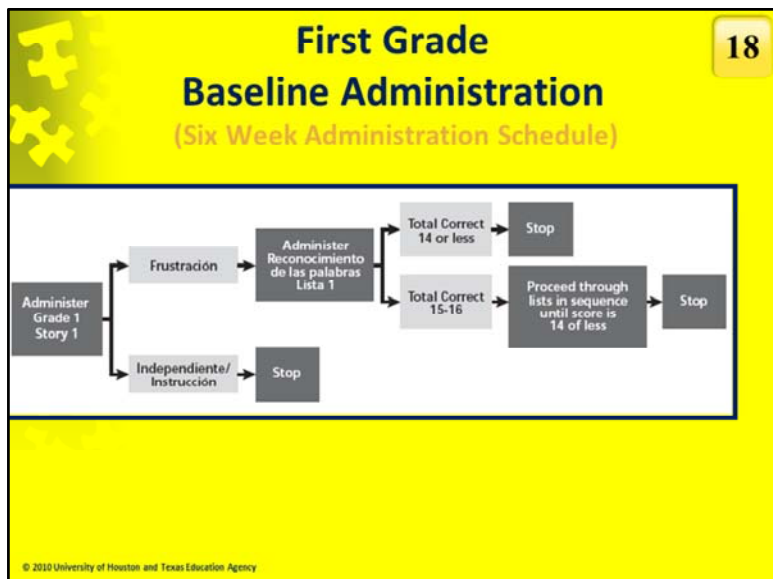


Key Points

- All third grade students should start with G3, Story 1.
- If student reads this story successfully then this is their baseline.
- If student is frustrational on Story 1, then go back to Grade 2: 2 Week Administration Schedule and follow that flowchart.
- If student is still frustrational on G2, Story 1, then go back to Grade 1: 2 Week Administration Schedule and follow that flowchart.



Notes



DO:

Walk participants through the flowchart logic.

SAY:

You should note that the flowchart logic for the 6 week administration is very similar to the 2 week schedule. The main differences are:

1. *Students start by reading Grade 1 Story 1 rather than the word lists.*
2. *There are three possible accuracy levels for the six week schedule (Nivel Independiente, Nivel de instrucción and Nivel de frustración) rather than just the two for the two week schedule.*



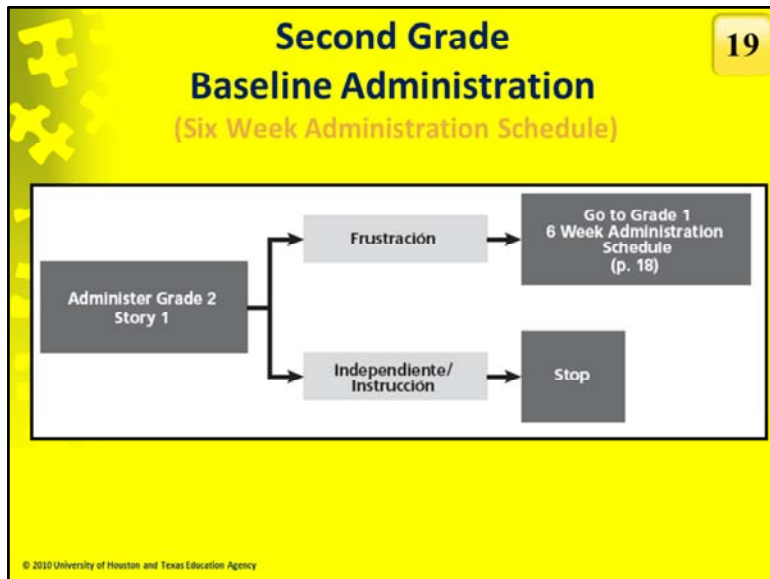
Key Points

For G1 Baseline Administration:

- All students should start with G1, Story 1.
- If they are able to read it successfully, this is their baseline.
- If they are unable to read Story 1, they should proceed to Word List #1 and continue until they reach a word list where they can only read 14 words or less. This will be their baseline.



Notes



DO:

Walk participants through the flowchart logic.

SAY:

The flowchart above is identical to the two week administration schedule with the exception of the accuracy levels.



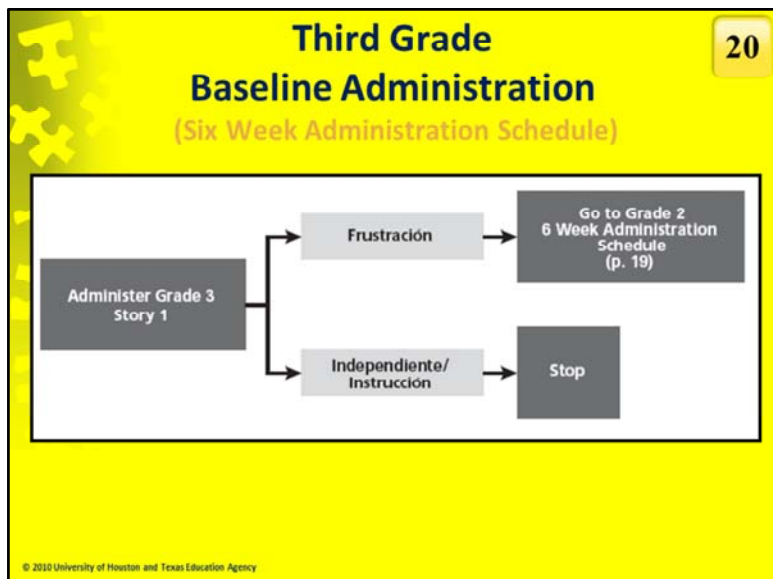
Key Points

For G2 Baseline Administration:

- All students should start with G2, Story 1.
- If they are able to read it successfully, this is their baseline.
- If they are unable to read G2, Story 1, they should proceed to the first grade 6 week administration flowchart and follow it accordingly.
- However, if a student is reading off grade level, it is recommended that they be moved to a 2 week schedule.



Notes



DO:

Walk participants through the flowchart logic.

SAY:

The G3 flowchart above is identical to the two week administration schedule with the exception of the accuracy levels.




Key Points

For G3 Baseline Administration:

- All students should start with G3, Story 1.
- If they are able to read it successfully, this is their baseline.
- If they are unable to read G3, Story 1, proceed to the second grade 6 week administration flowchart and follow it accordingly.
- However, if a student is reading off grade level, it is recommended that they be moved to a 2 week schedule.



Notes



Baseline Assessment Summary

(Two Week Administration Schedule)

21

Students attempt to set an on-grade level baseline.

Grades 2 and 3

- read story 1 of their grade level
- backtrack if necessary to previous grade following flowchart

Grade 1

- start with Word List #1 and progress through word lists as per flowchart
- G1 students read story 1 if word lists completed

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DO:

Read/review slide.




Key Points

- All students should start at their current grade level.
- Grades 2 and 3
 - read story 1 of their grade level
 - backtrack if necessary to previous grade following flowchart
- Grade 1
 - start with Word List #1 and progress through word lists as per flowchart
 - G1 students read story 1 if word lists completed



Notes



Baseline Assessment Summary

(Six Week Administration Schedule)

22

Students attempt to set an on-grade level baseline

- All grades read story 1 of their grade level
 - G2 and G3 backtrack if necessary to previous grade following flowchart
 - G1 students read word list #1 if they are unable to read Grade 1 Story 1 and progress through the word lists

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SAY:

If a student on the six week administration schedule is unable to set an on-grade level baseline or must revert to the word lists, serious consideration should be given to changing this student to a two week schedule. Remember, the six week schedule is recommended for average and above average students.




Key Points

- All students should start with Story 1 of their current grade level.
- For Grade 1, if student is unsuccessful with Story 1, then move to Word List #1 and establish baseline that way.
- For Grades 2 and 3, if student is unsuccessful with Story 1, then move back to Story 1 of previous grade and follow their flowchart.
- If a student on the 6 week schedule sets an off-grade level baseline, they should be changed to a two week progress monitoring schedule



Notes

 Story Overview 23	
<u>Two Week Schedule</u>	<u>Six Week Schedule</u>
<ul style="list-style-type: none"> Students read selections for NO MORE than two minutes Students answer TWO GENERAL comprehension questions Students accuracy rate is limited to <i>Nivel de frustración</i> or NOT <i>Nivel de frustración</i> 	<ul style="list-style-type: none"> Students are timed as they read the ENTIRE SELECTION Students answer SIX story specific comprehension questions Students accuracy rate can be: <i>Nivel independiente</i>, <i>Nivel de instrucción</i>, or <i>Nivel de frustración</i>

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DO:

Paraphrase slide.



ADDITIONAL INFORMATION FOR PRESENTER:

One easy way to remember the two week administration is that everything is in twos:

Students read for a maximum of TWO minutes. (They may read for less than two minutes if they finish the story sooner.)

Students answer TWO very general comprehension questions. (These questions are the same for all stories. Since students read for only two minutes, we cannot know how far into the story they will get, making it impossible for them to be assessed on story specific content. Rather, students answer the following questions: Who or what is this story mostly about? and What happens in this story?)

There are TWO accuracy levels: *Nivel de frustración* and NOT *Nivel de frustración*.

For the six week administration schedule:

Students read one entire story every six weeks. After they finish, the teacher asks them 6 comprehension questions that are specific to the story content. Some questions are explicit and others are implicit.

There are three possible accuracy levels: *Nivel independiente*, *Nivel de instrucción*, or *Nivel de frustración*.



Key Points

For 2 week schedule:

- 2 minute readings
- 2 general questions per story
- 2 accuracy levels: *Nivel de frustración* or NOT *Nivel de frustración*

For 6 week schedule:

- No time limit. Students read entire story.
- Students answer 6 story specific comprehension questions
- 3 Accuracy levels: *Nivel independiente*, *Nivel de instrucción*, *Nivel de frustración*



Notes

Story Overview

24

	Two Week	Six Week
Read	2 Minutes	Entire Story
Comprehension Questions		
--Number	2	6
--Type	General	Story Specific
Accuracy Levels	2	3

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SAY:

The table has the same information that was in the previous slide. The two administration schedules are side-by-side so you can easily see the differences between them.

DO:

Go through this in as much or as little detail as you feel necessary.




Key Points

- This slide has the same information as the previous slide, but it is organized in an easy-to-read table format



Notes

 Word List Overview 25	
<u>Two Week Schedule</u>	<u>Six Week Schedule</u>
<ul style="list-style-type: none"> Students start reading the word lists with Word List #1 Students continue to read the word lists until they score FRU In administrations after baseline, students will only read one word list per administration and will re-read lists as many times as necessary until successful (15-16 correct) 	<ul style="list-style-type: none"> Students start reading the word lists ONLY IF UNSUCCESSFUL with G1 S1 and start with Word List #1 Students continue to read the word lists until they score FRU In administrations after baseline, students will only read one word list per administration and will re-read lists as many times as necessary until successful (15-16 correct)
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DO:

Read/review slide.

SAY:

This slide reviews how the first grade Word Lists are used in the two different administrations.



Key Points

- This slide reviews how the Word Lists are used in the two and six week administration schedules for first grade



Notes

Word List Overview		
	Two Week	Six Week
Starting Point	Word List #1	Grade 1 Story 1
--If successful	Word List #2, etc...	BASELINE
--If unsuccessful	BASELINE	Word List #1, etc...
How Many Word Lists/Admin?		
Baseline Administration	Until FRU	UNTIL FRU
Other Administrations	1	1

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DO:

Read/review slide.

This slide has the same information that was on the previous slide in table format. Review as much or as little as you feel necessary with your participants.



Key Points

- This slide presents the same Word List information that was on the previous slide, but in table format
- Review as much or as little as you feel is necessary with your participants



Notes

27

Non-Baseline Administrations


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Key Points



Notes



All Non-Baseline Administrations

28

- Occur every two or six weeks
- Work forward through the stories or word lists one at a time

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DO:
Read/review slide.



Key Points



Notes



Word Lists

29

- Students read word lists one at a time.
- After a student has successfully read word list #6, they then read Grade 1 Story 1 at the next administration.

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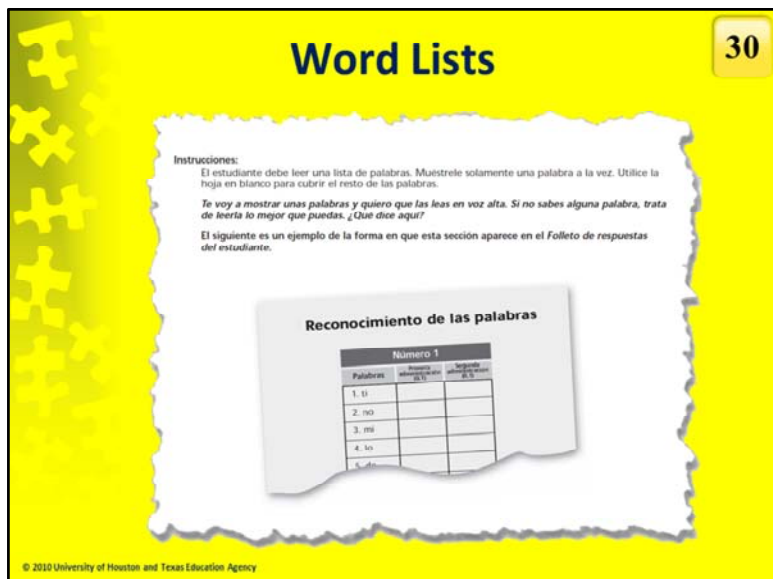
DO:
Read/review slide.



Key Points



Notes



SAY:

Please note that just like on the Tejas LEE assessment, anything that is read to the student by the teacher is presented in bold, italic type.

In the pre-printed answer sheets, there are two columns for each word list. If a student needs to read the same word list more than two times, you may add an additional column or write the results in a different color ink to distinguish the third administration from the previous ones.



Key Points

- Teachers' instructions to students will always appear in ***bold italic type***.
- This is a screenshot of the student answer booklet.
- Notice there are only two columns for each word list.
- If student reads word list more than twice, you may write additional results in the margins or write in one of the same columns with a different color ink pen.



Notes

Reconocimiento de las palabras

Número 1

Palabras	Primera administración (0,1)	Segunda administración (0,1)
1. ti		
2. no		
3. ya		
4. to		
5. de		
6. su		
7. si		
8. en		
9. yo		
10. la		
11. me		
12. es		
13. al		
14. si		
15. ya		
16. le		
Total número 1:		
¿Frustración?: (14 o menos)	Sí No	Sí No
Fecha:	_/_/_/	

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This slide has three (3) ✓ ☆ CLICKS of animation.

SAY:

Let's take a look at how to record the Word List results.

✓ ☆ CLICK

To score this section, place a 1 or a 0 in each box as the student reads the word.

✓ ☆ CLICK

Total the score at the bottom of the page. If the student is "Frustración", circle "Sí" at the bottom of the page and administer this section again during the next administration.

✓ ☆ CLICK

Record the administration date in the space provided.



Key Points

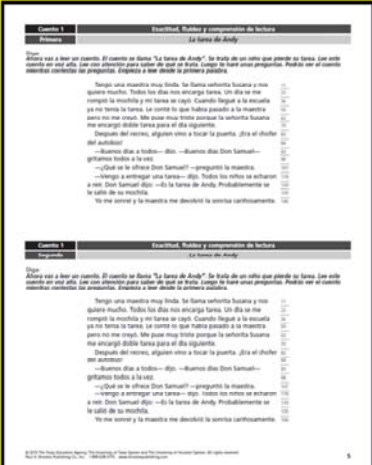
- If student reads word correctly, score it a 1.
- If student reads word incorrectly, score it a 0.
- If student reads 14 or less words correctly, circle 'Sí' for frustrational. Otherwise circle 'No'.
- Be sure to record date of administration at bottom of column.



Notes

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Exactitud, fluidez y comprensión de lectura



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SAY:

Now let's take a look at how reading accuracy, fluency and comprehension are measured and scored on the MPLP.

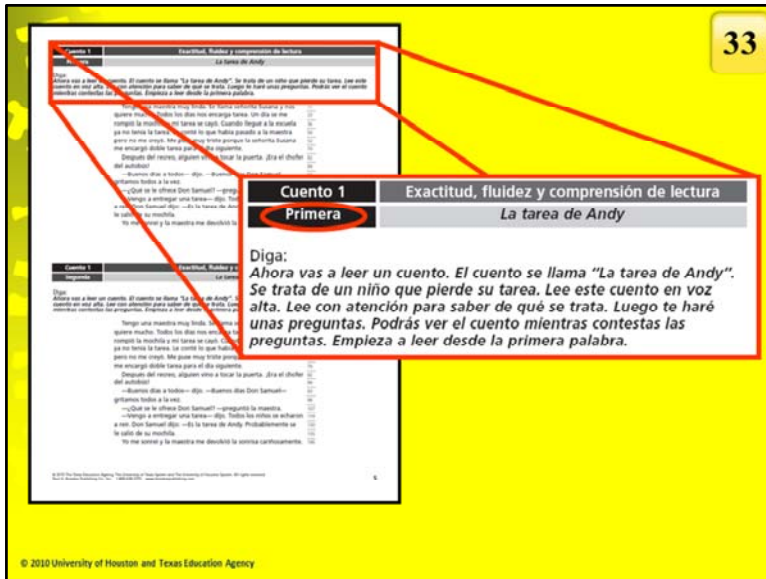


Key Points

- This is a screenshot of a story page from the student answer booklet
- Tell participants you will now discuss how Accuracy, Fluency and Comprehension are measured and scored on the MPLP



Notes



Key Points

- Before the student reads the story, the teacher should read him/her the introductory paragraph found at the top of the page.
- There are two copies of each story in the student answer booklet.

This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

This slide shows the Story Pages from the Folleto de respuestas del estudiante. At the top of the page...

✓ ☆ CLICK

...there are a set of directions that should be read to the student before he or she begins to read. They give the student a brief description of the story and a purpose for reading.

✓ ☆ CLICK

There are two copies of each story provided in the Folleto de respuestas del estudiante. Each one is labeled either “Primera” or “Segunda”. The second story is provided for cases in which a story is re-read because of the backtracking rule.



Notes

[illegible]

- A running word count can be found at the end of each line.
- Count backwards to determine last word read in the story
- You would only use the running word count on the two week administration schedule

This slide has three (3) ✓ ☆ CLICKS of animation.

One of the helpful features of the MPLP is the numbering at the end of each line of print. The number printed after the last word tells you the number of the last word in the line. This is a great time saver in determining Accuracy and Fluency rates for students on the two week administration schedule. For example...

...in the example above, “nos” is word 11, while “Susana” is word 62. Let’s suppose that a student’s...

...last word after two minutes was “porque”. In order to determine what number word “porque” is, you should count backwards starting from the last word on the line, “Susana”. Let’s count back together:



Please familiarize yourself with the animation on this slide very well before your presentation.

35

Cuento 1		Exactitud, fluidez y comprensión de lectura							
2 semanas		La tarea de Andy							
Exactitud									
Administración	Última palabra leída	-	Errores	=	Palabras correctas	÷	Última palabra leída	=	% exactitud
Primera	59	-	7	=	52	÷	59	=	.88
Segunda		-		=		÷		=	
Fluidez									
Administración	Última palabra leída	-	Errores	=	Palabras correctas	÷	Segundos	x 60 =	PLCPM
Primera	59	-	7	=	52	÷	120	x 60 =	26
Segunda		-		=		÷		x 60 =	

Handwritten notes on the slide:
 $52 \div 59 = .8813$ (Rounded to .88)
 $52 \div 120 \times 60 = 26$ (Rounded to 26 PLCPM)

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This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

Accuracy and fluency rates are calculated differently for the two week and six week administration schedules. Let's look first at how the two week schedule works.

✓ ☆ CLICK

Our student's last word read was 59, which should be recorded in the space provided on the first table. If this student made, let's say, 7 errors, we can then calculate the Accuracy rate. The accuracy rate is determined by dividing the total number of words read correctly [in our case 52 (59 – 7 = 52)] by the last word read, which we know is 59. As you can see, this is .8813, and since .88 is above .87 (POINT TO THE LAST COLUMN), the student is NOT considered to be Nivel de frustración on this story, so the No box has been circled. If the student had been Nivel the Frustración, then they should backtrack unless the previous story has already been read twice.

The fluency rate is similarly determined.

DO:

✓ ☆ CLICK

WALK PARTICIPANTS THROUGH HOW TO DETERMINE THE FLUENCY RATE.



Key Points

- This slide shows how to determine Accuracy and Fluency on the TWO WEEK administration schedule
- Following each story in the student answer booklet, are tables to help you determine the accuracy and fluency.
- To determine accuracy level, record the number of the last word read and the total number of errors and then just follow the formula.
- To determine fluency, record the number of the last word read, total number of errors, time (in seconds), and then complete the formula.



Notes

If this is a Progress Monitoring only training, allow participants to practice determining the fluency rates. Examples:

#1: Story word count: 90;
Time: 1 min 5 sec; Errors: 7

#2: Story word count: 81;
Time: 2 min 32 sec; Errors: 0

#3: Story word count: 187;
Time: 3 min 7 sec; Errors: 12

- This slide shows how to determine Accuracy on the SIX WEEK administration schedule

- Determine number of errors made and:
 - ❖ circle corresponding accuracy level
 - ❖ record number in error box found in fluency formula



SAY:

✓★ **CLICK**

✓★ **CLICK**

The accuracy rate should be circled on the table.



Notes

Cuento 1		Exactitud, fluidez y comprensión de lectura			
6 semanas		La tarea de Andy			
		Exactitud de lectura		Tiempo	
Administración	0-7 errores	8-17 errores	18 o más errores	Administración	Min : Seg = Total (en seg.)
Primera	IND	INS	FRU	Primera	3 : 31 = 211
Segunda	IND	INS	FRU	Segunda	:
Trace un círculo alrededor del nivel apropiado.					
Fluidez					
Administración	Palabras en el cuento	-	Errores	=	Palabras correctas ÷ Segundos x 60 = PLCPM
Primera	146	-	7	=	÷ 211 x 60 =
Segunda	146	-		=	÷ x 60 =

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Key Points

- On the SIX WEEK schedule, once the accuracy rate has been recorded, the next step is to determine fluency.
- First, convert the total time read into seconds only
- Enter total seconds into corresponding box in fluency formula

This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

Let's further suppose that Gabriela read the story in 3 minutes and 31 seconds.

✓ ☆ CLICK

This information is entered into the TIEMPO table and converted into seconds. This information is then transferred into the segundos column on the FLUIDEZ table.

✓ ☆ CLICK



Notes

38

Cuento 1		Exactitud, fluidez y comprensión de lectura										
6 semanas		La tarea de Andy										
		Exactitud de lectura					Tiempo					
		0-7 errores			8-17 errores		18 o más errores		Administración			Min : Seg = Total (en seg.)
Administración		IND	INS	FRU					Primera	3	:31	= 211
Segunda		IND	INS	FRU					Segunda	:		=
Trace un círculo alrededor del nivel apropiado.												
		146 - 7 = 139										
		Fluidez										
		Palabras en el cuento	-	Errores	=	Palabras correctas	+	Segundos x 60 =	PLCPM			
Primera		146	-	7	=	139	÷	211	x 60 =	40		
Segunda		146	-	139 ÷ 211 x 60 = 39.52								
		Rounded to 40										

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Key Points

- Once you have recorded number of errors and total seconds, then simply complete the formula to determine fluency rate.

This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

Now we are ready to calculate the fluency rate.

✓ ☆ CLICK

First we determine the number of words read correctly by subtracting the number of errors from the total of numbers in the story. For the six week schedule, this number is pre-printed on the table as students always read the entire story.

Next, the Words correct is divided by the total number of seconds and this result is multiplied by sixty, giving us a fluency rate of...

✓ ☆ CLICK

40 words read per minute, or in Spanish "40 palabras leídas correctamente por minuto (PLCPM)".



Notes

39

Comprehension Two Week Schedule

Cuento 1	Exactitud, fluidez y comprensión de lectura
2 semanas	La tarea de Andy

Estas preguntas son para fines de instrucción y no afectan la proporción de la fluidez. No saque el resultado.

1. ¿De quién o de qué se trata esta historia mayormente?
2. ¿Qué pasó en esta historia?

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SAY:

As previously mentioned, the comprehension questions differ by administration schedule.

Shown here is a sample comprehension page from the two week schedule. On the two week schedule, two very general questions are asked. The questions are very general so that they could apply to any story and could be used regardless of the point a student reached in the story.

The responses are not formally scored, but are designed to give the teacher a general idea of how well two week schedule students are understanding what they read.



Key Points

For COMPREHENSION on the TWO WEEK administration schedule:

- The same two general questions are asked after each 2 week administration.
- These questions are designed so that the student will be able to answer regardless of where they ended in the story.
- Two week schedule comprehension responses are not formally scored, but rather are designed to give teachers a general idea as to how well students are comprehending the stories



Notes

40

Cuento 1		Exactitud, fluidez y comprensión de lectura	
6 semanas		La tarea de Andy	
Respuesta	Puntuación (1/2)	Respuesta	Puntuación (1/2)
1. ¿Qué dice Andy de su maestra? Es muy linda, quiere mucho a los alumnos, les da mucha tarea. Se requiere una sola respuesta.		5. ¿Quién vino a tocar la puerta de la clase? El conductor del autobús, Don Samuel. Se requiere una sola respuesta.	
2. ¿Cómo se llama la maestra de Andy?		6. ¿Qué fue el chofer del autobús al salir de la escuela? Entregar la tarea de Andy.	
Total Exp.		Total Exp.	
Total correctas:		Total correctas:	

**Comprehension
Six Week Schedule**

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This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

An example of the comprehension question page for the 6 week schedule is shown above. As you can see, there are six questions for each story. The questions relate to the story that the student just read and suggested answers are provided in the folleto. As with all Comprehension tasks on the Tejas LEE, a teacher may always use professional judgment to decide whether to score a student response correct if the given answer is not listed among the suggested responses.

✓ ☆ CLICK

Taking a closer look at the questions, the part the teacher asks is presented in bold italic type. The answers are directly below. If more than one possible answer is given, the number of answers that the student must give to receive credit for the question is provided below. For example, on question #1, two possible answers are provided, but only one is required.

If a student gives one answer, but more are required, it is acceptable to prompt the student by asking them, “¿Y qué más?”

Also note, that two columns are provided for two possible administrations of the questions, should the student re-



Key Points

COMPREHENSION on the SIX WEEK administration schedule:

- 6 questions per story
- Suggested answers are provided but are not all inclusive
- Teacher should use their professional judgment to determine if a response is correct or incorrect.
- When asking questions that require more than one answer, it is okay to prompt the student by saying, “¿Y qué más?”



Notes

read this story due to backtracking rules.



41

Cuento 1		Exactitud, fluidez y comprensión de lectura			
6 semanas		La tarea de Andy			
		Puntaje (0,1)	Segunda (0,1)		
Explicitas	1. ¿Qué dice Andy de su maestra? Es muy linda, quiere mucho a los alumnos, les da mucha tarea. Se requiere una sola respuesta.			Implícitas	5. ¿Quién vino a tocar la puerta de la clase? El conductor del autobús, Don Samuel. Se requiere una sola respuesta.
	2. ¿Cómo se llama la maestra de Andy? Señorita Susana.				
	3. ¿Por qué se salió la tarea de la mochila de Andy? Porque la mochila estaba rota.				
	4. ¿Cómo se sintió Andy cuando la maestra le encargó doble tarea? Triste.				
					Total correctas:

Comprehension
Six Week Schedule

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Key Points

- All questions are labeled as either explicit or implicit
- Number of explicit vs. implicit will vary by story

This slide has one (1) ✓ ☆ CLICK of animation.

SAY:


A vertical bar on the left hand side of each column indicates whether the questions are implicit or explicit.

✓ ☆ CLICK

The actual number of explicit and implicit questions varies by story. In the example above, there are 5 explicit and 1 implicit question.



Notes



Backtracking

42

- In Backtracking, a student re-reads a story they have previously read.
- Backtracking ONLY occurs when a student scores “*Nivel de frustración*” on a story.
- Students may re-read a story a maximum of 2 times.
- If the previous story has already been read twice, it should NOT be read a third time. The administration is ended.

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DO:

Read/review slide.



Key Points

- Backtracking occurs when a student is “*Nivel de frustración*” on a story.
- Story may be read as the final story a maximum of 2 times



Notes

What does “a student may read a story only two times” mean?

43

Week	Story	Did it count?	Administration
2	1	YES	1 ST
4	2	YES	1 ST
6	3	YES	1 ST
8	4=FRU	NO	X
	3	YES	2 ND
10	4=FRU	YES	1 ST
12	4	YES	2 ND

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This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

In this scenario, the student successfully read story #3 at Week 6. This counted as the first reading of this story. Two weeks later, at Week 8, the student scored FRU on Story #4 and had to backtrack and re-read story #3. This now counted as the second reading of Story #3.

✓ ☆ CLICK

Now let’s take a look at Story #4, which is highlighted in green. At week 8, the student attempts Story #4 but scores FRU and has to backtrack to Story #3. Thus, the final story for this administration was Story #3, not Story #4. At Week 10, the student again attempts Story #4 and again scores FRU. Since the student can no longer backtrack to Story #3 as it has already been read twice, the administration ends here and Story #4 is recorded as FRU. This counts as the first administration of Story #4. The previous one did not count as it was not the final story read that week. At Week 12, the student again reads Story #4 and this time is able to read it successfully. Although, regardless of the outcome this will now count as the second administration of Story #4.



Key Points

- THIS SLIDE WALKS PARTICIPANTS THROUGH HOW TO DETERMINE IF A STORY HAS BEEN READ “TWICE”. This slide explains how many times STORY 3 (in RED) has been read by the student in this example and how many times STORY 4 has been read (in GREEN)
- A story can only be read a maximum of two times.
- A story will be counted as read when it is the final story in that administration.



Notes

Re-Establishing Baselines

44

- Occurs during the first administration after the MOY Tejas LEE
- All off grade-level students attempt to re-establish an on-grade level baseline

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DO:

Read/review slide.



Key Points

- After MOY, all students who are reading off grade level have an opportunity to re-establish their baseline at their appropriate grade level



Notes

Re-Establishing Baselines

45

- Students attempt Story 1 of their grade level—if successful, this is their new baseline
- If unsuccessful, students continue where they left off before MOY

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DO:

Read/review slide.

SAY:

If a third grade student is reading at a first grade level, you will try to re-establish a baseline on grade level. However, if the student is unsuccessful, you may allow that student to try to establish a baseline on SECOND GRADE. If they are not successful, they should continue to work at the FIRST GRADE level where they were before MOY.



Key Points

- All students will attempt to read story 1 of their grade level
- If they are successful, this is their new baseline
- If they are not successful, continue progress monitoring from where they left off before MOY



Notes

46

Documenting Student Progress

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Key Points



Notes

Word Lists 47

Monitoreo del progreso para lectores principiantes™
Primer grado
Formulario de datos del reconocimiento de las palabras

Año de administración: _____
Nombre del estudiante: _____
Maestro: _____

Fecha de lectura	Número de lista	¿Frustró? (Sí/No)	Total correctas
		Sí No	
		Sí No	
		Sí No	
		Sí No	
		Sí No	
		Sí No	



Key Points

- This slide explains how to record Word List reading results on the paper student answer sheets
- Districts using electronic versions of the MPLP will not use this form

This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

The first document we will look at is the Word List Data Sheet.

✓ ☆ CLICK

The top part of the form is for the student information including year of administration.

✓ ☆ CLICK

The teacher should fill out this form for each word list read. They indicate the date of administration, the number of the word list read, whether the student was Frustración or not and the total number of words read correctly.

During the baseline administration, it is possible to use as many as 6 lines on a single date if a student successfully reads all six word lists.



NOTES FOR PRESENTER:

If your district uses an electronic version of the MPLP you will not use this form, but can generate it. Ask your vendor how this report can be created.



Notes

Story Reading 48

Monitoreo del progreso para lectores principiantes
Primer grado
Formulario de datos de exactitud, fluidez y comprensión

Año de administración: _____
Nombre del estudiante: _____
Maestro: _____

Fecha de lectura	Grado del cuento	Número del Cuento	Exactitud de lectura		Proporción de la fluidez (LCPM)	Preguntas de comp. (6 semanas)
			2 semanas ¿Frus? (Si/No)	6 semanas (Ind/Inst /Frus)		
			Si No			
			Si No			
			Si No			
			Si No			

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Key Points

- This slide explains how to record story reading results on the paper student answer sheets
- Districts using electronic versions of the MPLP will not use this form

This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

Now we are going to look at the Accuracy, Fluency and Comprehension Data Form. Let's take a closer look at the information that the teacher should enter for each story read.

✓ ☆ CLICK

In the first column, the administration date is entered. In the next two columns, the grade of the story and the story number are entered.

✓ ☆ CLICK

The next two columns are for accuracy. If on a two week schedule, the column on the left is completed. The teacher indicates with a YES or NO whether the student was at the Frustración level on the story. If the student is on a six week administration schedule, the proper level (IND, INST, FRU) is entered, based on the accuracy table we looked at earlier on slide 38.

Next the fluency rate is entered. The final column is for the comprehension questions. It is only completed if a student is on the six week administration schedule.

IMPORTANT TO MENTION:

Remember that the last two columns will be left blank if a student is FRU as fluency rates should not be calculated nor should comprehension questions be asked. Instead, the student should backtrack to the previous story and a new line of student data should be entered for the second story.



Notes

50

Plan individual del estudiante

Meta global:
Leer con exactitud, fluidez y comprensión

Metas logradas: ☐ Exactitud ☐ Fluidez ☐ Comp.

Fecha límite para lograr las metas: ____/____/____

Exactitud de lectura

Meta: _____
(Estrategias implementadas para lograr la meta: _____
(Referirse a la Guía de actividades de intervención))

Fluidez de lectura

Meta: _____
(Estrategias implementadas para lograr la meta: _____
(Referirse a la Guía de actividades de intervención))

Comprensión de lectura

Meta: _____
(Estrategias implementadas para lograr la meta: _____
(Referirse a la Guía de actividades de intervención))

Plan individual del estudiante

Meta global:
Leer con exactitud, fluidez y comprensión

Metas logradas: ☒ Exactitud ☒ Fluidez ☒ Comp.

Fecha límite para lograr las metas: ____/____/____

Exactitud de lectura

Meta: _____
(Estrategias implementadas para lograr la meta: _____
(Referirse a la Guía de actividades de intervención))

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This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

Shown here is the optional Individual Student Plan. This allows a teacher to create on-going individual student lesson plans to help them achieve goals. Each folleto contains one such plan. These can be duplicated as necessary during the school year as student needs change or as they achieve their reading goals. Let's take a closer look.

✓ ☆ CLICK

At the top of the page, there is a box to indicate when a student has achieved their individual goals in the areas of Accuracy, Fluency and Comprehension. A deadline for achieving the goal can also be set.

✓ ☆ CLICK

Beneath, for each area of instructional focus, there is space provided to set a specific goal and to record the strategies to be implemented to achieve the goals.



Key Points

- Individual Student Plan allows teachers to set individual goals for fluency, accuracy and comprehension.
- Space is provided to check off when a goal has been reach.



Notes



SAY:

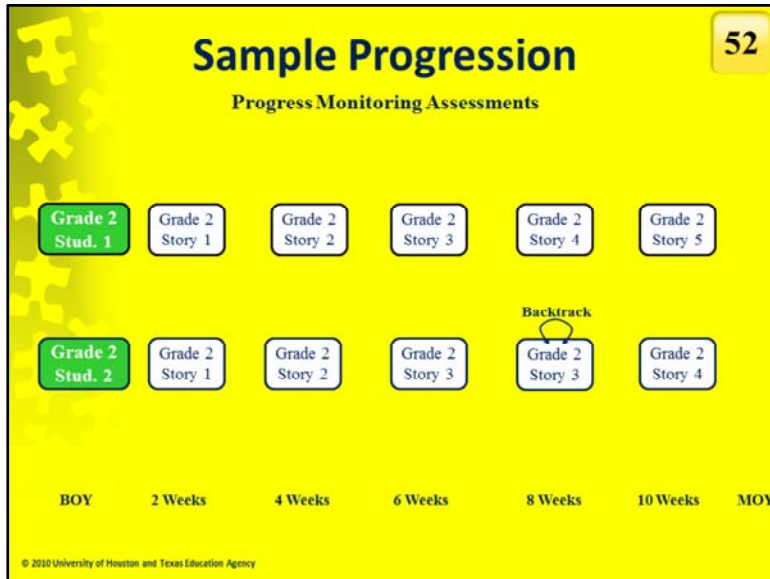
In this next section, we will look more closely at some sample student results and discuss their implications for instructions. Although we will be discussing patterns in their accuracy and fluency, please remember that fluency should always be looked at in conjunction with comprehension and not in isolation.



Key Points



Notes



This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

This Slide illustrates the Procedural Guidelines used when implementing the Tejas LEE Fluency Kit in a 2-Week Administration Cycle. We are looking at 2 second grade students, what is administered, and when. Moving up from the Timeline, let's look at Student 1, the student in the blue rectangles: Let's follow Student 1's progression across the screen. After the BOY Tejas LEE administration, at Week 2, the student read Story 1; at week 4, the student read Story 2; then Story 3; then Story 4; and then at week 10 the student read Story 5. At the MOY, the student took the MOY Tejas LEE. The student did not reach Frustrational on any of the Fluency Stories.

DO: (Paraphrase)

Student 2: At week 8, the student attempted Story 4, but read at a Frustrational Level; therefore, the teacher re-administered Story 3.

✓ ☆ **CLICK** (See the Once Back Icon.)

At week 10, the teacher could not re-administer Story 3 because of the "backtrack" rule. So, the teacher administered Story 4, regardless of student's Accuracy Level because of the "backtrack" rule. In other words, even if the student had been Frustrational on Story 3 at week 8, because the student had already been administered Story 3 twice, at week 10, the teacher's only option was to begin with the next story, Story 4.

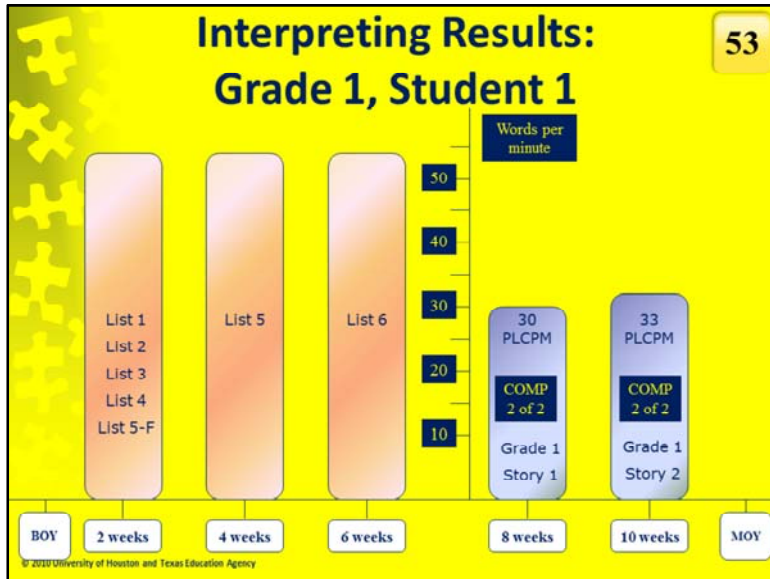


Key Points

- Student 1 is advancing normally moving through one story at each administration
- Student 2 was frustrated on Story 4 during the 8 week administration so they had to backtrack and reread Story 3 again.
- During the 10 week administration, Student 2 again attempts Story 4. Regardless of accuracy level, student will not be able to backtrack again during this administration because Story 3 has been read twice already.



Notes



DO:

(Paraphrase this slide.)

This is an example of a first grade student on a two week administration schedule. As per the flow chart, the student began by reading Word List #1 during the first fluency administration after the BOY Tejas LEE. Student 1 was successful on Lists 1, 2, 3, and 4, but scored Frustrational on List 5. Two weeks later, the same student read List 5 successfully. During the following administration, he successfully read List 6, so during the 8th week, the student continued forward, reading Grade 1 story 1. This story was read at an instructional or independent level, so during the final fluency kit administration before MOY, the student read Grade 1 Story 2.

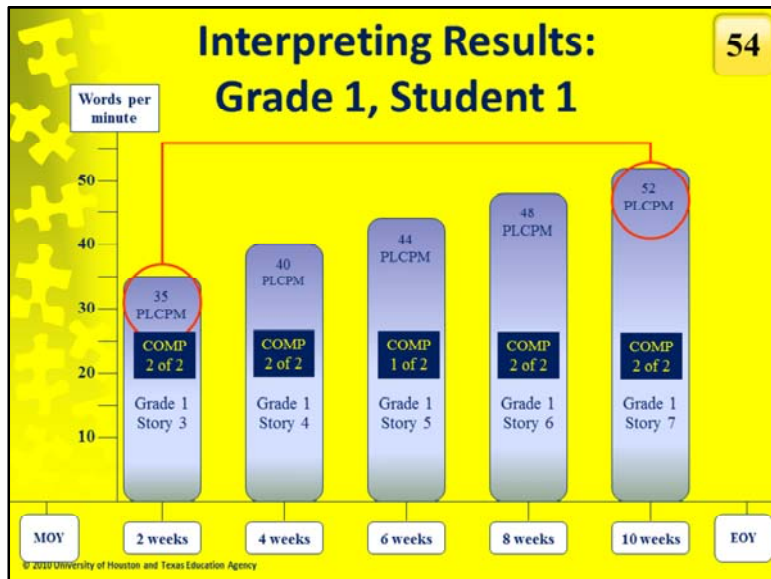


Key Points

- During the first administration, the student established baseline at Word List #5
- For the next two administrations, he/she read the remaining two word lists successfully.
- At Week 8, the student was able to read Story 1 successfully and moved to Story 2 the next administration.



Notes



This slide has three (3) ✓ ☆ CLICKS of animation.

SAY: Now let's look at more information about this first grade student. This is a continuation of the example for Student 1 from the previous slide. In order to determine whether or not Student 1 is progressing, we need three pieces of information.

What was the grade level and number of the story read?

When was it read?

How fluently was it read?

✓ ☆ CLICK (bring in story numbers)

In looking at Story numbers alone, we might be tempted to say that this student is doing pretty well. However, Story numbers do not provide enough information to make the assumption that Student 1 is progressing. Since the difficulty of the stories is very small, all that can be said is that slightly more difficult text is being read.

✓ ☆ CLICK (bring in fluency scores)

If we had only the PLCPM, we could say that Student 1 peaked at 52 PLCPM and showed increased fluency over the second half of the year. To really understand what is going on for this student, we need the whole picture.

✓ ☆ CLICK (bring in connected red ovals)

First and foremost, we would want to conclude that student 1 is showing good progress because the fluency rate increases from 35 to 52. In addition, over this time period, Student 1 is also reading slightly more difficult text. Remember, however, that the differences in story difficult are narrow, so you do not want to place much emphasis on the fact that the student is reading a higher numbered story. So, increasing in story number should be considered only a very nominal sign of progress. The real information from the story itself lies in the grade level of the story being read and the fluency rates.

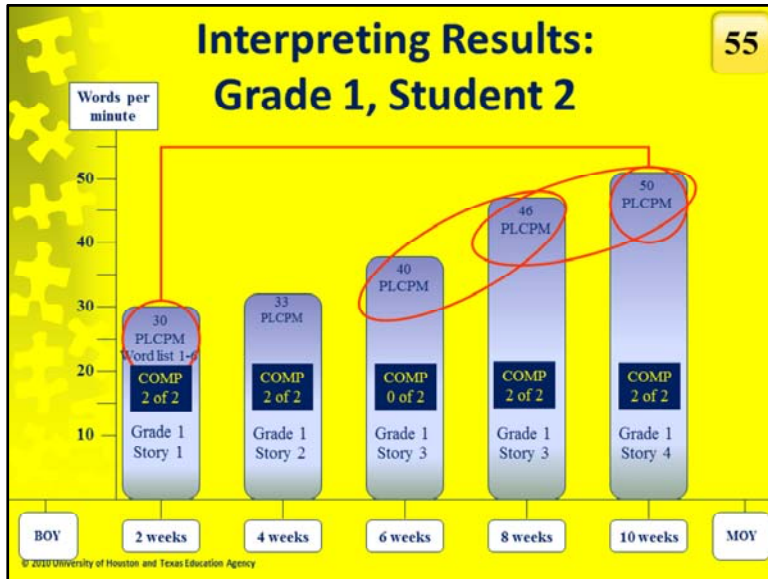


Key Points

- After MOY student continues advancing through one story at a time. The stories are at about the same level of difficulty throughout.
- We can see this student has good accuracy as he/she never reaches frustration level.
- Fluency rate increases steadily throughout the second half of the year.



Notes



This slide has five (5) ✓ ☆ CLICKS of animation.

SAY:

Now let's look at more specific information about another first grade student. In order to determine whether or not Student 2 is progressing, we need three pieces of information.

What was the grade level and number of the story read?

When was it read it?

How fluently was it read?

✓ ☆ CLICK –(bring in story numbers)

In looking at Story numbers alone, we might be tempted to say that this student is struggling a little because while the student progressed to story 4, the student needed to repeat story 3. However, Story numbers do not provide enough information, or very strong information, to make the assumptions about Student 2's progress.

✓ ☆ CLICK (bring in fluency scores)

Examining words per minute shows us that Student 2 progressed from 30 words per minute to 50 words per minute over the second half of the year.

✓ ☆ CLICK

We would consider this student to be progressing well. Additional information can be for this student.

✓ ☆ CLICK (bring in first red oval)

Since the child read the same story twice, you can look at progress on the exact same text over time. As you can see here, the student's fluency increased the second time they read the story. While encouraging, the increased fluency may also be a result of repeated exposure to the story. You can also look to see if this really is the case.

✓ ☆ CLICK (bring in second red oval)

By comparing the fluency rates of the second reading of story 3 and the next story reading – story 4, we see that the student's fluency is still increasing. Thus, it appears that the increases seen within Story 3 were not simply due to rereading the same text. The student is still making similar progress when moving on to a new story.



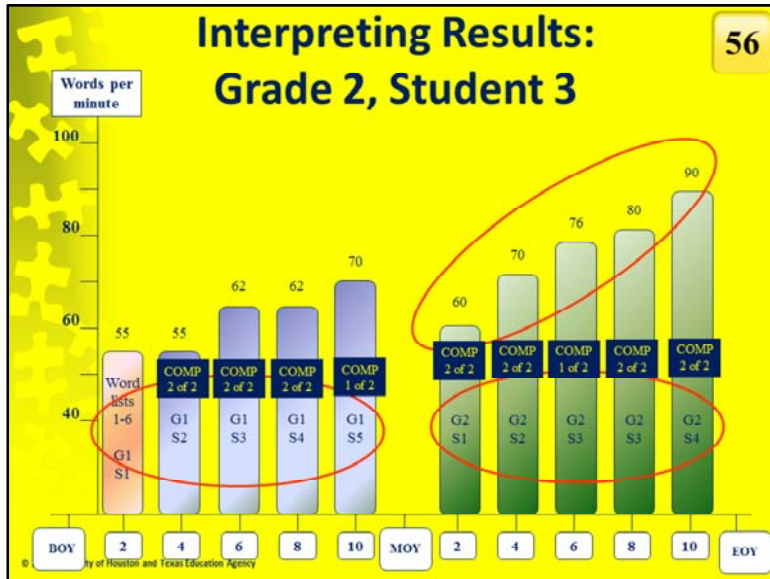
Key Points

This student:

- was able to read all word lists and Story during baseline administration
- fluency has increased from 30 to 50 words per minute during this half of the year
- was frustrated on story 4 during the 8 week administration & backtracked
- fluency rate increased from 1st to 2nd administration of Story 3
- fluency rate increased again from Story 3 to Story 4, so previous increase was not just due to rereading of same story



Notes



This slide has three (3) ✓☆ CLICKS of animation.

SAY:

One more time, for evaluation of student progress, I'm going to give you the whole picture of a second grade student. Someone point out to me what's happening with this student.

✓☆ CLICK (to make red oval appear)

Notice that in the first half of the year, this student was not reading material on grade level. We need to pay attention to that as it indicates that while the student's fluency is increasing, it is with text that is below the student's grade level. This suggests that the student's decoding strategies need improvement.

✓☆ CLICK (to make red oval appear)

At the middle of the year, the baseline was re-established within the appropriate grade. Thus, the student is now reading text on grade level.

✓☆ CLICK (to make red oval appear)

The increase in fluency scores shows good gains throughout the second part of the year, with the student being on grade level in fluency at the end of the year.

DO: (Paraphrase the following information.)

While these examples may seem a little extreme, they serve to illustrate the key points of the Progress Monitoring Kit:

1. We're monitoring **fluency**.
2. We monitor **fluency** on a regular basis.
3. It is **ok** to read Stories on multiple occasions; it gives us an important indication of growth.
4. We need to be thorough on **how we look at progress** – **when, what, and how**.



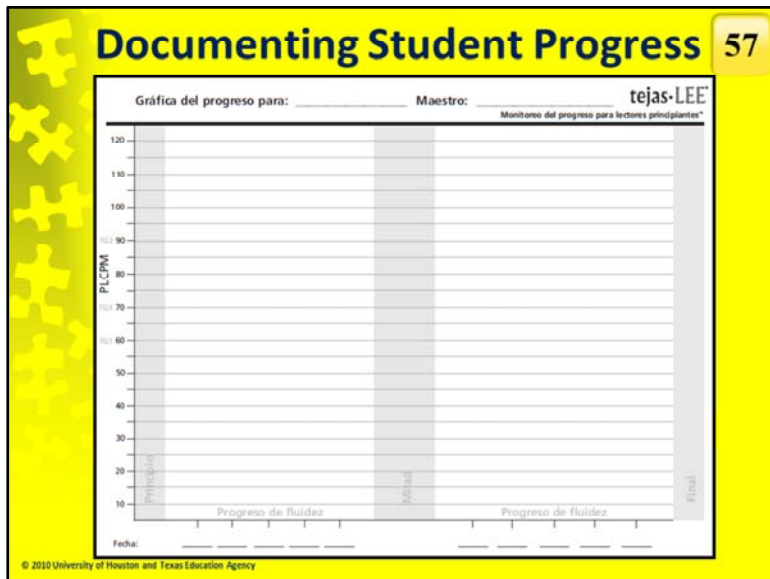
Key Points

This student:

- was off grade level the first half of the year
- was able to read through all G1 stories accurately and with increasing fluency
- re-established benchmark on grade level after MOY.
- showed an initial dip in fluency after MOY, but this can be attributed to the increase in text difficulty
- showed steady increase in fluency during second half of the year
- was able to hit target goal of 90 words per minute by EOY.



Notes



Key Points

SAY:

There is a fluency graph included with every student record booklet so that you can track your students' progress as shown in the previous slides.



Notes

58

Implications for Instruction

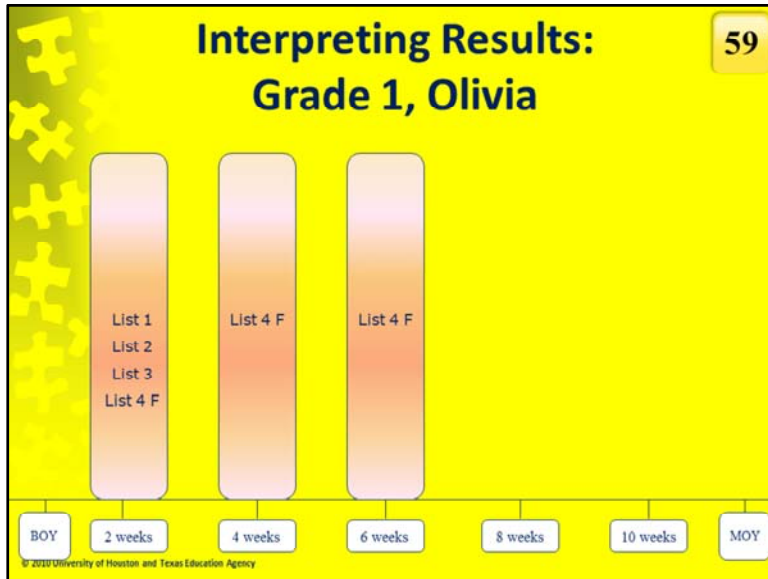
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Key Points



Notes



SAY:

Olivia is a first grade student who is showing difficulty with Word List #4.

In order to help Olivia, the classroom teacher should refer back to the BOY Tejas LEE results (specifically Section 7, Reconocimiento de las palabras) to see what information can be gleaned to assist Olivia. This information should be compared to word list 3. This information is provided on the next slides.



Key Points

This student:

- is having difficulty with Word List #4.

The teacher should:

- refer to Tejas LEE Section 7 (Reconocimiento de las palabras) for further information



Notes

MPLP results for Olivia Word List #4

60

Número 4			
Palabras	Primera adivinanza (0, 1)	Segunda adivinanza (0, 1)	
1. toda	0		
2. come	1		
3. nada	0		
4. gusta	0		
5. noche	1		
6. tengo	0		
7. pastel	0		
8. feliz	1		
9. mejor	0		
10. perro	1		
11. ellos	1		
12. mucho	1		
13. grande	0		
14. tiene	1		
15. miel	1		
16. campos	0		
Total número 4:		8	
¿Frustración?: (14 o menos)			
	Si	No	Si No
Fecha:	9 / 11	40	/ /

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Key Points

DO:

If time permits, have participants analyze the word reading results word-by-word, looking for patterns in the errors committed.



Notes

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Sección 7 **Reconocimiento de las palabras**

Palabras	Principio <small>Puntos (0, 1)</small>	Medio <small>Puntos (0, 1)</small>	Final <small>Puntos (0, 1)</small>
1. luz	1		
2. vive	1		
3. lleva	1		
4. voy	1		
5. hay	1		
6. tortuga	0		
7. caballo	1		
8. enseña	0		
9. hombres	0		
10. chocolate	1		
11. alfombra	0		
12. calcetines	0		
13. gira	0		
14. pequeños	1		
15. biblioteca	0		
TOTAL: <small>(15 posibles)</small>	8		

Nivel de logro:
Trazo un círculo alrededor del nivel apropiado.

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

D 13-15	D 13-15	D 13-15
NE 5-12	NE 9-12	
NI 0-4	NI 0-8	NI 0-12

[Continúe con la Sección 8](#)

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Key Points

DO:

If time permits, have participants analyze the word reading results word-by-word, looking for patterns in the errors committed. Also, have them compare the Tejas LEE benchmark results to Word List #4 on the previous slide.

SAY:

If after analyzing G1: Section 7 the teacher still requires additional information, he/she may also choose to administer Kindergarten: Sections 1 and 2 (Letter Names and Sounds).



Notes

Implications for Instruction

62

- ✓ Olivia needs explicit review of and instruction on the following letters: g, j, d.
- ✓ Olivia needs help with words ending in consonant sounds.
- ✓ Olivia is having difficulty with consonant clusters. Provide more opportunities for practice.

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DO:

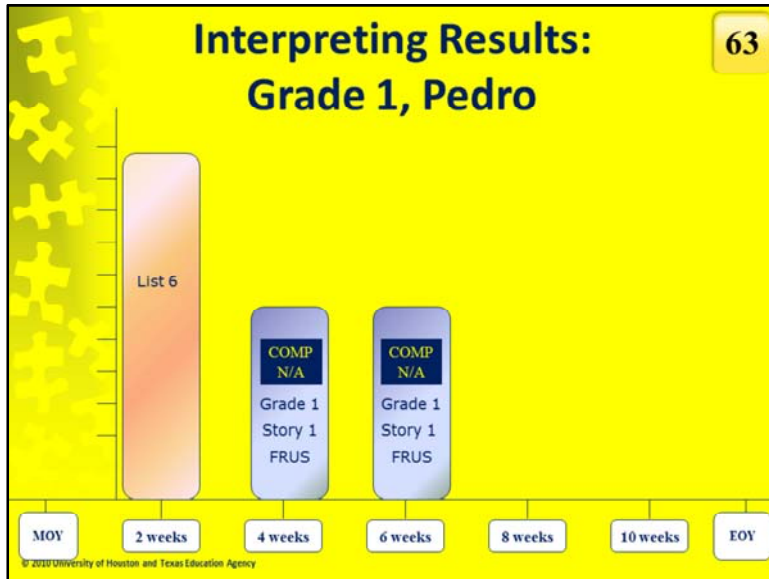
Read/review slide.



Key Points



Notes



SAY:

In this example, Pedro was unable to establish baseline after the MOY administration and, following the MPLP branching rules, went back to Word List 6, which he read successfully. During the next two progress monitoring sessions, Pedro was Frustrated on Story 1 both times.

This suggests a different type of reading difficulty. Take a few minutes to analyze Pedro's MPLP results with your neighbor doing a THINK TURN TALK.



Key Points


This student:

- was unable to re-establish baseline after BOY and continued where he left off at Word List #6
- has been unable to read Story 1 successfully



Notes


Think Turn Talk Activity 64



Analyze this scenario

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

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DO:

Have teachers "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?



Remind participants there is a box in their participant packet for them to use to take notes from their conversation.

After about **5 minutes**, have pairs share and briefly discuss ideas that are provided.



Key Points



Notes

How did you do?

65

- ✓ Pedro is struggling to decode words in connected text
- ✓ Have Pedro work with short phrases, then one sentence, then more than one sentence to build confidence
- ✓ Allow him to read big books and reread familiar books

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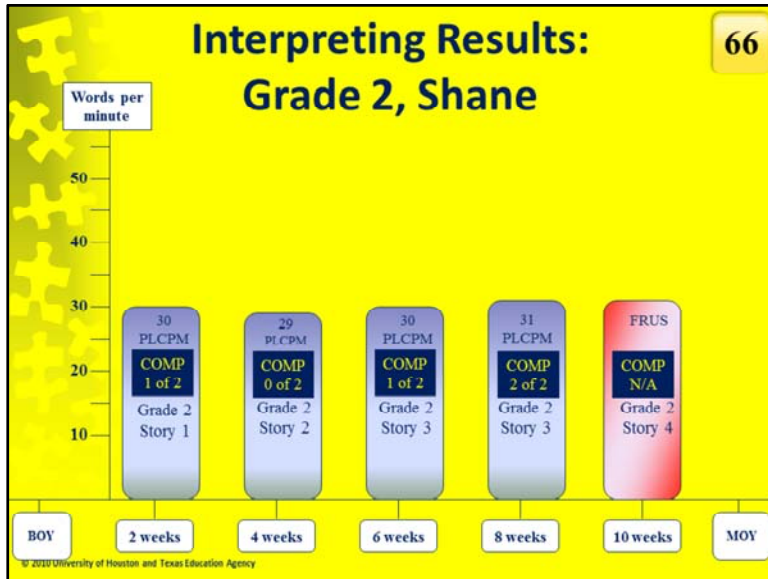
Key Points

DO:

Read/review slide.



Notes



DO:
Explain slide.



Key Points


This student:

- was frustrated on Story 4 during the 8 week administration and had to backtrack to Story 3
- was again unable to read Story 4 successfully at the 10 week administration but cannot backtrack again since Story 3 has already been read twice.



Notes


Think Turn Talk Activity 67



Analyze this scenario

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

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DO:

Have teachers “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.



Remind participants there is a box in their participant packet for them to use to take notes from their conversation.

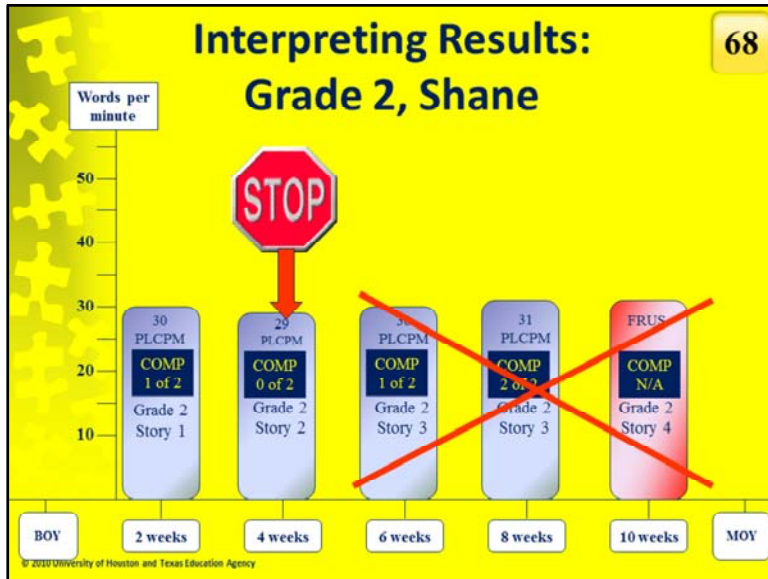
After about **5 minutes**, have pairs share and briefly discuss ideas that are provided.



Key Points



Notes



SAY:

Here, Shane's teacher progress monitored throughout the fall but did not adjust Shane's instruction based on his MPLP results. When Shane stagnated at week 4, the teacher should have stopped and analyzed how to better help him improve his fluency. By waiting until MOY, the teacher missed an opportunity to make more timely adjustments.




Key Points

The teacher should have:

- addressed the lack of fluency growth after the Week 4 administration.



Notes



How did you do?

69

- ✓ Shane's teacher missed an opportunity to address the lack of fluency growth at week 4.
- ✓ Shane needs explicit instruction with decoding to assist with his accuracy and his fluency.
- ✓ Given the very low fluency rate, Shane would benefit from repeated readings and pairing up with a more fluent classmate.

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DO:

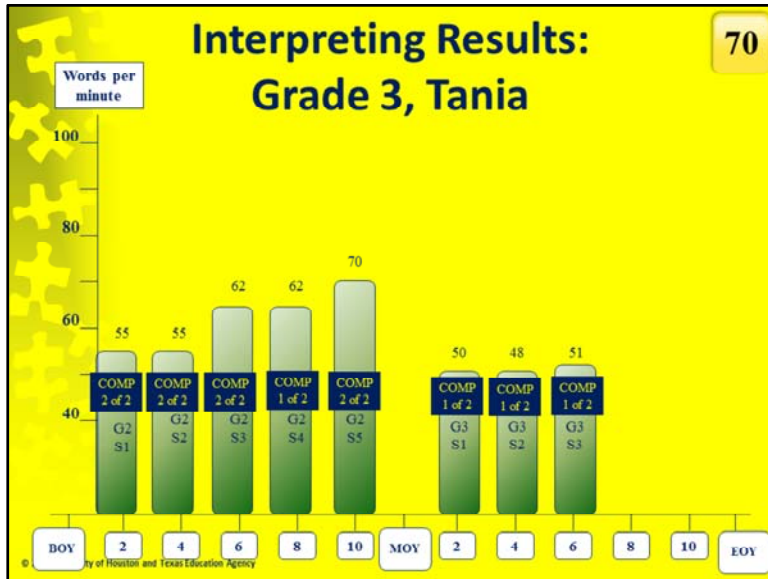
Read/review slide.



Key Points



Notes



DO:
Explain slide.



Key Points


This student:

- established an off-grade level baseline at BOY.
- was able to accurately read all G1 stories administered
- successfully re-established on grade level baseline after MOY.



Notes


Think Turn Talk Activity 71



Analyze this scenario

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

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Key Points

DO:

Have teachers “Think, Turn and Talk” with a partner about what are Tania’s challenges are and to come up with some ideas on how to inform her instruction.

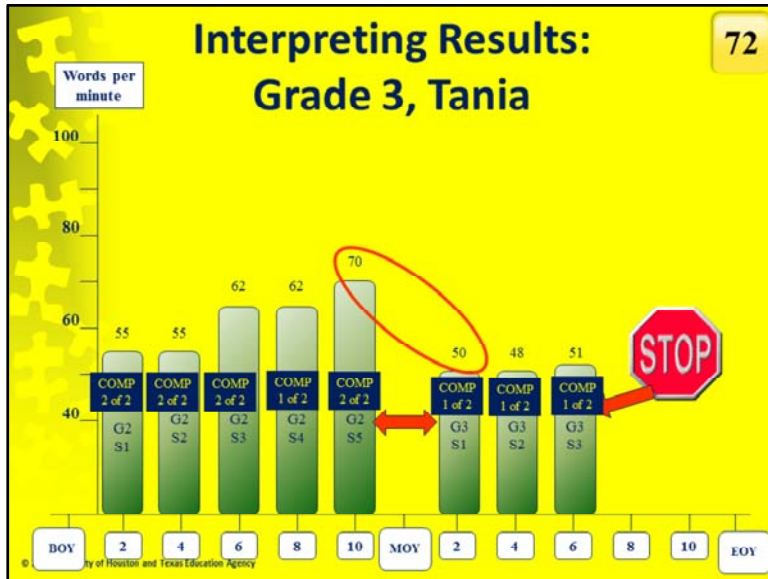


Remind participants there is a box in their participant packet for them to use to take notes from their conversation.

After about **5 minutes**, have pairs share and briefly discuss ideas that are provided.



Notes



SAY:

In our final example, a third grade student, Tania, is unable to establish baseline on grade level during the fall semester, but is successful with Grade 2 Story 1. She shows continuing progress throughout the fall semester, reaching 70 plcpm by the MOY administration.

After MOY, Tania is able to re-establish baseline on grade level, however, as you can see, her fluency drops from 70 to 50 words per minute. During the two subsequent administrations, Tania's fluency rate holds steady around 50 words per minute, but does not grow. At week 6, Tania's teacher stops to re-evaluate.



Key Points

This student:

- had a large drop in fluency when going from G1 to G2 stories
- is reading the G2 stories accurately but is not showing growth in fluency

The teacher should:

- stop to re-evaluate fluency instruction after Week 6 administration



Notes

How did you do?

73

- ✓ Tania's accuracy is a strength.
- ✓ The drop in fluency before and after MOY is not a big deal because there was a change in grade level
- ✓ Tania's fluency flat lined once she started reading G3 material.
- ✓ The G3 stories are significantly different from the G1 and G2 stories and have implications for instruction.
- ✓ Tania needs direct, explicit instruction in vocabulary and more exposure to complicated text

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DO:

Paraphrase this slide.

SAY:

Another important point is that there are many differences between first and second grade Tejas MPLP stories compared to third grade. The next slide will discuss those differences.



Key Points



Notes

Thoughts to keep in mind about the Third Grade MPLP Stories 74

- Content dense
- More challenging vocabulary
- Complex sentence structure
- Longer than first or second grade stories
- Expected PLCPM is 70

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DO:

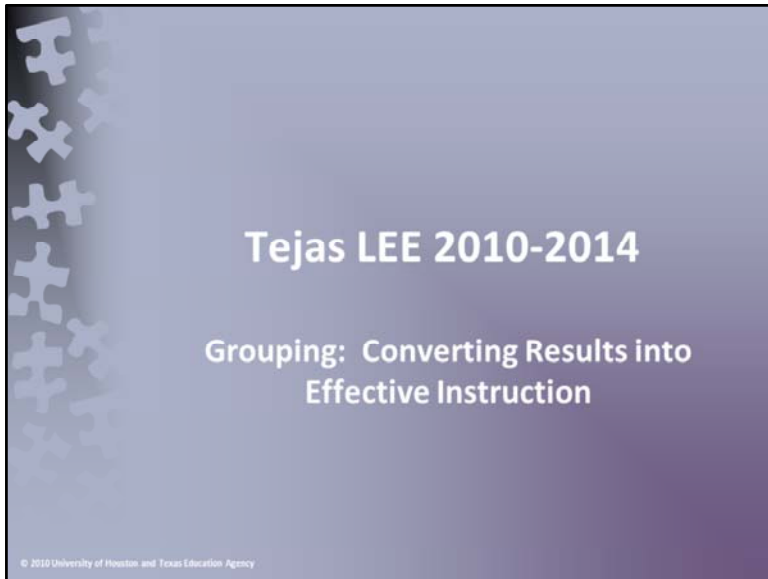
Read/review slide.



Key Points



Notes



Key Points



Note For Presenter

The Key Points section shows you the most important information to convey for each slide.

Be especially careful that you have clearly covered these points.



Notes

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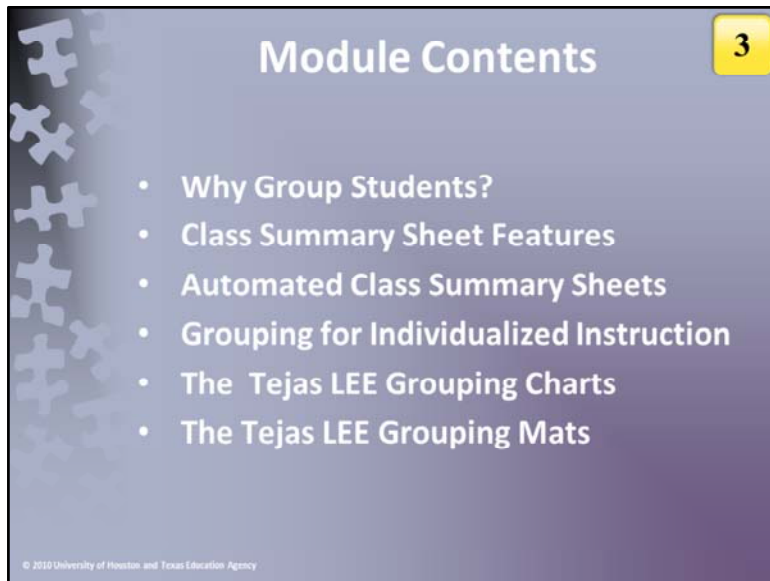
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Key Points



Notes

A vertical column of interlocking puzzle pieces on the left side of the slide.

Module Contents

3

- 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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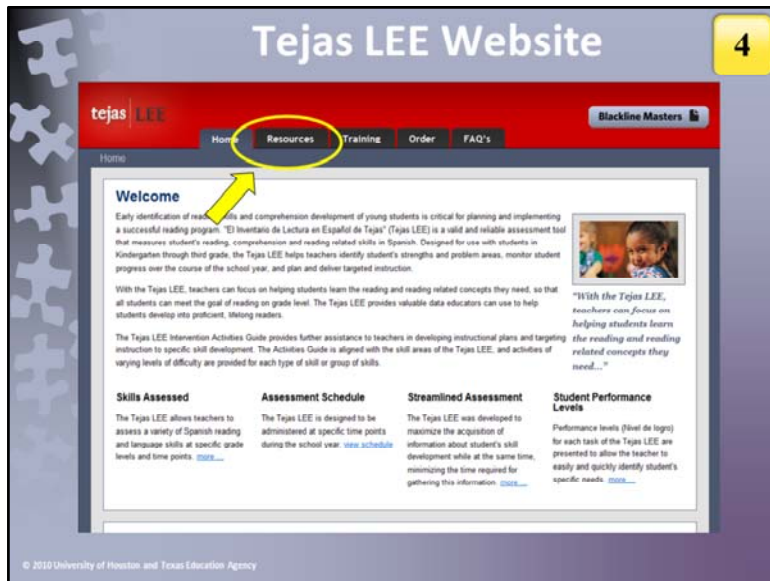
Key Points

DO:

Read/review slide.



Notes



This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

This is the home page of the Tejas LEE website. All of the materials we will be discussing today are available on the website, including the Automated Class Summary Sheets, the Grouping Charts and the Grouping Mats. In order to access these materials, please click on the Resources button in the upper right hand corner of the screen.

✓ ☆ CLICK

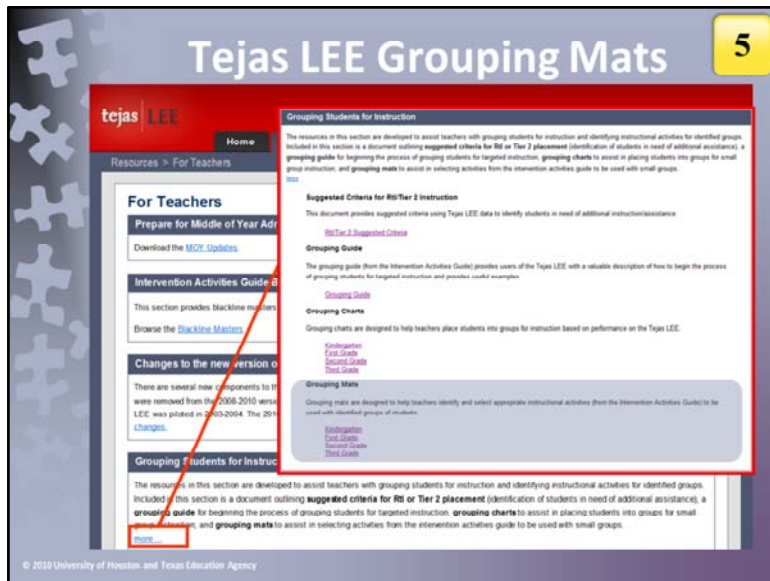


Key Points

- Please visit the website www.tejaslee.org to download teacher tools.
- Specific materials discussed today will be under the Resources tab. Keep in mind that this title may change with new website updates.



Notes



Key Points

- To locate Tejas LEE Grouping Mats, click on FOR TEACHERS which will take you to the Teacher Resource Page of the Tejas LEE website.
- Click on the “more...” button and find the section for Grouping Mats.

This slide has two ✓ ☆ CLICKS of animation.

SAY:

Once you click on the Resources tab, click on For Teachers and then on Grouping Students for Instruction.

✓ ☆ CLICK


Let’s take a closer look at the choices. You will come to this page of downloads. Look for the section titled “Grouping Mats”.

✓ ☆ CLICK

Note that the links are all purple. This is simply because the screen shot was made from a real webpage and all of the links had already been clicked on, so the hyperlink color had changed from BLUE to PURPLE.



Notes



Why Group Students?

6

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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SAY:

The Tejas LEE is intended as a diagnostic tool. It identifies critical reading readiness skills that are deficient and may interfere with a student's ability to learn to read successfully. However, identification of the deficits is only the first step. If, once the assessment is complete, teachers do not use this information to inform their instruction, the administration of the Tejas LEE is in vain. The results must be used in order for the Tejas LEE to have meaning. This module will show you how to use the results of the assessment to group your students for instruction.



Key Points

- Tejas LEE is a diagnostic tool intended to drive classroom instruction.
- Analyzing the data gathered will help teachers to group their students effectively.



Notes

SAY:

The first tool you will need to use with your Tejas LEE results will be your Class Summary Sheet. There are several versions of the class summary sheet. Shown here is the paper Class Summary Sheet. For each grade level of the Tejas LEE, there are three Class Summary Sheets—one for each timepoint. The one shown here is for Beginning of Year (BOY) First Grade.

DO:

If your district uses the pencil/paper version of the Tejas LEE, explain to your teachers how they will receive the class summary sheets. (Downloadable PDFs are on the www.tpriandtl.com website. Teachers do not have access to this site, but a district representative can download and print the files. The Class Summary Sheets can also be purchased from Brookes Publishing. Alternately, teachers can download the Automated Class Summary Sheets from the Tejas LEE website.

SAY:

The Class Summary Sheet is also available electronically on the Tejas LEE website. I will show you the features and advantages of that format in a few moments.

Finally, if you use a PDA version of the Tejas LEE, your provider will supply you with an electronic version of the Class Summary Sheet. Although the format for each of these sheets is a little different, they all contain the same basic information and are the first step in using your Tejas LEE results to improve reading in



Key Points

- In order to analyze the data, teachers will need their class summary sheet (CSS).
- Class summary sheets are available in several versions:
 - Paper CSS from the Tejas LEE kit
 - Electronic CSS from Tejas LEE vendor
 - Electronic CSS from Tejas LEE website
- All versions of the CSS will contain the same basic information
- Each administration time point will have different CSS



Notes

Class Summary Sheet

8

		Conocimiento de los grafonemas					
Opcional		Sección 1		Sección 2		Sección 3	
Conocimiento de la letra impresa		Identificación de las letras		Conocimiento de los sonidos		Conocimiento de rimas	
D: 8-10 NE: 6-7 NI: 0-5		D: 26-30 NE: 10-25 NI: 0-9		D: 26-30 NE: 10-25 NI: 0-9		D: 4-5 NE: 0-3	
Puntaje	D/NE/NI	Puntaje	D/NE/NI	Puntaje	D/NE/NI	Puntaje	D/NE

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This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

Let's take a closer look at the Class Summary Sheets. Shown here is a part of the Kinder BOY class summary sheet. Underneath each section title you will find the performance cutpoints. The cutpoints are based on our pilot studies and research that shows where these students should be at BOY. For example:

✓ ☆ CLICK

In Optional Book and Print Awareness Section, the BOY cutpoints are 0-5 = NI (Nivel de intervención), 6-7 = NE (Nivel Esperado) and 8-10 = D (Desarrollado). By MOY, the NE cutpoint is eliminated as students are expected to have fully developed this skill by January.

In Sections 1 and 2, by contrast, the BOY cutpoints are 0-9 = NI, 10-25 = NE, but at MOY, these cutpoints are raised to 0-18 = NI and 19-25 = NE as students are expected to have learned more by this time, but not necessarily all of the letters and sounds. By end of year, the cutpoints are NI = 0-25, D=26-30 and the NE score eliminated.

The cutpoints for each skill on the Tejas LEE will vary based on the number of items and pilot study results.



Key Points

- In the Class Summary Sheets, below each section name are the performance levels for that administration time point.
- Remember, D=Developed, NE=Expected Level, and NI=Intervention Level.
- The specific performance levels for a particular section may vary depending on the administration time point.



Notes

NI Number and Percentage

To calculate the Percentage of students NI:

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

Número de estudiantes NI:

Porcentaje de estudiantes NI:

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This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

At the bottom of the class summary sheet...

✓★CLICK

...those sections of the Tejas LEE that have an NI performance level will have two additional boxes for counting the Number of Students NI and the Percentage of Students NI.

✓★CLICK

The second arrow shows a column for which there is no NI standard at this time point, and there are no boxes available for calculating a Percentage of Students NI. This is because the students are not expected to have developed this skill at this time point. This skill will not be used for grouping/intervention at this point in the school year.

You will need to calculate the “Porcentaje de la clase NI” for each column with the two additional boxes. To do this, divide the Number of students NI by the total number of students in your class and multiply the result by 100. Note that we recommend that Whole Class Instruction be used instead of small group intervention if the Percentage of the Class NI is 67% or more.



Key Points

- If a section has an NI standard, then a Number of Students NI and Percentage of Students NI box will appear at the bottom of that section column. These boxes will not appear for sections that do not have an NI standard.
- To determine Percentage of students NI, divide the Number of students NI by the total number of students and then multiply by 100.
- For skills in which 67% or more are NI, we recommend using whole group instruction.
- For skills in which less than 66% are NI, we recommend using small group instruction.



Notes

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

This slide has three (3) ✓ ☆ CLICKS of animation.

SAY:

Let's now look at the comprehension information we will need for grouping. For Kindergarten, things are straightforward. There is one Listening Comprehension story per timepoint and at End of Year, one Reading Comprehension story. However, for Grades 1, 2 and 3, there are two stories at each timepoint. When we are grouping, we will be mostly using the overall score (Nivel de logro global) and may use the individual story scores when deciding how best to group students who may be harder to place into a particular group.

✓ ☆ CLICK

Exactitud de lectura: Here we will look at how well the student reads correctly. Remember, a student needs to be either Nivel independiente or Nivel de instrucción on both stories to be considered Desarrollado on Accuracy.

✓ ☆ CLICK

Proporción de la fluidez: The reading fluency rate, measured in PLCPM (Palabras Leídas Correctamente por Minuto—Words Read Correctly Per Minute) is one measure of fluency we will look at for grouping. We will look at the average score for both stories. However, you will remember that if a student is Nivel de frustración on one of the stories, the "average" will be their score on the one story they did read at the Independent or Instructional level.

✓ ☆ CLICK

For Comprensión de lectura, just like for Reading Accuracy, a student must score Desarrollado on BOTH stories to have an overall score of Desarrollado.

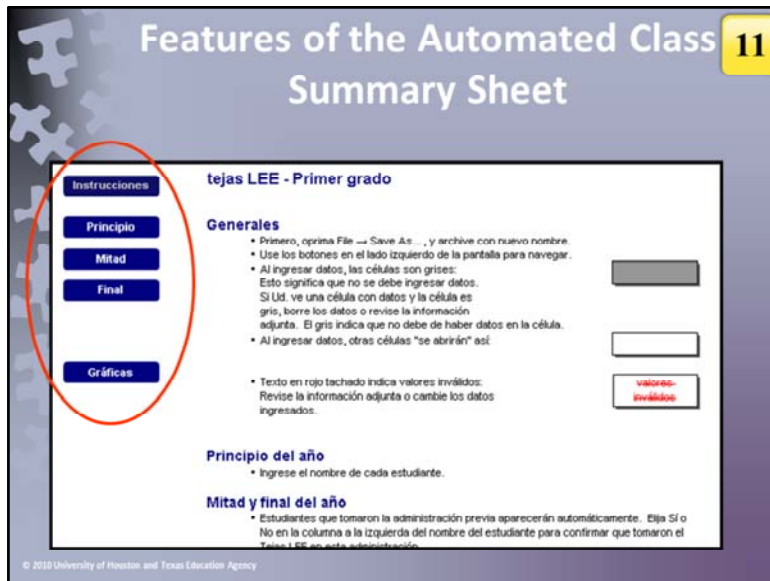


Key Points

- Grades 1-3 will have two reading comprehension stories per time point.
- For the Accuracy overall score, a student is considered D if they score IND or INS on both stories. If a student scores FRU on either story, they are considered NI overall.
- For Fluency, there are no performance levels. However, to determine the fluency average, add both fluency scores and divide by two. If only one fluency score is available then that will be used as the average.
- For Comprehension, students must be D on both stories to be considered D overall.



Notes



This slide has one (1) ✓☆CLICK of animation.

SAY:

One alternative to the paper Class Summary Sheet is the Automated Class Summary Sheet. These sheets are available for download on the Tejas LEE website.

✓☆CLICK

On the left hand side of the Instructions page, there are a series of buttons in the color of the grade (the example above is blue for first grade). These buttons will allow you to quickly navigate through the various views of the Class Summary Sheet. There is a button for each time point as well as a button for graphs.



Key Points

- Updated Automated Class Summary Sheets for each grade level are available for download from the website: www.tejaslee.org.
- The Automated Class Summary Sheets open to an instructions page and contain buttons on left hand side for easy navigation between time points and several other screens.



Notes

12

BOY View

Tejas LEE - Primer grado - Principio del año

Maestro(a): Ms. Fresas

Escuela: Frutas Elementary

Fecha: 9/7/2010

	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	
Nombre del estudiante	Puntaje	D/NI	Puntaje	D/NE/NI	Puntaje	D/NE
Ayala, Alberto	14	D	14	D	8	NE
Beltran, Betty	10	NI	7	NI		NE
Cabrera, Celia	16	D	15	D	10	D

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SAY:

At BOY on the Automated Class Summary Sheets, all rows will be grayed out. In order to enter Tejas LEE results, you first have to type the student's name into the first column. This will open up the numerical scoring box for the first section on the sheet. As you enter results, the automated class summary sheet will automatically determine the performance level (D, NE, NI) and enter this information for you. NI results are represented in RED for your easy reference. These are the students who require intervention in this skill. NE is represented in YELLOW and D is represented by green. Once a score is entered, the sheet will open up the next box that should be scored based on the branching rules. The Automated Class Summary Sheet will NOT allow a score to be entered for a section that should not be administered.



Key Points

- At BOY, a student name must be entered into the appropriate column in order to enter data into the Automated Class Summary Sheet.
- The Automated Class Summary will automatically convert numerical scores into the appropriate performance level. D is represented in GREEN, NE in YELLOW and NI in RED.
- The sheet will not allow scores to be entered for sections that should not be administered.



Notes

13

MOY View

tejas LEE - Primer grado - Mitad del año

Maestro(a): Ms. Fresas
 Escuela: Frutas Elementary
 Fecha: _____

¿Administrado mitad del año?
 SI
 SI
 SI
 NO

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 NI-0.13		D-9.10 NI-5.8 NI-0.4	
Nombre del estudiante	Grado	Puntaje	DRH	Puntaje	DRH
Ayala, Alberto	D		D	9	D
Beltran, Betty	D	14	D	7	NE
Cabrera, Celia	D		D		D

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Key Points

- At MOY, all students are grayed out. To enter scores, change “¿Administrado mitad del año?” from NO to SI.
- The Automated Class Summary will automatically apply entry point rules. Student score boxes will remain gray, but the D performance level will show for this section.
- New students should be entered on NEW lines, not on top of students who have withdrawn.

This slide has one (1) ✓☆CLICK of animation.

SAY:

At the MOY administration, the Automated Class Summary Sheet looks somewhat different. You will see an additional column to the left of the student names. Here you should indicate whether the listed students took the test at MOY. Once you mark “SI”, the Class Summary Sheet will open up to the sections that should be administered to this student. If the student was D on sections that use the Entry Point Rule (See your grade level administration module for information on Entry Point Rules), the Automated Class Summary Sheet will direct you to the first section for which you need to input results for MOY, bypassing the other sections. The sections on which the student was D at BOY will remain “grayed out” but you will see the performance level.

New students should always be entered on new lines, not on top of students who have withdrawn from the class.

✓☆CLICK

DO:

Show participants that for Alberto, Sections 1 and 2 are both grayed out because he was D at BOY. The D score remains, but the numerical score is not maintained. The Automated Class Summary Sheet opens up in white on section 3, which is the first section which should be administered to Alberto at MOY due to Entry Point Rules.



Notes

14

Additional Features

Instrucciones

Principio

Mitad

Final

Para imprimir

Aplicar

tejas LEE - Primer grado - Principio del año

Maestro(a):

Escuela:

Fecha:

Nombre del estudiante

Co

Secciones 1 y 2

Identificación del sonido inicial y final

D-14-16
H-6-13

Puntaje	Difil

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Key Points

- The “Para Imprimir” button is for printing purposes. It will take you to a grayscale page for the current timepoint.

This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

Once you navigate to one of the class summary sheets, an additional button becomes visible.

✓ ☆ CLICK

This button says “Para imprimir” and will give a printable view. In addition, the worksheet is locked so that no changes can be made. This view is for printing purposes only. There is a printable view for each time point.



Notes

15

Printable View

Para imprimir

tejas LEE - Primer grado - Principio del año

Maestro(a): Ms. Fresas

Escuela: Frutas Elementary

Fecha: 40428

Nombre del estudiante	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
Avila, Alberto	14	D	14	D	8	NE
Beltran, Betty	10	NI	7	NI		NE
Cabrera, Celia	15	D	15	D	10	D

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Key Points

- It is not possible to enter data when you are in the printable view.

This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

Once you click on the PRINTABLE view, the results show somewhat differently. You will notice that the D/Ni and D/NE boxes do not appear in red or green.

✓ ☆ CLICK

Also, it is not possible to enter data when you are in the PRINTABLE view. To enter data, you must go back to one of the timepoints views (Principio, Mitad, Final).



Notes

16

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	Nivel de logro global
IND-INS-FRU	IND-INS-FRU	D/NI	(PLCPM)	(PLCPM)		Puntaje	Puntaje	D/NI
IND	INS	D	35	31	33	5	4	D
INS	FRU	NI	23		23	3		NI

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SAY:

On the Comprehension sections for First, Second and Third Grade, there are some columns with special features.

Exactitud de lectura: *There is a pulldown menu for the Reading Accuracy section for each story. There are three possible choices: Nivel independiente (IND), Nivel de instrucción (INS), and Nivel de frustración (FRU). Once you input the information for stories 1 and 2, the Automated Class Summary Sheet will determine the correct performance level.*

Fluidez de lectura: *The Automated Class Summary Sheet will calculate an average fluency rate for both stories. If there is only one fluency rate (because a student was Nivel de frustración on one of the stories) the Automated Class Summary Sheet will present the score of the other story as the Average. Please note that the Tejas LEE no longer has a performance standard for Fluency Rate. While rate is an important measure for early reading, there is no specific number a student MUST reach to be successful. Fluency should never be looked at in isolation, but rather, it should be considered in conjunction with comprehension.*

Comprensión de lectura: *You simply input the score your student achieved on the comprehension questions for both stories. The Automated Class Summary Sheet will determine the performance level for each student and select D or NI as appropriate.*



Key Points

- The Accuracy Section has a pulldown menu for you to record Accuracy levels for both stories. The ACSS then determines the correct performance level.
- The ACSS will then open up the appropriate fluency and comprehension cells. If cells remain “grayed out”, no data should be entered.
- The ACSS will average fluency scores and determine the overall comprehension score once data has been entered.



Notes

Branching Features							17
Conciencia fonológica						Conocimie de los grafofonos	
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		



Key Points

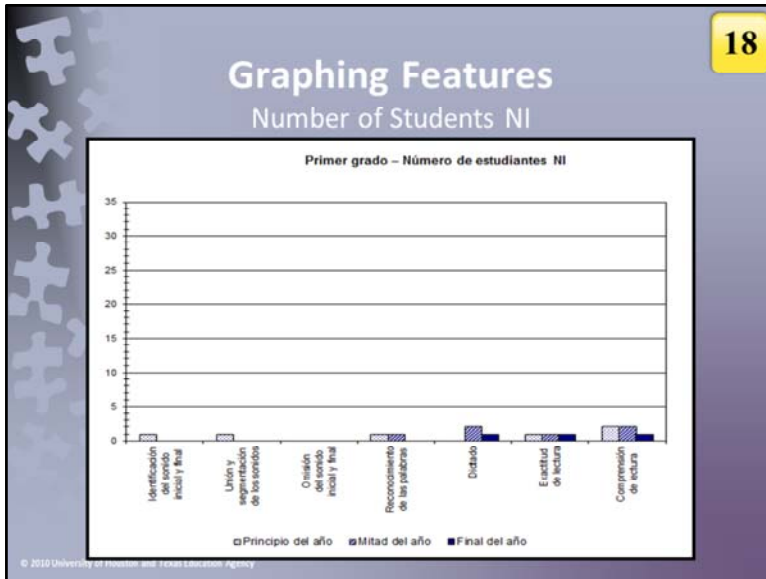
- On some grade levels, some sections will be “grayed out”, indicating that these sections should not have been administered due to branching rules.

SAY:

Grayed out boxes: Depending on the grade level and branching rules, some sections may be “grayed out” during the administration. In the above 1st grade example, a student scored NE on section 3 (first light green arrow) and because of branching rules, skipped section 4—which is grayed out (red arrow), and was directed to section 5, which is the next section that should be administered according to branching rules (second green arrow).



Notes



SAY:

Once a user clicks on the graph view, they will see the Needs Intervention data each time point in two different views. The one shown above has the number of students NI. This is probably not the most useful way to look at your data because hopefully, you do not have large numbers of students NI. Since the graph allows for up to 35 students in a class, the bars tend to be very small.

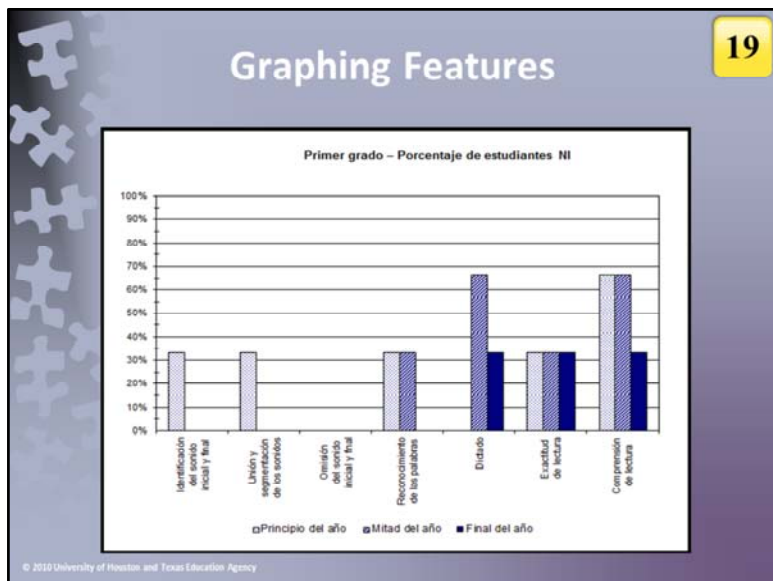


Key Points

- The ACSS allows teachers to view data graphically by clicking on the GRAFICA button.
- Two views are available, this one shows the Number of Students NI.



Notes



SAY:

The second view shows the percentage of the class NI. This view is particularly useful for determining whether to use small group or whole class instruction to address a skill.

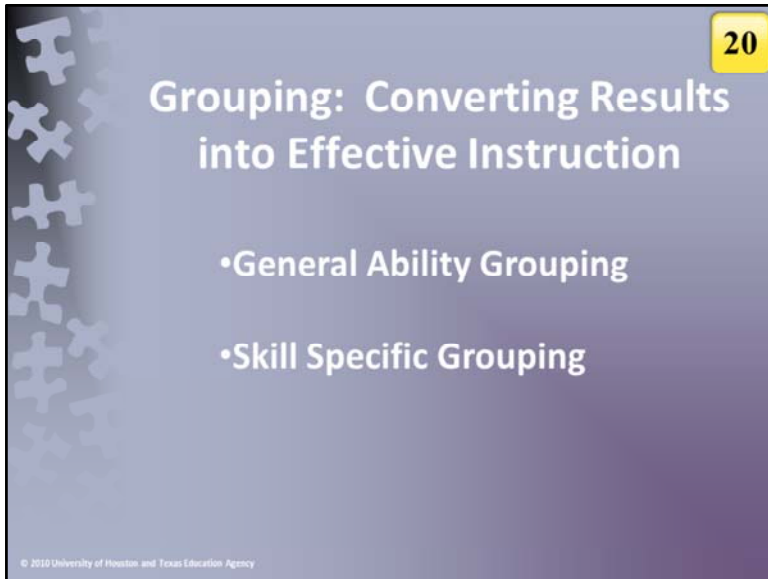


Key Points

- The second view is the Percentage of Students NI . This view is particularly useful for grouping students.



Notes



SAY:

Armed with this information from the Tejas LEE assessment, we are now ready to group students for individualized instruction. For the purposes of the Tejas LEE, there are two basic types of instruction.

The first grouping type that is commonly used for individualized instruction is General Ability Grouping. Students are moved across groups as they master skills. The General Ability Grouping is based on student performance on the Tejas LEE, as will be shown in the upcoming slides.

The second is Skill Specific Grouping. In this type of grouping, the teacher calls together a group of students who have not yet mastered a specific section on the Tejas LEE, such as initial syllable omission. Skill Specific Groups tend to be highly fluid and may be short-lived. Students move out of these groups as soon as the skill is mastered and if all students show mastery of the skill, it ceases to exist. This allows the teacher to refocus instruction on remaining weaknesses among students.

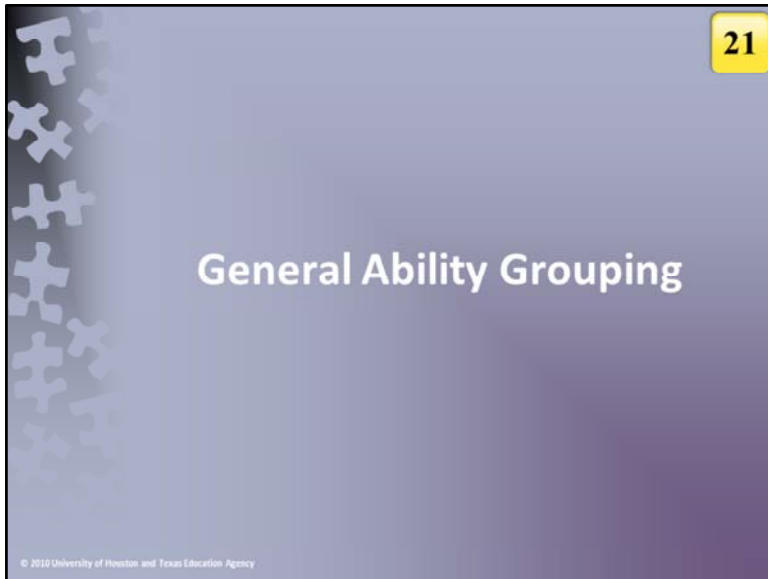


Key Points

- There are two basic types of grouping for the Tejas LEE: flexible (or general ability grouping) and skill specific grouping.
- Flexible (or general ability) grouping is based on their overall performance of the Tejas LEE. Students are moved between groups as different skills are mastered.
- As its name implies, skill specific grouping focuses on a particular skill or section of the Tejas LEE assessment. As soon as the skill is mastered this group is dissolved.



Notes




Key Points

SAY:

First let's discuss the process used for General Ability Grouping.



Notes



Using Tejas LEE Data to Group Students

22

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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This slide has one (1) ✓ ☆CLICK of animation.

SAY:

This slide shows necessary steps for grouping students using the Tejas LEE data. The previous slides discussed how to fill out the class summary sheet. In doing so, we have already completed step one.

✓ ☆CLICK

Now let's move on to step two: Follow the guidelines for differentiated instruction grouping.



Key Points

- Step 1 of grouping students is preparing the data. This is achieved by completing the class summary sheet.
- In order to complete Step 2, we must first familiarize ourselves with the guidelines in the following slides.



Notes

Sample Class Summary Sheet 23

Resumen de la clase - Primer grado Principio del año

Conciencia fonológica				Conciencia de los grafismos				Comprensión de lectura			
Sección 3.2		Sección 3.6		Sección 3.6		Sección 7		Sección 8		Sección 8	
Identificación del sonido inicial y final		Identificación de los sonidos		Consonantes del sonido inicial y final		Representación de los patrones		Exactitud de lectura		Fluidez de lectura	
Puntaje		Puntaje		Puntaje		Puntaje		Puntaje		Puntaje	
Alfonso, Luis	7	NI	3	NI	4	NI	FRU	FRU	NI	—	—
Alfonso, Luis	14	D	10	NI	5	NI	IND	IND	D	31	35
Alfonso, Luis	10	NI	6	NI	7	NI	IND	IND	NI	17	—
Alfonso, Luis	10	NI	5	NI	6	NI	IND	IND	NI	15	—
Alfonso, Luis	15	D	13	NI	7	NI	IND	IND	D	42	39
Alfonso, Luis	9	NI	4	NI	5	NI	FRU	FRU	NI	—	—
Alfonso, Luis	6	NI	2	NI	4	NI	FRU	FRU	NI	—	—
Alfonso, Luis	15	D	13	NI	8	NI	IND	IND	D	43	40
Alfonso, Luis	10	NI	7	NI	10	NI	IND	IND	NI	21	—
Alfonso, Luis	18	D	14	D	8	NI	IND	IND	D	45	44
Alfonso, Luis	14	D	11	NI	4	NI	IND	IND	D	20	27
Alfonso, Luis	14	D	10	NI	4	NI	IND	IND	D	29	33
Alfonso, Luis	10	NI	6	NI	7	NI	IND	IND	NI	20	—
Alfonso, Luis	8	NI	3	NI	4	NI	FRU	FRU	NI	—	—
Alfonso, Luis	7	NI	4	NI	5	NI	FRU	FRU	NI	—	—
Alfonso, Luis	16	D	14	D	7	NI	IND	IND	D	44	43
Número de estudiantes NI		9		4		9		11		11	
Porcentaje de estudiantes NI		56%		25%		56%		69%		69%	

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Key Points

- This is a screen shot of a sample first grade class summary sheet.

SAY:

At this time, we are going to use a sample BOY first grade class of 16 students to demonstrate the grouping process. This slide shows a screenshot of the class summary sheet already filled out. You should have a copy of this summary sheet in your handouts.



Notes

Maestro (a): _____
Escuela: _____


Desarrollado=D Nivel Esperado=NE Nivel de Intervención=NI			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		Cuento 1	Cuento 2	Nivel de logro global (D,NI)	Cuento 1	Cuento 2	Promedio	Cuento 1	Cuento 2	Nivel de logro global (D,NI)
			Puntaje	D/NI	Puntaje	D/NE/NI	Puntaje	D/NE	Puntaje	D/NE/NI	(IND, INS, FRU)	(IND, INS, FRU)	(PLCPM)	(PLCPM)	D= 4-5 NI=0-3	D= 4-5 NI=0-3			
Nombre del estudiante	Avila, Luis	7	NI	3	NI			4	NI	FRU	FRU	NI	--	--	--	--	--	NI	
	Calles, Jennifer	14	D	10	NE	5	NE	13	D	IND	INS	D	31	35	33	4 (D)	3 (NI)	NI	
	Enriquez, Adán	10	NI	6	NI			7	NE	INS	FRU	NI	17	--	17	3 (NI)	--	NI	
	Fontalvo, Eduardo	10	NI	5	NI			6	NE	INS	FRU	NI	15	--	15	2 (NI)	--	NI	
	García, José	15	D	13	NE	7	NE	13	D	IND	INS	D	42	39	41	4 (D)	4 (D)	D	
	González, Omar	9	NI	4	NI			5	NE	FRU	FRU	NI	--	--	--	--	--	NI	
	Herrera, Eddie	6	NI	2	NI			4	NI	FRU	FRU	NI	--	--	--	--	--	NI	
	Jiménez, Kevin	15	D	13	NE	8	NE	13	D	IND	INS	D	41	40	41	5 (D)	4 (D)	D	
	Martínez, Camila	10	NI	7	NI			10	NE	INS	FRU	NI	21	--	21	4 (D)	--	NI	
	Mireles, Adriana	16	D	14	D	8	NE	15	D	IND	IND	D	45	43	44	5 (D)	5 (D)	D	
	Nieto, Margarita	14	D	11	NE	4	NE	13	D	IND	INS	D	30	27	29	4 (D)	3 (NI)	NI	
	Pardo, Eloy	14	D	10	NE	4	NE	14	D	IND	INS	D	29	33	31	4 (D)	4 (D)	D	
	Quiñones, Graciela	10	NI	6	NI			7	NE	INS	FRU	NI	20	--	20	3 (NI)	--	NI	
	Rosa, Fernando	8	NI	3	NI			4	NI	FRU	FRU	NI	--	--	--	--	--	NI	
	Salinas, Josue	7	NI	4	NI			3	NI	FRU	FRU	NI	--	--	--	--	--	NI	
Torres, Jason	16	D	14	D	7	NE	14	D	IND	IND	D	44	42	43	4 (D)	4 (D)	D		
Número de estudiantes NI		9		9				4				9						11	
Porcentaje de estudiantes NI		56%		56%				25%				56%						69%	

BOY____ MOY____ EOY____

Grade 1 Grouping Chart

	Conciencia fonológica			Conocimiento de los grafonemas		Exactitud	Fluidez	Comprensión	Final	Enfoque de instrucción
	Iden. del sonido inicial y final	Union y seg. de los sonidos	Omisión del sonido inicial y final	Reconocimiento de las palabras	Dictado					
BAJO										
MEDIO										
ALTO										

IAG	Continúe planeando con la Guía de actividades de intervención						
	Conocimiento de la letra impresa	Conciencia fonológica	Conocimiento de los grafonemas	Fluidez	Comprensión	Vocabulario	Escritura
	p. 3	p. 9	p. 33	p. 87	p. 97	p. 139	p. 165



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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DO:

Paraphrase slide.

SAY:

Although we recommend the above percentages, always follow school and or district policies regarding grouping. You may also find that the your particular class results may necessitate using different percentages. Use your professional judgment. For example, some teachers may opt to use whole group instruction on any skill on which more than 50% of the class is NI.



Key Points

- The first thing that we must do is look at our class summary sheet and determine which skills need to be taught whole group versus small group.
- The Tejas LEE recommends using whole group when addressing skills in which 67% or more of your class scored NI. Small group instruction is recommended for skills in which 66% or less of your class scored NI.
- Teachers may use their professional judgment in determining whether to use whole or small group.



Notes

Sample Class Summary Sheet

25

tejas LEE Resumen de la clase - Primer

Maestro (a):
Escuela:

Desempeño
Nivel de Intervención

		Conciencia fonológica				Conocimiento de los grafogramas			
		Secciones 1-2		Secciones 3-4		Sección 5-6		Sección 7	
		Identificación del sonido inicial y final		Unión y organización de los sonidos		Eliminación del sonido inicial y final		Reconocimiento de las palabras	
		D/N/Ni NE/D/D		D/N/Ni NE/D/D NE/D/D		D/N/Ni NE/D/D		D/N/Ni NE/D/D NE/D/D	
		Puntaje	D/Ni	Puntaje	D/Ni/NE	Puntaje	D/NE	Puntaje	D/NE/Ni
Avila, Luis		7	Ni	3	Ni			4	Ni
Calles, Jennifer		14	D	10	NE	5	NE	13	D
Enriquez, Adán		10	Ni	6	Ni			7	NE
Fontalvo, Eduardo		10	Ni	5	Ni			6	NE
Garcia, José		15	D	13	NE	7	NE	13	D
González, Omar		9	Ni	4	Ni			5	NE
Herrera, Eddie		6	Ni	2	Ni			4	Ni
Jiménez, Kevin		15	D	13	NE	8	NE	13	D
Martínez, Camila		10	Ni	7	Ni			10	NE
Mirreles, Adriana		16	D	14	D	8	NE	15	D
Nieto, Margarita		14	D	11	NE	4	NE	13	D
Pardo, Ugo		14	D	10	NE	4	NE	14	D
Quiñones, Graciela		10	Ni	6	Ni			7	NE
Rosa, Fernando		8	Ni	3	Ni			4	Ni
Salinas, Josue		7	Ni	4	Ni			3	Ni
Torres, Jason		16	D	14	D	7	NE	14	D
Número de estudiantes NI		9		9				4	
Porcentaje de estudiantes NI		56%		56%				25%	

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SAY:

The first thing to look at is the very bottom of the Class Summary Sheet. At each time point, the sections with a NI performance level will have two additional boxes at the bottom of the column to assist you in the grouping process—

The number of students NI
The percentage of students NI

In this fragment of a Class Summary Sheet from BOY first grade, Sections 1 & 2 combined, 3 & 4 combined, and 7 have an NI performance standard and intervention is required (green arrows), while Sections 5 & 6 combined do not have NI at this time point (red arrow). No intervention should be given as students are not yet expected to have mastered these skills.

Not shown here, but also requiring intervention at BOY is comprehension. We will look at this on the next slide.



Key Points

- The number of students NI and percentage of students NI can be found at the bottom of the class summary sheet.
- Only the skills that have an NI level at this time point will have corresponding NI boxes.
- If a section does not have NI boxes then students are not expected to be developed in that particular skill at this time point.



Notes

27

The next thing to look at is the actual percentage of the class NI. If the percentage is less than 67%, we recommend that this skill be taught as small group instruction. In the example above, our teacher should provide intervention on section 1 and 2 combined and 3 and 4 combined as small group instruction as the percentage is 56%.



- Look at percentage of students NI for each skill (where applicable) and determine whether that skill should be addressed whole group or small group.
- Remember, the Tejas LEE recommends using whole group when addressing skills in which 67% or more of your class scored NI. Small group instruction is recommended for skills in which 66% or less of your class scored NI.



Notes

Sample Class Summary Sheet 28					
Maestro (a): _____ Escuela: _____		Secciones 1-2		Secciones 3-4	
		Identificación del sonido inicial y final		Unión y segmentación de los sonidos	
Desarrollado		D=14-16 NI=9-13		D=14-16 NI=9-13	
Nivel Esperado		Puntaje		Puntaje	
Nivel de Intervención		D/NI		D/NI/NE	
Número del estudiante	Avila, Luis	14		10	
	Callen, Jennifer	14		6	
	Enriquez, Adán	NI		5	
	Fontalvo, Eduardo	15		13	
	García, José	NI		4	
	González, Omar	15		13	
	Herrera, Eddie	15		13	
	Jiménez, Kevin	16		14	
	Marín, Camila	14		11	
	Miranda, Adriana	14		10	
	Nieto, Margarita	14		6	
	Pardo, Eloy	NI		3	
	Quiñones, Graciela	16		14	
	Rosa, Fernando	NI		4	
	Sánchez, Iván	16		14	
Número de estudiantes NI		9		9	
Porcentaje de estudiantes NI		56%		56%	

This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

Intervention should occur with those students scoring NI on each task. In our example, 9 students are NI on tasks 1 and 2 combined.

✓ ☆ CLICK

The nine arrows point to the scores that require intervention. However, since sections 1 and 2 are combined, we should look more carefully at the two individual tasks to see whether some students only need intervention with one of the two related skills (initial vs. final sounds—sections 1 & 2; blending vs. segmenting in sections 3 & 4). This would be true of any combined sections on Kinder and first grade.

Let's turn our attention now to Sections 3 and 4. Again, nine students require intervention in blending and segmenting and we do want to look at their performance on the individual tasks to make our intervention groups more relevant. However, there is also an NE standard for this time point. An additional 5 students scored NE.

✓ ☆ CLICK

While these students do not require intervention at BOY, we will want to monitor their progress. Keep in mind that an NE score will become an NI score at MOY or EOY unless student performance improves. Students scoring NE are expected to continue developing these skills as the school year progresses.



Key Points

- In this example, 9 students scored NI in sections 1 and 2. They will need intervention in identifying initial and final sounds.
- For sections 3 and 4, 9 students scored NI and will require intervention in blending and segmenting sounds.
- For all combined sections, teachers may find it useful to look at the student's scores in the individual subsections to better determine their needs.
- Although students who score NE do not require intervention, they will still benefit from more practice in order to achieve mastery.



Notes

Tejas LEE Grouping Chart									
	Conciencia fonológica			Conocimiento de los grafismos			Escribir	Fluidez	Comprensión
	Identificación de la letra impresa	Identificación de la letra escrita	Identificación de la letra cursiva	Reconocimiento de los grafismos	Identificación de los grafismos	Reconocimiento de los grafismos			
BAJO									
MEDIO									
ALTO									
Contenidos planeados con la Guía de actividades de intervención									
BAJO	Conocimiento de la letra impresa	Conciencia fonológica	Conocimiento de los grafismos	Fluidez	Comprensión	Vocabulario	Escritura		
	p. 3	p. 9	p. 33	p. 87	p. 97	p. 139	p. 165		



Key Points

- This is a screen shot of a First Grade Grouping Chart.
- This grouping chart can be used to facilitate general ability grouping.

SAY:


This is an example of the chart that we will be using to group students in the upcoming slides.

This handout is in your participant binder.

Now that we have introduced our grouping chart we can continue to the next guideline for differentiated instructional grouping.



Notes



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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DO:

Walk participants through this slide.

SAY:

When creating your intervention groups, your lowest group should have no more than 5-6 members. In a case like in our class, where 9 students are NI in this skill, we want to focus on those students who have the greatest need. This can be determined by looking at their raw scores. Those who are slightly stronger can be placed into the middle group. We will still intervene with them, but not with the frequency or intensity as we will with those with greatest need.

DO:



Have the participants complete the blank grouping chart for Sections 1 and 2 (Low, Medium, High) before proceeding to the next slide.



Key Points

- Look at each section of the Tejas LEE and put students into Low, Medium, or High groups for each skill.
- The Medium group usually consists of a mix of high NI, low D, or NE students.



Notes

The Low Group

31

BAJO	Con
	Iden. del sonido inicial y final
<i>Eddie (6)</i> <i>Luis (7)</i> <i>Josue (7)</i> <i>Fernando (8)</i> <i>Omar (9)</i>	

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DO:

Ensure that everyone understands why we placed these students into the Low Group for Sections 1 & 2.

Also point out that we have placed the numerical score next to each student's name. This information is important, particularly with your low group. Even within your low group, the instructional needs of a student with a raw score of 0 will be very different from a student with a raw score of 10 even though both of them will be NI in this particular skill.



Key Points

- These students were chosen for the low group because they had the lowest NI scores in Sections 1 and 2.
- Include numerical scores as they give you additional information as to each student's relative knowledge of a particular skill



Notes

The High Group 32

ALTO	Jennifer (14) Margarita (14) Eloy (14) José (15) Kevin (15) Jason (16) Adriana (16)
-------------	---

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DO:

Ensure that everyone understands why we placed these students into the High Group for Sections 1 & 2.

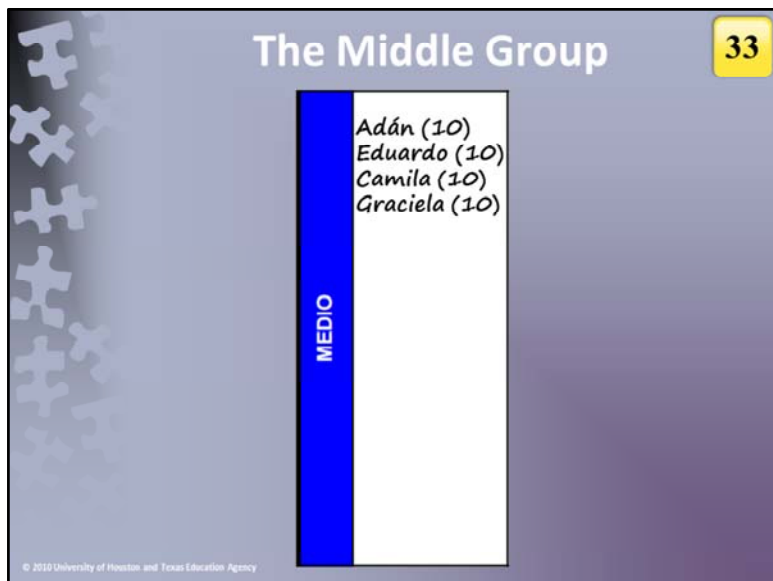


Key Points

- These students were chosen for the high group because they had the highest D scores in Sections 1 and 2.



Notes



SAY:

In our example class, there are only sixteen students. The Middle Group is comprised of students who have high NI results. In a normal class, if there are more than 5-6 NI students, the Low Group will be limited to the neediest 5-6, while the Middle Group will be comprised of a mix of “High NI” students and “Low D” students. This will allow the teacher to have a maximum impact on the students who need the intervention most by limiting the number in this group.

Also note that we did not place the middle group students in the middle, but intentionally bunched toward the top (nearer the low group). This is because, although these students are in the “middle”, they are still NI in this skill.

In our example, students with low NI scores become the LOW group, high NI was MIDDLE and D was HIGH. This will not always be true. Should a class score particularly low in a skill, your HIGH group may be made up of NI students—just those who scored the highest while your LOW group will be those with the lowest NI scores and thus, the highest need for intervention. Every class will be different and grouping needs to be based on student need, not a pre-set formula.

DO:

Answer any questions about the Middle group before proceeding.



Key Points

- These students were chosen for the Middle group because they had the highest NI scores in Sections 1 and 2. Although they were NI, they were the only ones who scored a double digit raw score.
- Lower middle students are placed nearer the LOW group while students with stronger skills are placed nearer the HIGH group
- Be sure to read **BOLDED** paragraph to your participants



Notes

[illegible]

SAY:

We now look at the next column for which there is an NI performance standard—Sections 3 & 4 combined. Here, the Low, Middle and High groups are very easy to identify because we have students with scores of D (high), NE (middle) and NI (low). This information is entered onto the Grouping Chart shown on the next slide.



Key Points

- Next, we will look at the next section that has an NI level, Sections 3 and 4.
- Since this section has all three performance levels, D/NE/NI, it is easier to place students into high, middle and low groups.



Notes

Conciencia fonológica		
	Ident. del sonido inicial y final	Unión y separación de los sonidos
BAJO	Eddie (6)	Eddie (2)
	Luis (7)	Luis (3)
	Josue (7)	Fernando (3)
	Fernando (8)	Omar (4)
	Omar (9)	Amos (4)
MEDIO	Adán (10)	Eduardo (5)
	Eduardo (10)	Adán (6)
	Camila (10)	Graciela (6)
	Graciela (10)	Camila (7)
		Jennifer (10)
ALTO		Eloy (10)
		Margarita (11)
		José (13)
		Kevin (13)
	Jennifer (14)	Adriana (14)
	Margarita (14)	Jason (14)
	Eloy (14)	
	José (15)	
	Kevin (15)	
	Jason (16)	
	Adriana (16)	

35



Key Points


- Based on their results on Sections 3 and 4, we have placed students into low, medium, and high groups.

SAY:

The Low, Middle and High groups have been added for Tasks 3 & 4. You would continue to progress along the grouping mat in this fashion for each section of the Tejas LEE Assessment.



Notes



Helpful Hints

36

- 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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SAY:

Now you will complete the next several columns on the grouping chart. Here are a few helpful hints with you that may make your grouping easier.

Don't only look at the performance level score (D, NE, NI). Look also at the raw (numerical score). There is a large difference between a student with a raw score of zero on a task (no knowledge of the skill) and one who's score is 13 on Sections 1 & 2 combined—still NI, but only one point away from a D score on this skill.

Also, when you are grouping students for the accuracy and fluency columns, you may find it useful to record some additional information next to student names. In the Accuracy column, you may wish to note the student scores on both stories (for example IND, INST) or the overall performance for both (D or NI). Under fluency, you may find it useful to jot down the actual student fluency rate next to the names.

Finally, cross out the column for DICTADO. As this is Beginning of Year, the Spelling section of the G1 assessment is not given. You will use this column after MOY and EOY administrations, but not at this timepoint.



Key Points

- When making grouping decisions, it is often helpful to also look at the students' raw or numerical scores for each section.
- For Accuracy and Fluency columns, teachers may find it useful to include additional information next to students' names (i.e. actual accuracy levels, fluency rates)



Notes

37

Your Turn

- Complete the Grouping Chart, all the way across up to and including the Fluency column.
- DO NOT yet complete the Comprehension, Final, or Instructional Focus columns.

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DO:



Have participants complete the Grouping Chart based on the sample data up to and including the Fluidez column. They should NOT yet complete the Comprehension, Final or Instructional Focus columns.

REMINDER: On the Kinder and First Grade assessment, students branched past tasks are assumed to have a score of 0 (ZERO) on the task and are assigned the NE/NI level that corresponds to a score of zero.



Key Points

- Have participants complete the columns up to and including Fluency
- In Kindergarten and First Grade, if students are branched past a section, assume their score is 0 (zero) and assign the appropriate score of NI or NE

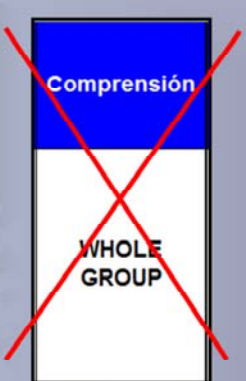


Notes

Sample Class Summary Sheet 38

Comprensión de lectura									
Sección 8									
Exactitud de lectura			Fluidez de lectura			Comprensión de lectura			
Cuento 1	Cuento 2	Nivel de logro global (D, NI)	Cuento 1	Cuento 2	Promedio	Cuento 1	Cuento 2	Nivel de logro global (D, NI)	
(INL, INL, FRU)	(INL, INL, FRU)		(PLCPM)	(PLCPM)		(D, 4, 3, NI, D)	(D, 4, 3, NI, D)		
FRU	FRU	NI	---	---	---	---	---	---	NI
IND	INS	D	31	35	33	4 (D)	3 (NI)	---	NI
INS	FRU	NI	17	---	17	3 (NI)	---	---	NI
INS	FRU	NI	15	---	15	2 (NI)	---	---	NI
IND	INS	D	42	39	41	4 (D)	4 (D)	---	D
FRU	FRU	NI	---	---	---	---	---	---	NI
FRU	FRU	NI	---	---	---	---	---	---	NI
IND	INS	D	41	40	41	5 (D)	4 (D)	---	D
INS	FRU	NI	21	---	21	4 (D)	---	---	NI
IND	IND	D	45	43	44	5 (D)	5 (D)	---	D
IND	INS	D	30	27	29	4 (D)	3 (NI)	---	NI
IND	INS	D	29	33	31	4 (D)	4 (D)	---	D
INS	FRU	NI	20	---	20	3 (NI)	---	---	NI
FRU	FRU	NI	---	---	---	---	---	---	NI
FRU	FRU	NI	---	---	---	---	---	---	NI
IND	IND	D	44	42	43	4 (D)	4 (D)	---	D

Grouping for Comprehension 39



Exactitud	Fluidez	Comprensión
FRU/FRU Luis Omar Eddie Fernando Josue	N/A Luis Omar Eddie Fernando Josue	N/A Luis Omar Eddie Fernando Josue
INS/FRU Adán Eduardo Camila Graciela	1 Story Adán (15) Eduardo (17) Camila (20) Graciela (21)	Eduardo 2/- Adán 2/- Graciela 3/-
IND/INS Jennifer José Kevin Margarita Eloy	2 Stories Margarita (29) Eloy (31) Jennifer (33)	Jennifer 4/3 Margarita 4/3 Camila 5/-
IND/IND Adriana Jason	José (41) Kevin (41) Jason (43) Adriana (44)	José 4/4 Eloy 4/4 Jason 4/4 Kevin 5/4 Adriana 5/5

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Key Points

- Even if certain skills are to be taught whole group, be sure to also group students into Low, Middle and High groups and this will provide you with insights into their relative strengths and weaknesses.

SAY:

One way to represent this column is by simply writing “WHOLE GROUP” in the box for comprehension. While it is true that this teacher should address comprehension deficits in Whole Group because of the % NI, placing students into the LOW, MIDDLE and HIGH group provides invaluable insights into the relative strengths and weaknesses of each student.

DO:

Draw participants’ attention to the Accuracy, Fluency and Comprehension columns. Point out the following:

ACCURACY (Exactitud): We have grouped students by their relative accuracy scores: (FRU/FRU) indicating a non-reader, (INS/FRU) indicating some early reading; etc...

FLUENCY: Numerical scores are written in.

COMPREHENSION: Scores on both stories are included.

DO:

Have participants complete the Comprehension column on their Grouping Chart using one of these two methods. You may either let them copy from this screen shot or turn off the projector and allow them to score on their own.



Notes

Final BOY Skill Grouping 40									
	Conciencia fonológica			Conocimiento de los grafismos		Exactitud	Fluidez	Comprensión	Final
	Mezcla de palabras inicial y final	Unión y sep. de los sonidos	Conciencia del sonido inicial y final	Reconocimiento de las palabras	Decodado				
BAJO	Eddie (6)	Eddie (2)		Josue (3)		FRU/FRU	N/A	N/A	
	Luis (7)	Luis (3)		Luis (4)		Luis	Luis	Luis	
	Josue (7)	Fernando (5)		Omar (6)		Omar	Omar	Omar	
	Fernando (8)	Omar (6)		Eddie (4)		Eddie	Eddie	Eddie	
	Omar (9)	Eduardo (5)		Fernando (4)		Fernando	Fernando	Fernando	
MEDIO	Adán (10)	Camila (10)		Omar (5)		INS/FRU	1 STORY	Eduardo 2/-	
	Eduardo (10)	Eloy (10)		Eduardo (6)		Adán	Adán (15)	Adán 2/-	
	Camila (10)	Margarita (11)		Adán (7)		Eduardo	Eduardo (17)	Graciela 3/-	
	Graciela (10)			Graciela (7)		Camila	Camila (20)		
						Graciela	Graciela (21)		
ALTO	Jennifer (14)	José (13)		Camila (10)		IND/INS	Jennifer	Jennifer 4/3	
	Margarita (14)					José	2 Stories	Margarita 4/3	
	Eloy (14)	Adriana (14)				Kevin	Margarita (29)	Camila 5/-	
	José (15)	Jason (14)				Margarita	Eloy (31)		
	Kevin (15)					Eloy	Jennifer (33)		
	Jason (16)	Jennifer (13)				IND/IND	José (43)	José 4/4	
	Adriana (16)	José (13)				Adriana	Kevin (41)	Eloy 4/4	
		Kevin (13)				Jason	Jason (43)	Kevin 5/4	
		Margarita (13)					Adriana (44)	Adriana 5/5	
		Eloy (14)							



Key Points

- Here is what our grouping chart should look like up to this point.
- Keep in mind that grouping is very flexible, and that there is no “right” way to group. Grouping may vary slightly due to teachers’ professional judgment.

SAY:

Here is a screenshot of our grouping chart up to this point. Your grouping chart may look somewhat different from this one. This is fine. There are no absolutes in grouping. In a roomful of teachers, all looking at the same data, it is likely that the grouping mat of each teacher will look somewhat different. What really matters is considering each student’s performance and using your professional judgment to decide how each student’s needs can best be met.

Now that we have grouped students by skill, let’s move on to the next step in the guidelines.



Notes

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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DO:

Paraphrase slide.

Remind participants that general ability grouping is not an exact science. Flexibility is of utmost importance when deciding how to group your class. Teachers know their students better than anyone else, and just use their professional judgment when assigning groups.



Key Points

- Place students who are consistently in the Low Group for all skills in the Final Low group.
- Identify their needs and write these in the Instructional Focus column.



Notes

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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DO:
Paraphrase slide.



Key Points

- Place students who are consistently in the High Group for all skills in the Final High group.
- Although these students will not need intervention, identify areas for enrichment or continued growth and write them in the Instructional Focus column.



Notes

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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DO:
Paraphrase slide.



Key Points

- Place students who fell into a mix of Low and Middle groups into the Final Low Middle group.
- Place students who fell into a mix of Middle and High groups into the Final Middle High group.
- Determine needs of these groups and write them in the Instructional Focus column.



Notes

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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DO:
Paraphrase slide.



Key Points

- Use professional judgment to place students who do not fall neatly into one of the previously mentioned patterns.
- Place these students in the group that most aligns with their specific instructional needs.



Notes

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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DO:
Paraphrase slide.



Key Points

- After all Final groups are determined, re-examine the groups to make sure everyone's needs are being met.
- You may move some students around if necessary at this time.



Notes

Final BOY Ability Grouping 46									
	Conciencia fonológica			Conocimiento de los grafismos		Exactitud	Fluidez	Comprensión	Final
	Mon. del sonido inicial y final	Mon. y seq. de los sonidos	Conciencia del sonido inicial y final	Reconocimiento de las palabras	Decodado				
BAJO	Eddie (6)	Eddie (2)		Josue (3)		FRU/FRU	N/A	N/A	
	Luis (7)	Luis (5)		Luis (4)		Luis	Luis	Luis	
	Josue (7)	Fernando (5)		Eddie (4)		Omar	Omar	Omar	
	Fernando (8)	Omar (6)		Fernando (4)		Eddie	Eddie	Eddie	
	Omar (9)	Eduardo (5)				Fernando	Fernando	Fernando	
MEDIO	Adán (10)	Adán (2)		Omar (5)		INS/FRU	1 Story	Eduardo 2/	
	Eduardo (10)	Eloy (10)		Eduardo (6)		Adán	Adán (15)	Adán 2/	
	Camila (10)	Margarita (11)		Graciela (7)		Eduardo	Eduardo (17)	Graciela 3/	
						Camila	Camila (20)		
						Graciela	Graciela (21)		
ALTO	Jennifer (14)	Jennifer (10)		Camila (10)		IND/INS	Jennifer	Jennifer 4/3	
	Margarita (14)	José (13)				José	2 Stories	Margarita 4/3	
	Eloy (14)	Kevin (13)				Kevin	Margarita (29)	Camila 5/	
	José (15)					Margarita	Eloy (31)		
	Jason (16)					Eloy	Jennifer (33)		
	Adriana (16)	Adriana (14)		Jennifer (13)		IND/IND	José (41)	José 4/4	
		Jason (14)		José (13)		Adriana	Kevin (41)	Eloy 4/4	
				Kevin (13)		Jason	Jason (43)	Jason 4/4	
				Margarita (13)			Adriana (44)	Kevin 5/4	
				Eloy (14)				Adriana 5/5	



Key Points

SAY:

This information is then transferred onto the grouping sheet in the Final column.



Notes



DO:



Have participants complete the Final and Instructional Needs Columns on their Grouping Chart.

Once they have filled out their final and instructional grouping columns individually (give them about 5 minutes), then have them compare their groups at their table.

Ask for a volunteer to come up to the front and share their final grouping. You may want to have the teacher write out their final grouping on a chart tablet. Encourage participants to discuss how their groups differed from the one shared or from others at their tables. Each table should be given the opportunity to discuss their rationale.

When summing up the discussion, emphasize that there is no right or wrong answer to grouping. Grouping is intuitive and based on experience, as well as the teacher's knowledge of their class.

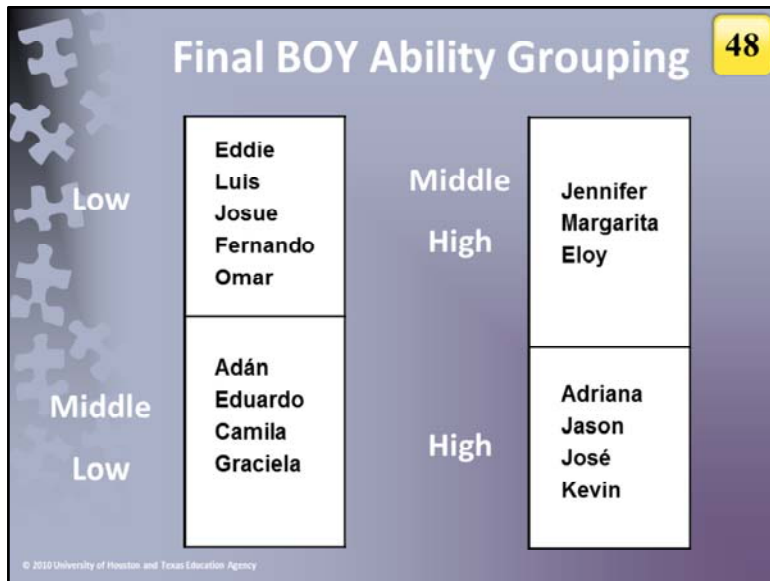


Key Points

- There is no one way to group students. Grouping is flexible and will vary due to professional judgment.
- The important thing to keep in mind while forming groups is to make sure that everyone's needs are being met.



Notes



Key Points


- This is just one example of how to group this particular class.

SAY:

This is one example of how to group this particular class. Your final groups may differ somewhat from what is shown here.



Notes



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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This slide has one (1) ✓ ☆CLICK of animation.

SAY:

After completing Steps 1 and 2, you would move on to Step 3: Plan instruction based on needs.

✓ ☆CLICK

You would accomplish this by going into the Tejas LEE Intervention Activities Guide and pulling activities that addressed the needs you identified in the instructional focus columns. The table at the bottom of the Grouping Chart serves as a quick reference of where to go in the IAG for different reading skills.

If time permits and if IAGs are available, allow participants to work in groups to determine one or two Instructional Foci (Enfoques de instrucción) for each of the 4 groups. Encourage them to set a specific focus (ie., “Initial sound identification” rather than “Phonological Awareness”) and then to dig into the IAG to select several activities that could be used during small group instruction to teach the identified need. Our suggestions follow on the next slide.

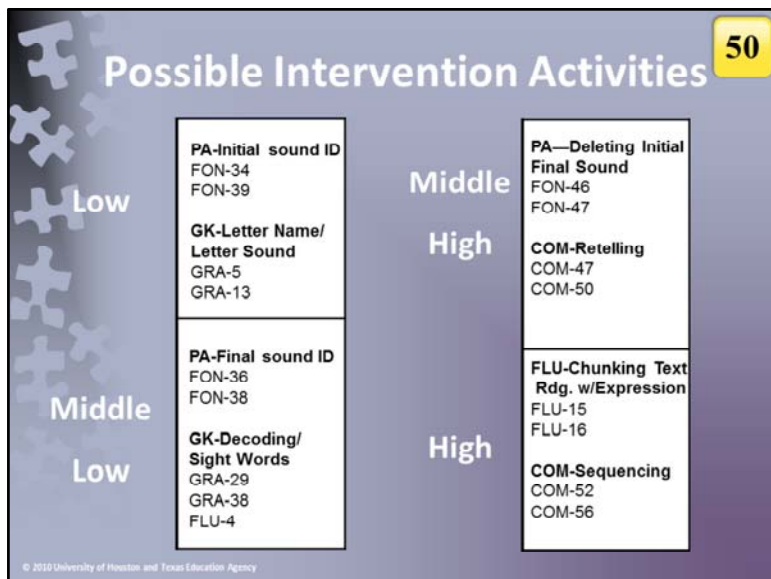


Key Points

- Step 3 is plan instruction based on needs.
- Pull activities from the Tejas LEE IAG (or other resources) that address the needs of your different groups.



Notes



Key Points

- This slide shows possible instructional foci for each of our 4 groups.



NOTES FOR PRESENTER:

This page shows our thoughts as to what this classroom teacher might work on during small group instruction with each of these groups. If your teachers came up with different ideas, validate their ideas as all of these groups would benefit from instruction on multiple skills. As we do not “know” these students as we would our own class, we can only use our intuition and experience to make educated guesses as to what would most benefit this class.

DO:

Remind participants that as students learn the skills, the focus of instruction will need to shift.

LOW GROUP—Needs help with very basic skills and as such, Initial Sound Identification and Letter Name/Letter Sound were the skills selected

MIDDLE LOW GROUP—Section 1-2 scores indicate these students can identify initial, but not Final Sounds. We also intuited that these students know most letter names/sounds so we focused GK instruction on decoding and basic sight words

MIDDLE HIGH GROUP—Work on high level PA skills—sound omission and on basic comprehension skill—retelling

HIGH GROUP—Work on fluency through chunking text; reading with expression. In comprehension, work on story event sequencing.



Notes



Key Points

SAY:

Now let's switch gears a little bit and talk about skill specific grouping.



Notes


52



- 

Notes

Remember, at the beginning of this presentation we said there were two ways to group using your Tejas LEE results. Now we're going to learn how to do skill specific grouping using the Tejas LEE Grouping Mats.



Tejas LEE Grouping Mats

53

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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DO:
Paraphrase slide.



Key Points

- The Tejas LEE Grouping Mats allow teachers to group their students by skills and provide a list of activities from the IAG to address that skill.



Notes

54

Key Points

- 

Notes

55

Key Points

- SAY:**

Notes

[illegible]

Key Points

- There is a Grouping Mat for each grade level. Here is a screen shot of the Second grade mat.

SAY:

Here is a screen shot of the Second Grade Grouping Mat.



Notes

57

Key Points

- SAY:**

Notes

Features of the Grouping Mats 58

tejas-LEE

Tejas LEE Grouping Mat
First Grade

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Key Points

- The first two columns in the Grouping Mat give teachers space to write Notes and list their Tier 2 and 3 students.

This slide has four (4) ✓☆CLICKS of animation.

SAY:

Now let's take a look at the features of the grouping mats.

✓☆CLICK

On the left hand side of the mat are two columns. Let's take a closer look.

✓☆CLICK

The first column is titled "Notes".

✓☆CLICK

This column can be used for many purposes such as listing student names, comments about special circumstances, listing additional resources beside the IAG, etc...

✓☆CLICK

The second column on the mat provides space to list your tier two students.



Notes

Features of the Grouping Mats 59

tejas-LEE

Tejas LEE Grouping Mat
First Grade

Task	Activity	Selected	Activity	Selected	Activity	Selected
1.4- Segmentación de los sonidos	BOY	MOY	EOY			
1.5- Omisión del sonido inicial	MOY	EOY*				
1.6- Omisión del sonido final	MOY	EOY*				

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Key Points

- The dark blue boxes list the section number, section name, and time points in which it has an NI performance level.

This slide has three (3) ✓☆CLICKS of animation.

SAY:

In subsequent columns, the name of each Tejas LEE task can be found under the task number in the colored horizontal strip(s) that match the kit color for each grade level.

✓☆CLICK

Let's zero in on the specific information you will find in these colored strips.

✓☆CLICK

As you can see, under each task, the mat indicates when each particular skill has an intervention standard (NI).

✓☆CLICK

For 1.4 there is an intervention level (NI) for BOY, MOY and EOY, but for 1.5 and 1.6, the intervention level is only at MOY and EOY.



Notes

Features of the Grouping Mats

This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

There are two sub-columns under each task.

✓★CLICK

The first, labeled “Activity” lists all of the activities from the Intervention Activity Guide (IAG) that could be used to re-teach that particular skill. The second column “Selected”, allows the teacher to mark those activities that he/she wishes to use with that particular group. Alternately, it can be used to indicate activities that have already been used with the group.



Key Points

- Under each Tejas LEE section are two columns labeled Activity and Selected.
- The Activity column lists all the activities from the IAG that address that specific skill.
- If teachers choose to use a particular activity, they may place a check under the Selected column to show that they've used that activity.



Notes

Features of the Grouping Mats 61

tejas-LEE

Tejas LEE Grouping Mat
First Grade

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Key Points

- Teachers should write the names of the students who scored NI in the space provided under the corresponding section.

This slide has one (1) ✓ ☆CLICK of animation.

SAY:


Underneath each of the tasks, space is provided in an area labeled "Student Names".

✓ ☆CLICK

Here the teacher can write the names of students who are NI in each task. When recording student names, it is recommended that an erasable marker be used. In this way, the mat can be revised as students make progress and/or after each assessment period.



Notes



Using the Grouping Mats

62

Step 1:

Prepare the data on your class summary sheet.

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SAY:

Now that we've reviewed the features of the grouping mats, let's talk about how to use them. The first step is to prepare the data on the class summary sheet. This is the same step as when we did general ability grouping.



Key Points



Notes

[illegible]

This page has two (2) ✓★CLICKS of animation.

SAY:

First, we focus in on a specific skill. For example, let's take a look at Section 1, Identificación del sonido inicial y final.

✓★CLICK

As you can see from the Número de estudiantes NI at the bottom of the page, 9 students, 56% of our imaginary class, needs intervention on this skill. The first five are visible on our partial class summary sheet. They are...

✓★CLICK

*Luis, Adán, Eduardo, Omar , Eddie, Camila Graciela,
Fernando and Josue.*



Key Points

- Highlight the students who scored NI on each skill.
- In this example, 9 students scored NI on combined Sections 1 and 2 (Initial and Final Sound Identification).



Notes

Step 3:

Enter all NI student names under the appropriate column.

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			

Student Names	
Luis	Luis
Omar	Adán
Eddie	Eduardo
Fernando	Omar Camila
Josue	Eddie Josue
	Graciela
	Fernando

64

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Key Points

- Teachers should write the names of the students who scored NI in the space provided under the corresponding section.
- Looking at numerical scores and actual assessment allow teachers to target initial sound identification to only those students needing remediation in this skill (5 of the 9 NI students)

This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

We now take the names from the previous slide and write their names in the appropriate place on the Grouping Mat. Since sections 1 and 2 are combined, I may not have to enter all students in both columns. In our example, the teacher found that only 5 students needed intervention on initial sound identification, but all nine required extra instruction on identifying the final sound. It is best to use an erasable marker so that as students develop these skills, they can be added or removed from the various lists.

✓ ☆ CLICK



Notes

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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Key Points

- Teachers should review the activities available for this skill and choose the ones that he/she deems most appropriate.

This slide has one (1) ✓ ☆ CLICK of animation.

DO:

If available, have the teachers look at the section 1.1 of the First Grade grouping mats and at their **Guía de actividades de intervención** to see the various activities that we have identified to address a reading deficit in “Identificación del sonido inicial”. You may wish to have teachers discuss which they would use.

SAY:

Let’s see which 3 activities this teacher selected to intervene with the seven students who need help with this skill and take a closer look at one of the activities.

✓ ☆ CLICK



Notes

Conciencia fonológica | Rimas y alteración

Step 5:

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.

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 báscula.)
feo fantasma	(Feo fantasma felicita a furioso felino.)
vaca valiosa	(Vaca valiosa vuela, vaca valiosa va de vacaciones.)
feliz toca tabulosa	(Feliz toca tabulosa forma fortuna fácilmente.)
tan triste tortuga	(Tan triste tortuga tararea temas tan tristes.)
serpiente sorprendida	(Serpiente sorprendida se sale sin su sandía.)
altiva ardilla asustada	(Altiva ardilla asustada avienta avellanas al avión.)
orangután orgulloso	(Orangután orgulloso oye osos optimistas.)

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Key Points

This slide has one (1) ✓ ☆CLICK of animation.

SAY:

FON-22 was one of the activities chosen. Let's take a closer look at this activity.

✓ ☆CLICK

DO:

Briefly explain activity to participants. (The selected activity is Alliteration, which is actually a precursor to initial sound identification, scaffolding student learning)



Notes

Step 6: Implement **67**



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Key Points

SAY:

Step 6 is to implement the activities chosen with your small groups.



Notes




Key Points

SAY:

As we have seen, using the Tejas LEE Intervention Activities Guide is an important part of grouping students. Now, let's take some time and review the features of the new IAG.



Notes



2 IAG Module Contents

- Purpose of the IAG
- Organization of the IAG
- Features of the IAG
- Sample Activities

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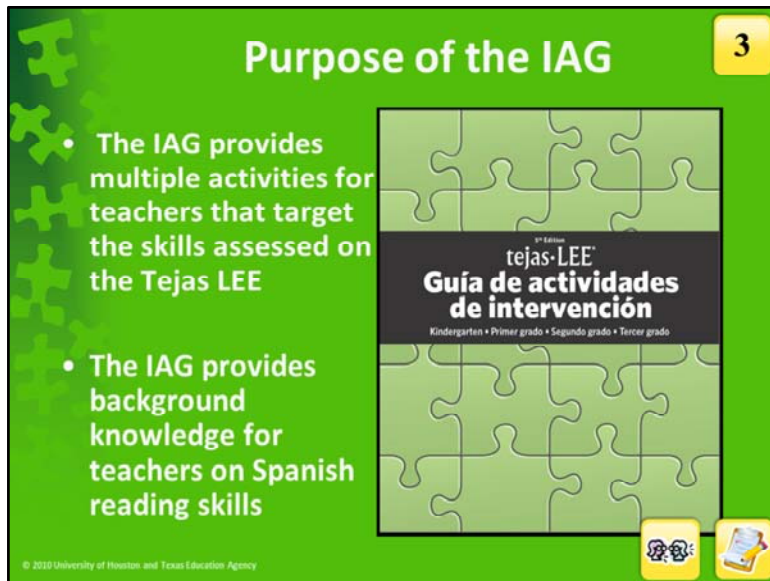
DO:
Read/review slide.



Key Points



Notes



Purpose of the IAG

- The IAG provides multiple activities for teachers that target the skills assessed on the Tejas LEE
- The IAG provides background knowledge for teachers on Spanish reading skills

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DO:

Read/review slide.

Have participants “Think, Turn and Talk” with a partner about why using the IAG would be helpful in their schools and districts.



Remind participants there is a box in their participant packet for them to use to take notes from their conversation.

After about **1 minute**, have pairs share and briefly discuss ideas that are provided.




Key Points

- IAG provides
 - multiple activities for a range of skills
 - background information for teacher knowledge



Notes



What's in the IAG?

4

- Table of Contents in Spanish and English
- Over 300 individual activities for addressing student reading needs
- In-depth discussion of Spanish reading skills for educators presented in English
- Concise descriptions of the objectives for each activity in English and Spanish
- Material lists for activities where necessary
- Blackline master references
- Glossary and bibliography

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DO:

Read/review slide.




Key Points

- Table of contents in English/Spanish
- Background information is presented in English
- All activity objectives are written in both English & Spanish
- Over 300 activities in Spanish



Notes



Organization of the IAG

5

- Introduction
- Table of contents (both English and Spanish)
- Activities Grouped by Reading Domain
- Introductory sections for all sections and most sub-sections
- Glossary of Spanish reading terms
- Comprehensive bibliography

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DO:

Read/review slide.



Key Points

- Activities are grouped by reading domains
- There are introductory sections available for all reading domains and most sub-sections
- Helpful glossary of Spanish reading terms can be found at the back of the IAG



Notes

Table of Contents	
6	
Contents	
Introduction	1
Book and Print Awareness	3
Phonological Awareness	9
Listening to and Producing Oral Language	10
Rhyme and Alliteration	12
Segmenting and Combining Sentences	19
Identifying, Segmenting and Blending Syllables and Phonemes	21
Graphophonemic Knowledge	33
Sound-letter Names and Sounds	34
Word Study	43
Basic Morphological Elements	44
Word Recognition and Working with Syllables	52
Spelling	61
Accents	77

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This slide has one (1) ✓★CLICK of animation.

SAY:

The Tejas LEE Guía de actividades de intervención has two table of contents—one in Spanish and one in English. The major sections are all presented in BLUE. These sections also have actual blue tabs in the IAG so that they can quickly be located. The subsections within each section are presented in BLACK type.

DO:

✓★CLICK (to reveal the close-up of the table of contents).

Highlight those items pointed out on this slide for your participants.




Key Points

- Table of contents available in English and Spanish
- Major sections presented in Blue type
- All major sections have corresponding blue tab for easy locating
- All subsections are presented in Black type.



Notes



Organization of the IAG

7

- Conocimiento de la letra impresa (9 activities)
- Conciencia fonológica (51 activities)
- Conocimiento de los grafonemas (86 activities)
- Fluidez (17 activities)
- Comprensión auditiva y de lectura (72 activities)
- Vocabulario (48 activities)
- Escritura (37 activities)

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Key Points

DO:

Read/review slide.



ADDITIONAL INFORMATION FOR PRESENTER:

The activities are organized by reading domain. The first, Book and Print Awareness (Conocimiento de la letra impresa) is actually a reading readiness domain. This section is optional in the Tejas LEE, but activities are still available in the IAG if intervention is needed for this skill.

The next 5: Phonological Awareness (Conciencia fonológica), Graphophonemic Knowledge (Conocimiento de los grafonemas), Fluency (Fluidez), Listening and Reading Comprehension (Comprensión auditiva y de lectura) and Vocabulary (Vocabulario) follow.

The list is rounded out by Writing (Escritura), which although not a 'reading' domain, is a skill that comes about after the development of the 5 reading domains.

Please point out to your participants that, although the Tejas LEE does not directly assess Book and Print Awareness, Vocabulary or Writing, these activities are provided to assist teachers in working with students having difficulty with these skills.



Notes

8

Features of the IAG

Introductions

- Presented in English
- Provide background information for teacher

La diéresis

(Dieresis Marks)

The dieresis mark is used over the letter u (ü) to diacritically distinguish the /ju/ (hard g) and /jy/ (hard g) sounds from the /jue/ and /jye/ sounds. Few words use the dieresis mark. A list of the more common words using the dieresis mark are listed below.

Explanation of dieresis usage:
When the letter g precedes ue or ye, both vowels are pronounced. The sound that is pronounced is similar to the w sound in English (e.g., guanine). However, when a g precedes ue or ye, the w is not pronounced (e.g., jaguaro). The letters gu will never precede another u.

To obtain the w sound when the letter g precedes ue or ye, a dieresis is placed over the u. The dieresis mark indicates that both vowels need to be pronounced (e.g., Pingüino).

The dieresis is found only over the letter u and only when it precedes an e or i.

A few common dieresis words:

Argile	Cigüeña	Averigüe	Virgüeno
Bilgüe	Güero	Pingüino	

Ortografía

Presented in written form. Spelling development begins presented by letters. In order for spelling to develop, the and produce them correctly. It is important to model the write the correct letter (graphemes). Visual and kinesthetic of similar sounds and, subsequently, assist in decoding and if personal pairs of sounds can assist in the development of teeth or tongue and the airstream block some sounds is and that some sounds are blocked, but the sound remains, despite of some clipped and continuous sounds.

Development of Spelling Skills

of the morphological patterns within words and their ability to apply this knowledge to spelling rules increases. Thus, accurate spelling requires knowledge of phoneme representations, the alphabetic principle, morphology (study of word parts) and orthography (spelling patterns). Spelling instruction for students who struggle should progress from phonological

This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

Each section and most subsections of the IAG have Introductions. The introductions present background information about the specific skills related to that domain, as well as summaries of important language rules and/or conventions. The purpose is to provide teachers with a framework from which to guide instruction of these skills. These introductions are written in English. English was chosen for the informational sections to facilitate teachers' ability to work with other professionals on selecting activities and reviewing relevant information. Additionally, when teachers need to discuss theoretical dimensions, rules and conventions with other professionals, they will likely do so in English.

The introductions vary greatly in length. Some are just a few sentences, while others are several pages long.

DO:

✓ ☆ CLICK (to reveal an example of a longer introduction—the beginning of the spelling section appears, this introduction is actually 2 ½ pages in length)

✓ ☆ CLICK (to reveal a short introduction for dieresis).



Key Points

- All introductions are presented in English
- Introductions present background information about the specific skills related to that domain, as well as summaries of important language rules and/or conventions
- English was chosen to facilitate conversations and collaboration between colleagues
- Lengths of introductions will vary



Notes

Tables in the Introduction sections:

- Summarize
- Highlight
- Explain

La coma (Comma) (,)	
Rule	Example
After expressions that describe the context of the rest of the sentence.	El próximo verano iremos a México.
To set off "in embargo" and "no obstante" from the rest of the sentence.	Los transportistas estuvieron de huelga, sin embargo, los niños tuvieron que ir a la escuela.
To separate an explanation in a sentence.	Mi tío, que está de viaje, nos mandó una postal.
To introduce an example.	Le gustan las frutas, como fresas y uvas. Ojalá, por ejemplo, que leemos tanta.
To separate words in a series (the last two in a series are separated by "y" instead of a comma).	Mario compró leche, pan, jugo y huevos.
To separate the name of the person being spoken to.	Ven acá, María. Quería ir a la fiesta, Ana, pero no pudo.
Between a city and state.	Houston, Texas
To separate a person's name from their occupation or title.	El Sr. Díaz, el director de la escuela, organizó una junta.

Letter	Sound	Key Words
Cl	/cl/	clavo
Fl	/fl/	flor
Br	/br/	brazo
Pr	/pr/	princesa
Dr	/dr/	dragón
Tr	/tr/	trompeta
Gr	/gr/	grillo
Cr	/cr/	crayón

Spanish	English	Spanish	English
con	even	con	still, yet
de	of, from	de (form of dar)	to give
al	the	al	to
mas	but	mas	more
en	in	en	in
only (adverb)	only	only (adverb)	only
sea	sea	sea	sea
nos	us	nos	us
yo	you	yo	you

Letter	Sound	Key Words
cu	/cu/	cuatro
co	/co/	cuota
ci	/ci/	ciudad
ca	/ca/	radio
ce	/ce/	Europa
ca	/ca/	hielo
co	/co/	autobús
co	/co/	ofdo
co	/co/	joya
co	/co/	rey
co	/co/	bailarina
co	/co/	hay
co	/co/	ciudad

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Key Points

- Some introduction sections include tables
- The tables will:
 - summarize information
 - highlight differences between English and Spanish
 - explain rules/conventions unique to Spanish

This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

Some sections contain tables. These tables summarize important information related to Spanish reading. Shown here is a table providing the correct pronunciation of phonemes and blends in Spanish along with an example of each.

✓ ☆ CLICK

This second table shows accenting rules for homophones.

✓ ☆ CLICK

This third table shows common rules for the use of the comma in Spanish. These tables highlight the differences between English and Spanish in the application of these rules, as well as explaining the rules/conventions unique to Spanish.



Notes

Section Tab Index		10
EASY	Acentuación (Accenting) 77 GRA-71 Percibe el énfasis (Feel the Stress) 78 GRA-72 Grite la palabra desde la montaña (Shout it from the Mountain) 79 GRA-73 Palabras musicales (Musical Words) 79 GRA-74 No es lo mismo (It's Not the Same) 79 GRA-75 Pescando acentos (Fishing for Accents) 80 GRA-76 Haciendo palabras divertidas con acentos (Making Fun Words with Accents) 80	
MEDIUM	GRA-77 Exagéralo (Exaggerate It) 81 GRA-78 ¡Esdrujulas en abundancia! (Esdrujulas Galore!) 81 GRA-79 Un acento se balanceaba (An Accent Was Balancing [Song on Rules]) 82 GRA-80 La gran carrera de acentos (The Great Accent Race) 82 GRA-81 Patrones en palabras acentuadas (Patterns in Accented Words) 82 GRA-82 ¡Acentos fuera de control! (Accents Gone Wild!) 83 GRA-83 En busca del acento (In Search of the Accent) 83	
HARD	La diéresis (Dieresis Marks) 84 GRA-84 Una rima con güi y güe (A Rhyme for Güi and Güe) 84 GRA-85 Diferenciar el sonido de gue, gui, güe, güi (Differentiating gue, gui, güe, güi) 85 GRA-86 Oraciones sin sentido: diversión con diéresis (Nonsense Sentences: Having Fun with Dieresis) 85	



Key Points

- Activities within each subsection are ordered from easiest to hardest

This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

On the back of each tab, there is an index of the activities for that section. The various subsections are listed in **BLUE** on this page, while the activities themselves are presented in **BLACK**. Within each subsection, activities are ordered from easiest to hardest. So, within the **Acentuación** subsection shown on this slide, you should expect GRA-71 *Percibe el énfasis (Feel the Stress)* to be the easiest accenting activity...

✓ ☆ CLICK

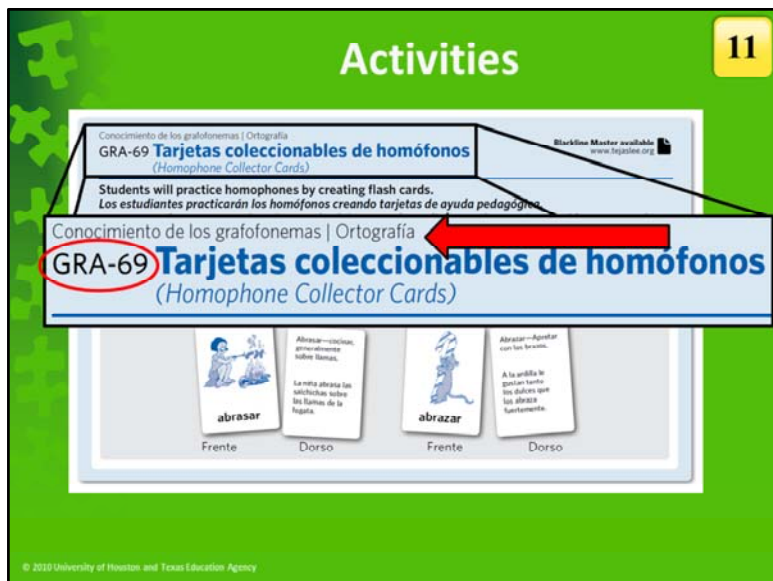
...GRA-77 *Exagéralo (Exaggerate It)* to be moderate...

✓ ☆ CLICK

...while GRA-83, *En busca del acento (In Search of the Accent)* to be the most challenging.



Notes



This slide has three (3) ✓ ☆ CLICKS of animation.

SAY:

Each of the activities in the IAG is presented on a card-like blue background. This gives the book the feel of being a box of activity or recipe cards. For your own personal use, you can photocopy your favorite activities onto card stock and start your own activity card box.

Let's take a closer look at an individual activity.

✓ ☆ CLICK

At the top of each card, you will find the section name followed by the subsection (if applicable)

✓ ☆ CLICK

Directly below this, you will find the activity number. Each activity in the IAG has a unique number. Each activity starts with a three letter prefix that identifies the reading section in which the activity appears. This is then followed by a number which indicates the order in which it appears within this section.

Finally, the title of the activity is presented next to the activity number. The title is presented in BOLD type in Spanish and in UNBOLDED italic type in English. The dual title facilitates collaboration between teachers, coaches and administrators in planning reading instruction, particularly when not everyone speaks Spanish.

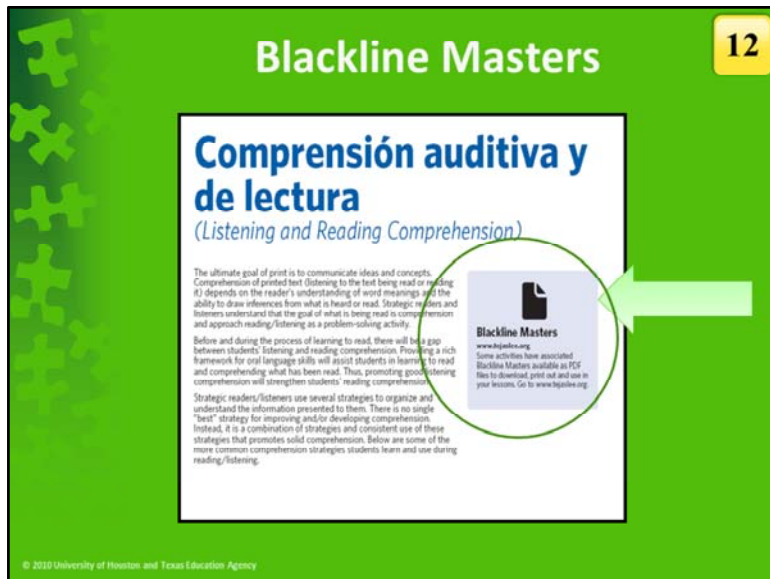


Key Points

- The top of each activity contains:
 - Section name/subsection
 - Activity number
 - Title (English and Spanish)
- Each activity has a unique number
- The number consists of a 3 letter prefix that identifies the domain followed by a number which indicates the order it appears within that section.



Notes



This slide has one (1) ✓ ☆CLICK of animation.

SAY:

Many activities in the IAG have associated Blackline Masters. The Blackline Masters are available for download from the Tejas LEE website, www.tejaslee.org. They are available in full color. Teachers should look for those activities with the icon of the paper with the folded down corner found in the upper right hand corner of those activities that have Blackline Masters.

✓ ☆CLICK

Additional blackline masters are being developed by the Tejas LEE team. This means that some activities will have Blackline Masters without having the icon. Teachers may search the Tejas LEE website for these blackline masters. They may also send in suggestions for activities for which they would like to see Blackline Masters developed.

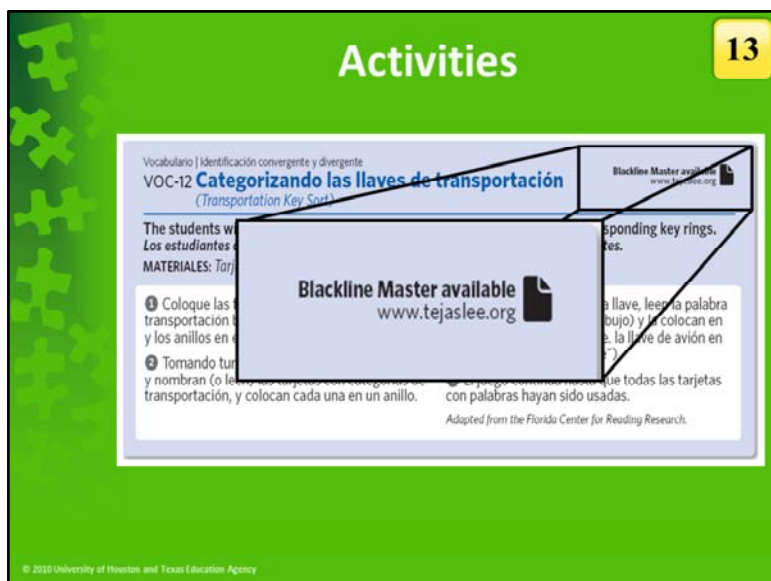


Key Points

- Many activities in the IAG have associated blackline masters. These activities can be identified by the icon shown on this slide
- All blackline masters are available for download on our website: www.tejaslee.org
- Additional blackline masters will be added throughout the year
- Suggestions for additional blackline masters are always welcomed



Notes



Key Points

- If a blackline master is available for an activity, an icon will appear in the top left hand corner
- Go to www.tejaslee.org and click on Blackline Masters tab to for a list of all available activities
- Many blackline masters are available in color

This slide has three (3) ✓☆CLICKS of animation.

SAY:

In the top right hand corner ...

✓☆CLICK (to bring up the close up)

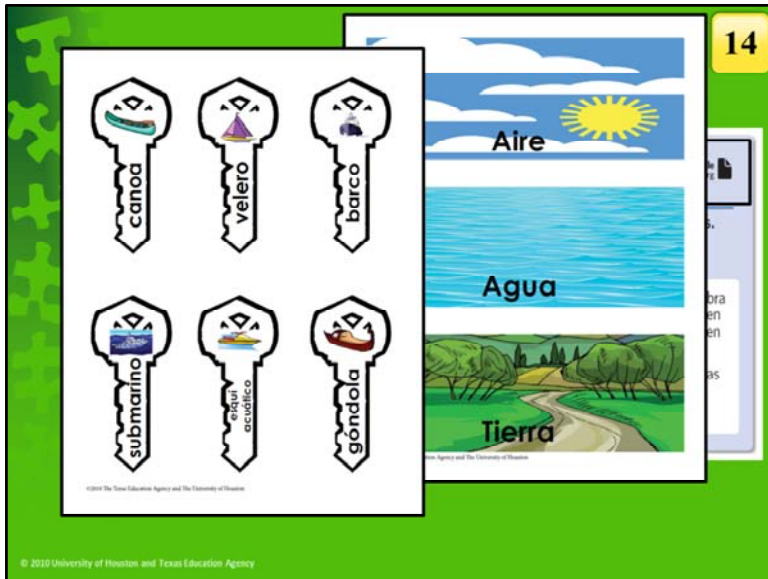
...you will sometimes see the Blackline Master icon, as in the example above. This icon indicates that the Tejas LEE team has developed support documents for this activity that are available for download on the Tejas LEE website, www.tejaslee.org.

✓☆CLICK (twice—the first time will remove the close-up, the second time will bring up the actual Blackline Masters)

Once you go to the Tejas LEE website, you will find a tab for Blackline Masters. Click on this tab to bring up a list of activities for which Blackline Masters have been developed. Once you click on the appropriate activity number, you will get full color Blacklines that you can reproduce for your classroom use. Here are some of the Blackline Masters for the VOC-12 activity we used for this example.



Notes



Key Points



NOTES FOR PRESENTER:

This is a duplicate slide. The animation and the written directions are on the previous slide.



Notes

Activities

15

Conciencia fonológica | Rimas y aliteración
FON-17 "Loro, loro que te canta en... coro." (Can You Rhyme?)

Students will complete a sentence with a rhyming word.
Los estudiantes completarán una oración con una palabra que rima.
MATERIALES: Oraciones escritas (véanse ejemplos)

Las palabras que riman también pueden presentarse en forma de oraciones. Presente este juego.

Students will complete a sentence with a rhyming word.
Los estudiantes completarán una oración con una palabra que rima.
MATERIALES: Oraciones escritas (véanse ejemplos)

El chapulín toca el _____ (violin).
Esa linda mariposa parece ser una _____ (rosa).

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This slide has one (1) ✓ ☆CLICK of animation.

SAY:

For each activity in the IAG, just below the activity title, you will find two lines that state the objective. Let's take a closer look.

✓ ☆CLICK

The objective is presented in English on the first line and in Spanish directly underneath. This allows the teacher to quickly scan the objective and activity to decide whether or not to use it with his/her students. The bilingual presentation of the objective facilitates collaboration with non-Spanish speaking faculty and provides an excellent resource of reading related academic language in Spanish.

Just below the objectives, a material list will be provided if necessary. The material list is a comprehensive list of what the teacher will need to have at hand to successfully use the activity. In some cases, you will find optional materials listed. Blackline masters may not always be listed in the material list if they are not critical for using the activity.



Key Points

- The activity objective is presented in English and Spanish.
- Objective is helpful for easy scanning of activities
- Material list (if needed) can be found below the objective



Notes

Activities—Step Format

16

Conocimiento de los fonemas (Ortografía)

GRA-59 Flameando la capa para deletrear palabras con el sonido de /s/ final (Waving the Cape to Spell Words with the Final /s/ Sound)

Students will learn and apply the spelling rules for the final /s/ to correctly spell words. Los estudiantes aprenderán y aplicarán las reglas ortográficas de la /s/ final para deletrear correctamente algunas palabras.

MATERIALES: Tarjetas de toros cortadas (véase la Hoja reproducible), escritas con palabras con el sonido final /s/ (Escriba un signo de interrogación en lugar de la última letra—Véase ejemplo), capas rojas (papel de construcción, póster, o tela), con s, z (un juego para cada alumno).

1 Explique a los estudiantes que van a hacer una corrida de toros.

2 Repase las reglas para la /s/ final con ellos. (Se recomienda tener una cartulina con estas reglas en algún lugar visible en el salón hasta que los estudiantes las hayan aprendido.)

3 Reparta las capas.


4 Los estudiantes juegan en pares. A un par se les enseña una palabra. Ellos deben de flamear la capa correcta. El primer jugador en flamear la capa correcta, gana el toro.

5 Se juega hasta que se agoten los toros.

Variación:
Se puede usar como una actividad de centro al escribir la respuesta y la regla en el dorso de cada toro.

Reglas de la /s/ final

- La forma tú de verbos con /s/ final se escribe con s (vas, llevabas, pedías, etc...)
- Las pluralizaciones siempre terminan con s
- Las palabras no pluralizadas que terminan con /s/ frecuentemente se escriben con z (vez, luz, feliz, veloz, haz, voz, avestruz, etc...)
- Las palabras con un acento escrito en la sílaba final usualmente se escriben con s (interés, inglés, portugués, Solís)



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Key Points

- Formats of the actual activities will vary
- Some will be presented in steps

SAY:

The actual activities are presented in a variety of formats. Some activities are presented in steps, such as GRA-59, the example shown here. These steps walk teachers through the “how-to” portion of the activity, when a specific format is required, or when specific rules are recommended for using the activity.



Notes

Activities—Narrative Format 17

Fluidez
FLU-6 Grabando la fluidez (Recorded Readings)

Students will record themselves read and then listen to their reading, marking errors.
 Los estudiantes grabarán su lectura y luego la escucharán, marcando los errores que han hecho.

MATERIALES: Selección en papel, grabadora, lápices o bolígrafos de color, papel cuadriculado (opcional)

Los estudiantes leen y graban un párrafo. Deben escuchar su voz para determinar si pronunciaron correctamente todas las palabras. Lo graban y lo escuchan una vez más. Después marcan con una pluma de diferente color los errores cometidos. Pueden ver que ahora lo leen mejor. También se pueden organizar gráficas para ver su progreso en la fluidez.

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SAY:

Other activities simply present a narrative paragraph that outlines “how to” implement the recommended activity. In the activity shown above, FLU-6, the student tapes and then listens to their own oral reading, marking errors, monitoring their own reading. This activity is much more intuitive and familiar to students (possibly even having been modeled in the classroom) so the formal steps of the previous activities are not necessary.



Key Points

- Others will be presented in narrative paragraph form



Notes

Activities—Suggestion Format 18

Conocimiento de los grafonemas | Ortografía
GRA-58 Reglas ortográficas del pretérito imperfecto
(Spelling Rules for Imperfect Past Tense)

Students will learn that the imperfect past tense of —ar verbs is always spelled with b. Los estudiantes aprenderán que el pretérito imperfecto de los verbos —ar siempre se escribe con la b.

MATERIALES: Cartel con ejemplo

El uso apropiado de la b o la v en español frecuentemente causa gran consternación entre los estudiantes. Afortunadamente, al menos con el imperfecto, hay una regla que les puede ayudar a escribir los verbos correctamente en el pretérito imperfecto. Cualquier verbo que termina en —ar siempre usa “b” en sus conjugaciones imperfectas. Puede usar esta regla para su lección de ortografía durante una o dos semanas.

Ejemplos:	hablaba	estaba	quemaba	daba	pensaba
	hablabas	estabas	quemabas	dabas	pensabas
	hablábamos	estábamos	quemábamos	dábamos	pensábamos
	hablaban	estaban	quemaban	daban	pensaban

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Key Points

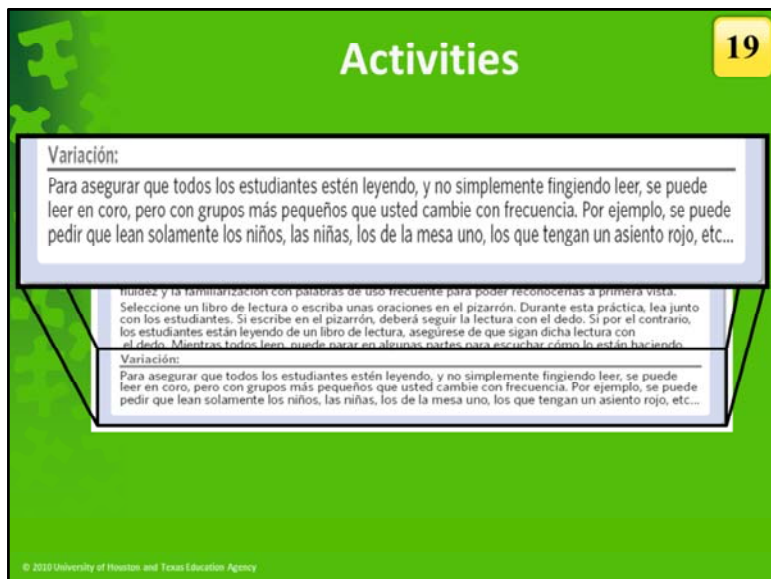
- Some activities are more general ideas or suggestions about how to teach or introduce a skill, rather than an actual “how to” activity

SAY:

Finally, some activities are not actually “how-to” activities, but rather generally ideas and suggestions about particular aspects of reading in Spanish, that leave the actual implementation of the activity and how to use it, completely up to the discretion of the teacher. For example, in the activity shown here, GRA-59, there is no “activity” as such, but rather, the imperfect past tense is highlighted to show a dependable rule in Spanish for determining when to use the letter ‘b’ to spell the /b/ in Spanish. It suggests highlighting this regular rule and using examples of the imperfect past tense in Spelling lists, but leaves the actual activity up to the teacher’s imagination.



Notes



SAY:

The final feature that I would like to highlight with you in the individual activities is the VARIACION. The variaciones are presented as slight modifications that a teacher can make to the activity in the main body. They will sometimes be simplifications that provide additional scaffolds for students who need them. In other cases, they may be suggestions on how to modify the activity for use with the whole class, rather than small group. It might also suggest small changes in how an activity is presented to prevent students from becoming bored with an activity. Finally, a variación may present an extension for older students or for students who have mastered the level of the actual activity.

In some places, instead of VARIACION, you may see SUGERENCIA or NOTA. Rather than simplifications or extensions of activities, these are suggestions on how to make that particular activity work better, “helpful hints” if you will.

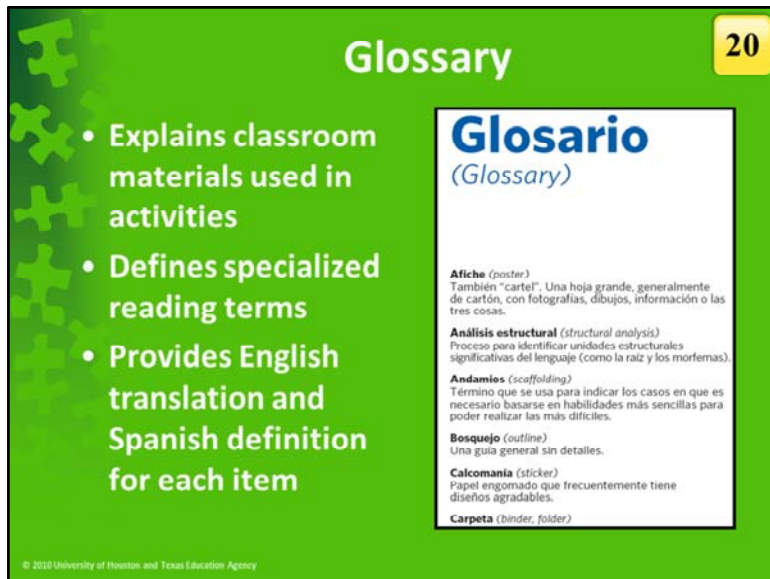


Key Points

- Some activities will include a VARIACION. These are slight modifications that the teacher can do to simplify or extend the activity
- Helpful hints are sometimes included under the headings of SUGERENCIA or NOTA



Notes



SAY:

At the end of the IAG, a two page glossary is included of terms used throughout the guide as a reference for bilingual educators. Some of these terms will be the correct labels for the materials used in activities, while others will be specialized terms. One challenge in putting together the IAG was the incorporation of English “Educational Jargon” that does not have an equivalent in Spanish. Terms were created for these terms, such as “andamios” for scaffolding and they are incorporated into the Glossary.




Key Points

- Glossary located at the end of the IAG
- Glossary contains:
 - English translation of word
 - Spanish definition of word



Notes



Bibliography

21

- The *Guía de actividades de intervención* has been thoroughly researched.
- The Bibliography included lists over 100 resources consulted
- These resources provide additional information on the subjects in the IAG

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Key Points

SAY:

The latest research in Spanish reading is incorporated throughout the IAG. Many activities have been rewritten in this edition to reflect this research.

DO:

Paraphrase slide.



Notes

Texas Users 22

- All activities in the IAG are aligned with the latest version of the Texas Essential Knowledge and Skills for Spanish Language Arts & Reading.

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DO:

Read/review slide.




Key Points

- All activities are aligned with the TEKS
- The alignment can be requested by contacting the Tejas LEE team and requesting the “Reading Junction” document



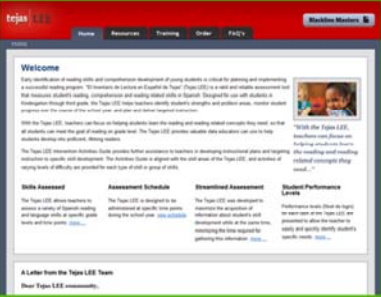
Notes



Additional Activities

23

- Space limitations limit the number of activities that are included in the IAG
- Additional activities can be found on our website



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DO:
Read/paraphrase slide.



Key Points

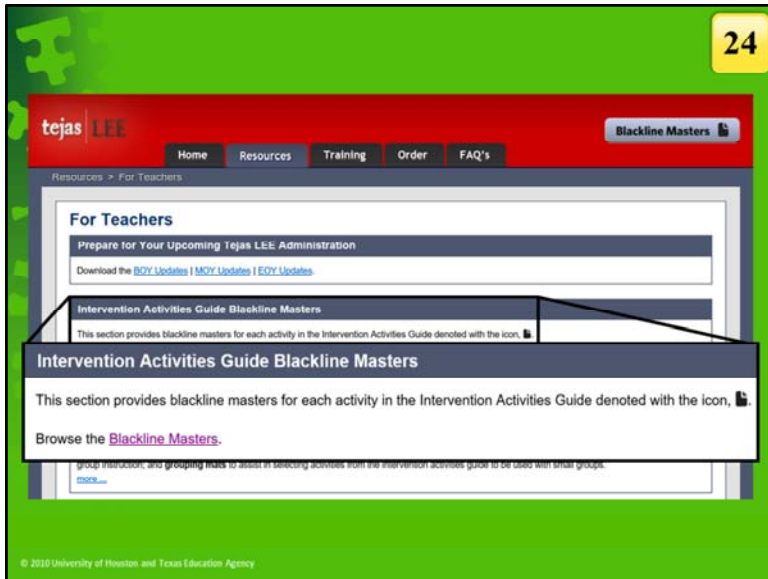
- Additional activities can be found on our website: www.tejaslee.org



Notes



Key Points



This slide has one (1) ✓ ☆CLICK of animation.

SAY:

Here is a screenshot of the Teacher Resource page of the Tejas LEE website. The first section on this page is for the Intervention Activities Guide. Click on the “more” button and you will have the option to download blackline masters or browse the new Tejas LEE activities.

✓ ☆CLICK

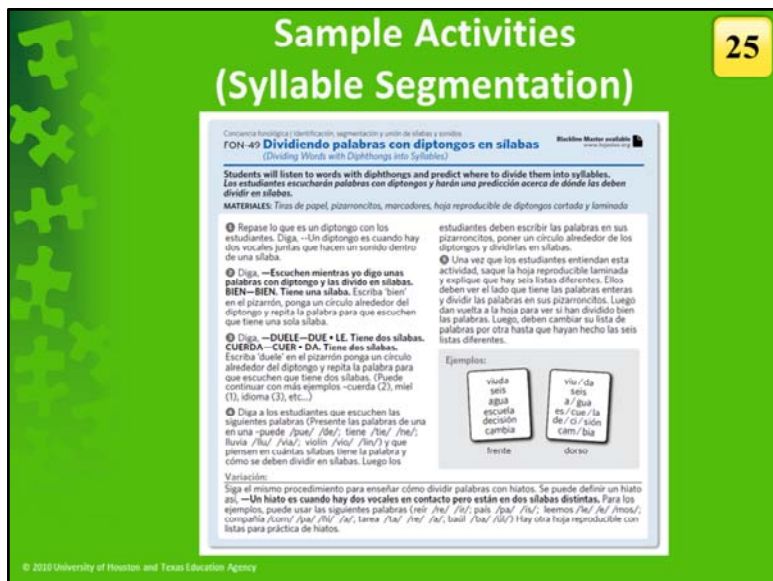


NOTES FOR PRESENTER:

A screen shot of the website showing the additional activities was not available at the time this presentation was prepared. If you are demonstrating using the actual Tejas LEE website, the actual wording/location of the additional Intervention Activities Guide activities may vary somewhat from what was stated above.



Notes



SAY:

FON-49 is an activity that helps students correctly divide words with diphthongs into syllables. The activity walks the group through modeling, guided practice and independent practice. Activity cards are provided for independent student practice.

An extension is available in the variation to work on dividing words into syllables when the word contains a hiatus, rather than a diphthong. The procedure is repeated and a second set of practice cards is available in the blackline masters. Let's take a closer look at the cards.

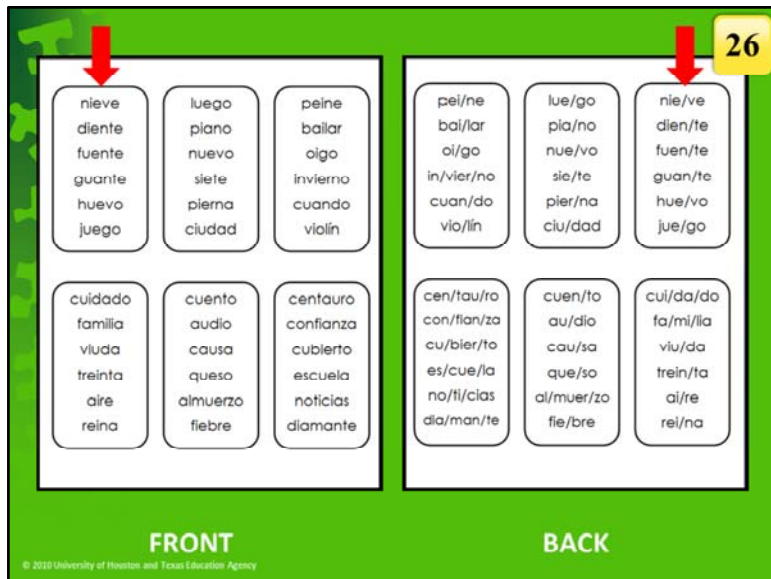


Key Points

- This activity:
 - provides practice dividing words that contain diphthongs into syllables
 - provides step by step instructions for modeling, guided practice and independent practice
 - has a corresponding blackline master
 - contains VARIACION for extending to words with hiatus.



Notes



Key Points

- This blackline master can be printed two sided
- Front side has the entire word
- Back side shows it properly divided

This slide has one (1) ✓ ☆CLICK of animation.

SAY:

Shown here are the Blackline Master activity cards from FON-49 for diphthongs. The front of the card shows the words, the back shows each word divided properly into syllables. A similar set of cards exists for hiatus words for this activity.

✓ ☆CLICK

You will note that the sets of words on the back side of the cards is reversed compared to the front. This will allow you to print these cards two sided, so that the correct set of answers will appear on the backside of the card.



Notes

Sample Activities

(Spelling with “ll” or “y”)

27

Conocimiento de los grafonemas | Ortografía
GRA-64 Tarjetas picabú para ‘ll’ y ‘y’ (Peekaboo Cards for ‘ll’ and ‘y’)
Blackline Master available at www.tqonline.org

Students will practice sight spelling of ‘ll’ and ‘y’ words.
Los estudiantes practicarán deletreando palabras con ‘ll’ y ‘y’.

MATERIALES: Tarjetas, pósits


1. Escriba un grupo de palabras que contienen la ‘ll’ o la ‘y’ para representar el fonema /y/.

2. Escriba todas las letras en marcador, menos la ‘ll’ o la ‘y’. Esta letra se debe escribir en un color claro para que no se note al cubrirla con un pósit.

3. Encima de la ‘ll’ o la ‘y’, ponga un pósit con “¿ll o y?”

4. Explique a los estudiantes cómo hacer este juego. Deben leer la palabra y decidir si se debe escribir con ll o y. Después pueden levantar el pósit para revelar la respuesta.

5. Luego, los estudiantes pueden levantar el pósit para ver si han deletreado bien la palabra. Puede ser una actividad de centro independiente.



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Key Points

- For practice with “ll” vs “y” in words
- Self-check activity
- Place post it with “¿ll o y?” over the target letter
- Student chooses correct letter and lifts post it to check their answer

This slide has one (1) ✓ ☆CLICK of animation.

SAY:

Tarjetas picabú para ‘ll’ y ‘y’ helps students with spelling words with these two commonly confused letters. Since there are very few dependable rules for when to use ‘ll’ or ‘y’ to spell the /y/ sound, students must memorize. This activity turns memorization into a fun game. Sentence strips are prepared with words containing ‘ll’ or ‘y’. These letters are written in lighter color marker or pencil so that they do not show through the cover paper. Then, these letters are covered by a post-it with the question written as on the slide. The student guesses the letter and can reveal the answer by lifting on the bottom of the post-it, making this activity self checking.

✓ ☆CLICK

So, for example, here the correct letter is “ll”.



Notes

Sample Activities
(Accenting—Hearing/Recognition) **28**

Conocimiento de los grafonemas / Acentuación
GRA-72 Grite la palabra desde la montaña (Shout it from the Mountain)

Students will determine which syllable in a word carries the stress. Los estudiantes determinarán cuál sílaba es tónica en una palabra.

MATERIALES: Lista de nombres de los alumnos de la clase, lista de palabras

1 Pida a los estudiantes que imiten a sus mamás cuando ellas los llaman para que vengan a la casa. (por ej., Ma **RIIIIIII** a)

2 Explique que la sílaba alargada es la sílaba tónica, o sea la sílaba acentuada de la palabra.

3 Deje que los estudiantes practiquen gritando los nombres de sus compañeros para descubrir la sílaba tónica.

4 Luego, explique que también pueden usar esta estrategia para palabras regulares. Deje que prueben con elefante (e le **FAAAAN** te); círculo (**CIIIIR** cu lo); ciudad (ciu **DAAAAD**).

Ma—**riiii**—a

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SAY:

This activity is a precursor to accenting. It is designed to help students identify the stressed syllable in words. The procedure is as follows: the teacher explains that mom's will call children home for dinner when they are playing outside in the neighborhood. When mom shouts out a child's name, she naturally stretches (elongates) the stressed syllable and then provides some examples "Ma RIIIIII a", "AAALLL va ro", etc...Students then practice determining the stressed syllable in their own names and those of their classmates. Then the teacher explains that this rule works for all words, not just names and they practice finding the stressed syllable in other words, such as "e le FAAAAAN te", "CIIIRRR cu lo", and "ciu DAAAAD", etc...

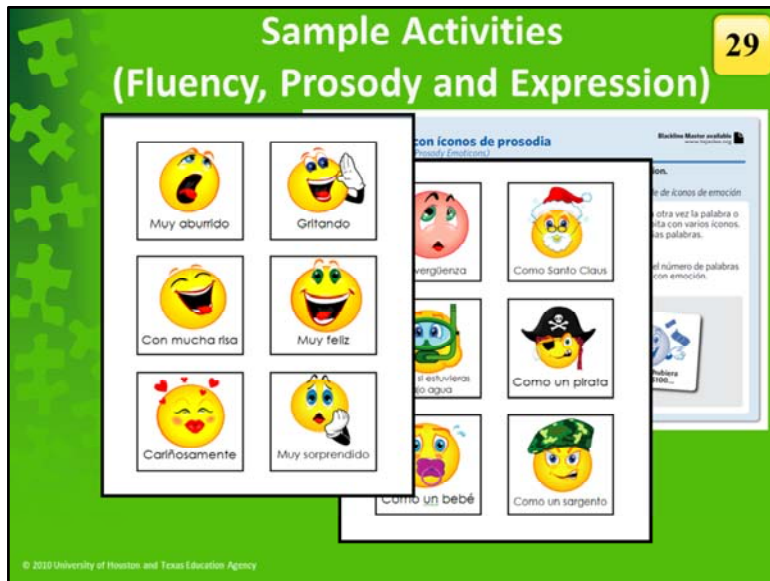


Key Points

- Helps students identify stressed syllable in words
- Students take turns calling each other home to dinner or screaming their names from the top of a mountain. Doing this naturally elongates the stressed syllables in words.
- This strategy will work with all words not just proper names.



Notes



This slide has two (2) ✓ ☆CLICKS of animation.

SAY:

In this fluency activity, students are given a short text to read. Before beginning, the student selects one of the face down emoticon cards and reads the passage as indicated on the card. Here are some examples.

DO:

✓ ☆CLICK

Read some of the examples to participants.

✓ ☆CLICK

Read the second page of examples to the participants.



Key Points

- Students will draw a card and read a section of text with the chosen emotion.



Notes

Sample Activities
(Comprehension—Compare/Contrast)

30

Comprehension auditiva y de lectura | Comparación y contraste
COM-68 **Comparando cuentos folklóricos**
(Comparing Folktales)

Students will compare two versions of the same fairy tale or folktale using a Venn Diagram.
Los estudiantes compararán dos versiones del mismo cuento de hadas o cuento folklórico usando un diagrama de Venn.

MATERIALES: Hoja reproducible (Blackline Master)-una para cada estudiante, dos cuentos para comparar

El estudiante va a comparar y contrastar dos versiones distintas de cuentos folklóricos o cuentos de hadas. Esta actividad ayuda al estudiante a ver similitudes y diferencias que se encuentran en las narrativas.

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This slide has one (1) ✓ ☆CLICK of animation.

SAY:

In this comprehension activity, students read two versions of the same folktale/fairytale. They then complete a Venn Diagram outlining the similarities and differences between the two stories. This activity is fun for students who usually do not realize that for many folktales and fairy tales, multiple versions exist.

✓ ☆CLICK

One such example is the story of Cinderella. Here we have two versions, one is the Disney version and the other is a non-Disney version.

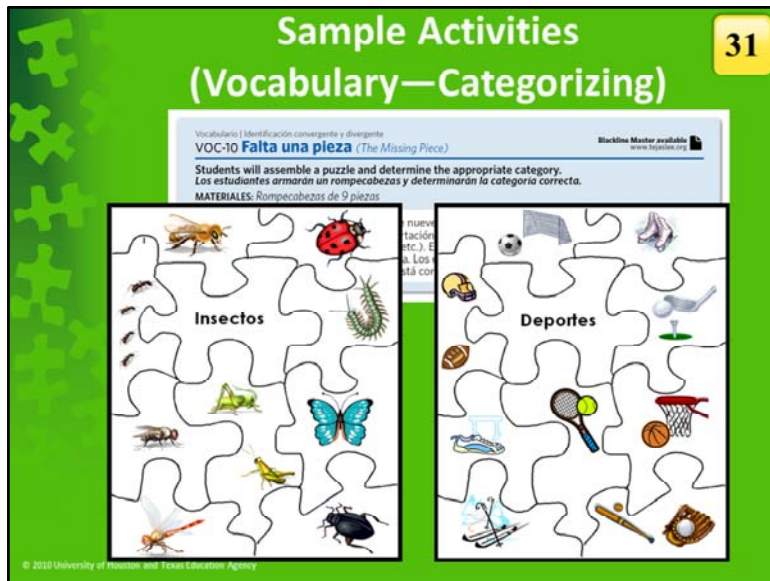


Key Points

- Students will use Venn Diagram to compare two versions of same folktale/fairytale.



Notes



This slide has one (1) ✓ ☆CLICK of animation.

SAY:

The Vocabulary activity shown on this page is about convergent naming (determining categories). The puzzles are cut up into pieces and all the pieces (except for the one with the category name) are placed into an envelope. Students put the puzzles together and then must determine the name of the category. If the students are correct, the teacher provides the missing piece.

✓ ☆CLICK

Here we have the puzzles for Insects and Sports, but there are also additional blacklines for other categories.



Key Points

- This activity helps students determine category names.
- Students will complete puzzle and once the correct category name is determined, the teacher will give them the last remaining piece to complete the puzzle.



Notes

Sample Activities
(Writing—Complete/Incomplete)

32

Escritura | Oraciones completas (Identifying Complete Sentences)

ESC-11 Identificando oraciones completas (Identifying Complete Sentences)

Students will correctly identify complete and incomplete sentences.
Los estudiantes identificarán correctamente oraciones completas e incompletas.

MATERIALES: Palitos con tarjetas atados "Completa" en un lado, e "Incompleta" en el otro (uno para cada estudiante), ejemplos de oraciones y de frases que no son oraciones.

1 Provea a los estudiantes una definición de lo que es una oración en términos que ellos puedan entender. Por ejemplo, "Una oración es una idea completa. Se entiende sin tener que explicar más."

2 Repase ejemplos y no-ejemplos con los estudiantes. Explique por qué cada ejemplo es o no es una oración. (Véase ejemplos.)

a) Canto. (Si es una oración, se entiende que YO estoy cantando, no necesitamos más.)
b) Juan viajó. (Si es una oración, entendemos que Juan ha ido a algún lado.)

c) Juan entró en. (No es una oración, nos quedamos confundidos, entró ¿en qué??)
d) En la mañana. (No es una oración, no sabemos qué pasa en la mañana.)

3 Este es un concepto difícil, y es posible que usted vaya a tener que pasar bastante tiempo proveiendo ejemplos y explicaciones. Dé el tiempo necesario y varíe sus explicaciones hasta que los estudiantes entiendan.

4 Reparta los palitos. Explique a los estudiantes que deben escuchar las oraciones que usted va a decir. Deben enseñarle el lado correcto del palito de acuerdo con si es oración o no.

Variación:
Una vez que los estudiantes hayan dominado esta destreza, ellos pueden crear sus propias oraciones y practicar con sus compañeros de clase para identificar oraciones completas e incompletas. Asíguese de revisar las oraciones antes que los estudiantes las usen independientemente.

Incompleta

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Key Points

- Helps to identify complete vs. incomplete sentences
- Teacher will call out a phrase or sentence and students will hold up the correct sign
- Allows teachers to easily see who is understanding the concept and who needs additional help

This slide has one (1) ✓☆CLICK of animation.

SAY:

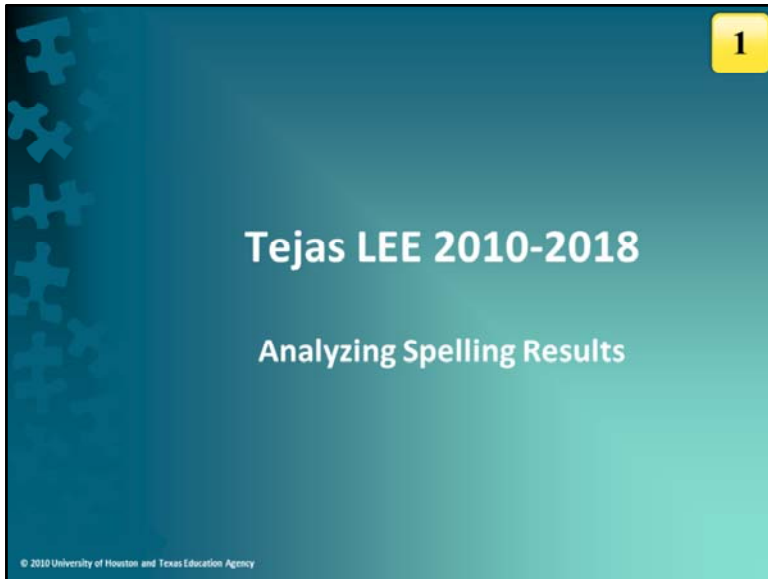
In this activity, students learn about the concept of complete sentences. The teacher explains what a complete sentence is and provides multiple examples. Once students understand the concept, the teacher distributes popsicle stick cards to each student. On one side, the card reads "Completa" (complete)...

✓☆CLICK

...and on the other side, it reads "Incompleta". The teacher then orally make a statement and the student decides if the statement is a complete or incomplete sentence. They show this side of the card to the teacher.



Notes



Key Points

SAY:

Up to now we've reviewed how to analyze the Tejas LEE results, how to form effective groups, and how to pull activities from the IAG. However, we found that in order to fully address the students' needs in the area of spelling, a couple extra steps were needed. This module will focus on how to better analyze the Dictado results in first, second, and third grades.



Notes

2

Remember!!

DO NOT:

- ✗ Pass out the *Folleto* to your students
- ✗ Tear out the Dictado page and pass it out to your students

DO:

- ✓ Make a copy of the Dictado page OR
- ✓ Use your own paper for the spelling test

Use care with the *Folleto de respuestas del estudiante!*

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Key Points

- When administering the Dictado sections, hand students a photocopy of the Dictado page from the *Folleto* or a blank sheet of paper.

This slide has 1 ✓☆ CLICK of animation.

SAY:

If you are using the Dictado page from the Folleto de respuestas del estudiante to give the spelling test, remember to make a copy of the Dictado page or use your own paper for the spelling test. DO NOT GIVE THE ENTIRE FOLLETO to your students. The answers to the spelling test are on a different page of the booklet. For first grade, the answers are on the back side of the Dictado page.

✓☆CLICK

You do not have to use the sheets provided in the Folleto. You may find it easier to use your own paper.



Notes

Spelling Patterns Assessed

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Key Points

- Each grade level has a spelling convention handout that states the spelling patterns assessed for each word, as well as the TEKS correlations.

SAY:

This slide shows the spelling words assessed at each grade of the Tejas LEE (Grades 1-3) in the first column. In the second column, the targeted spelling pattern or patterns are listed. In the third column, Texas users will note that the Texas Essential Knowledge and Skills (TEKS) correlation is listed for each test item.

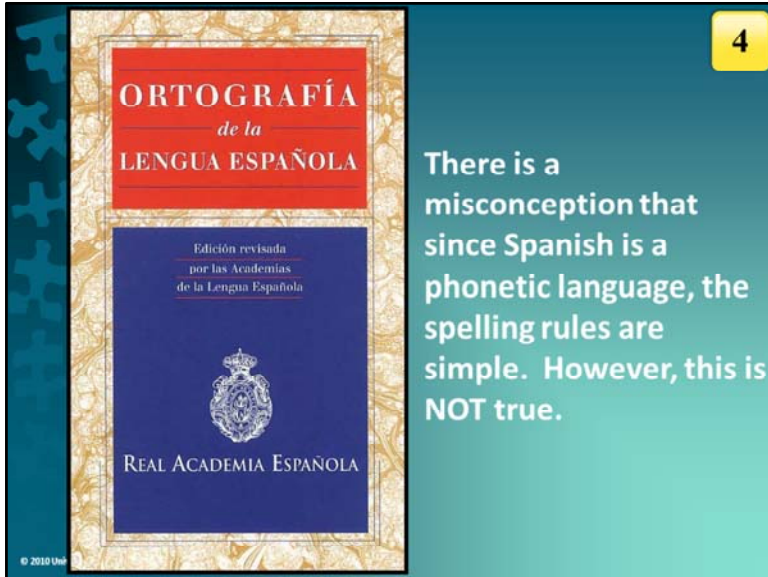


NOTES FOR PRESENTER:

These handouts were included during the Proper Administration Procedures (K-3) module. Participants may refer to them if needed. They are on pp. 79-81 of that module. They are also available for download on our website: www.tejaslee.org



Notes



There is a misconception that since Spanish is a phonetic language, the spelling rules are simple. However, this is NOT true.

SAY:

There is a misconception that since Spanish is a phonetic language, the spelling rules are simple. However, this is simply NOT true. Shown here is the official “Ortografía de la lengua española”, published by the Real Academia Española, the official body that publishes the rules for the Spanish Language. This book takes 162 pages to explain the spelling rules in Spanish.



Key Points

- The “Ortografía de la lengua española” published by the Real Academia Española lays out in great detail all the Spanish spelling rules.



Notes

Tejas LEE GK Tools 5

The Tejas LEE has developed item level analysis tools for use with the Dictado (Spelling) sections of the 1st, 2nd and 3rd grade assessments.

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SAY:

The Tejas LEE offers several teacher tools to help with the item level analysis of the Dictado sections. However, before we go more into detail, let's first take a look at a sample student's results.



Key Points

- Teacher tools are available to help with item level analysis of Dictado results.



Notes

Sample G1 Student Spelling Results 6

**Middle of Year
First Grade**

Dictado—Mitad del año

Nombre: _____

Haga copia al dictado:

1. <u>tu</u>	✓
2. <u>veso</u>	X beso
3. <u>chiko</u>	X chico
4. <u>vano</u>	X baño
5. <u>leche</u>	✓
6. <u>soi</u>	X soy
7. <u>pade</u>	X padre
8. <u>fan</u>	X flan
9. <u>gade</u>	X grande
10. <u>jete</u>	X gente

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SAY:

Let's take a closer look at a first grade student's spelling results. Remember, this student only took the Dictado section because he or she scored Developed in sections 3 and 4 of the first grade Tejas LEE.

At first glance, this student's spelling results are very disappointing. He missed 8 of the 10 items. However, let's look at the results in a different way to see if this gives us any better insights into what spelling conventions this student understands and with which ones he is having difficulties.

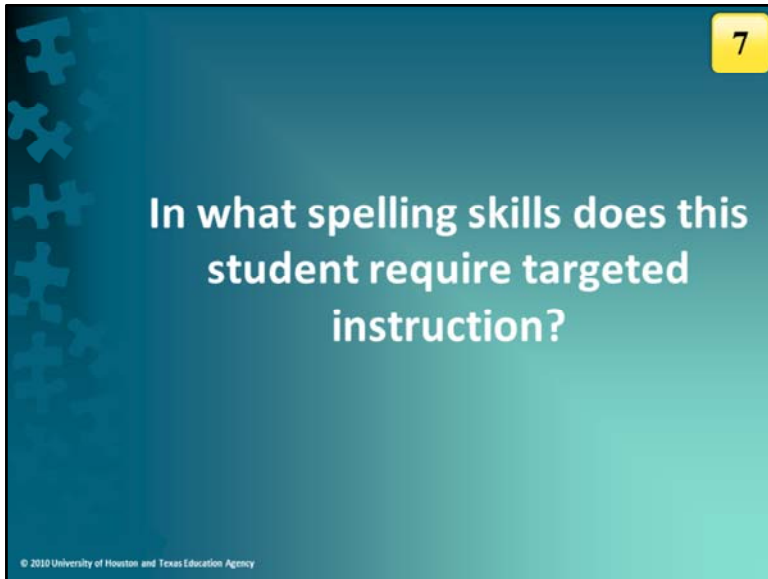


Key Points

- This student missed 8 of 10 words.
- Analyze words missed to determine individual spelling needs.



Notes



DO:
Read slide.



Key Points



Notes

First Grade
Section 9--Dictado

Student Name: _____

MOY Date: _____

EOY Date: _____

Spelling Words

	Beginning Consonant	Blends	Medial Consonant	Consonant Blends	Consonant Clusters	Hard G Sound	Ch Sound	S Sound	Y vs. I	B vs. V	Hard C vs. K	Soft G vs. J	Soft C vs. S and Z
1. tu													
2. beso										X			
3. chico											X		
4. baño													
5. leche													
6. soy									X				
7. padre			X										
8. flan		X											
9. grande		X			X								
10. gente				X								X	

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Key Points

- The Spelling Chart lists all the words and highlights which spelling patterns are being tested for each word. It also allows teachers to easily see how many times a student misses a particular pattern. This information is then used to plan targeted spelling instruction.

This slide has 2 ✓☆ CLICKS of animation.

SAY:

Shown here is an example of the Tejas LEE Spelling Chart for first grade. The Spelling Charts are optional tools designed for use with individual students.

If we plot our student's error on this chart, several patterns become apparent. First, this student has several spelling strengths.

✓☆ CLICK

He knows his letter sound correspondences for hard g, ch and ñ. He also knows that 's' is one letter that represents the /s/ sound. We can also see several weaknesses in his performance.

✓☆ CLICK

This student is not hearing consonant blends or consonant clusters. Looking back at the results, he consistently hears only one of the two sounds. With this knowledge, we can address this deficit during our reading intervention time. This student's second weakness is typical of first graders. He is confused as to which letter to select when a sound can be represented by more than one letter. This is also a skill we can address.

You will note that if you look across each word horizontally, there are one or more skill boxes. A student may misspell a word, but only miss one of 4 different skills. You will also note that the word "tu" does not have any skill boxes marked. This is the easiest word on the Tejas LEE spelling list.



Notes

11

The use of the individual student Spelling Charts is optional. You may choose to complete the Spelling Class Summary Sheet ONLY.

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SAY:

Some teachers may find the Spelling Charts useful for planning individualized instruction for their most struggling students . However, they may skip this step and go directly to the Spelling Class Summary Sheet.



Key Points



Notes

12

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- 

Notes

There is 1 SCSS for first grade. There are 3 SCSS each for second and third grade as the words on the G2 and G3 assessment change at each benchmark assessment.

13

[illegible]

Key Points

- This is a screen shot of a Second Grade Spelling Class Summary Sheet.
- There is a different Spelling Class Summary Sheet for each time point, as different spelling skills are assessed.

SAY:

This is one of the three Second Grade Spelling Class Summary sheets. There is a different Spelling Class Summary Sheet for each administration of the Tejas LEE.



Notes

14

[illegible]

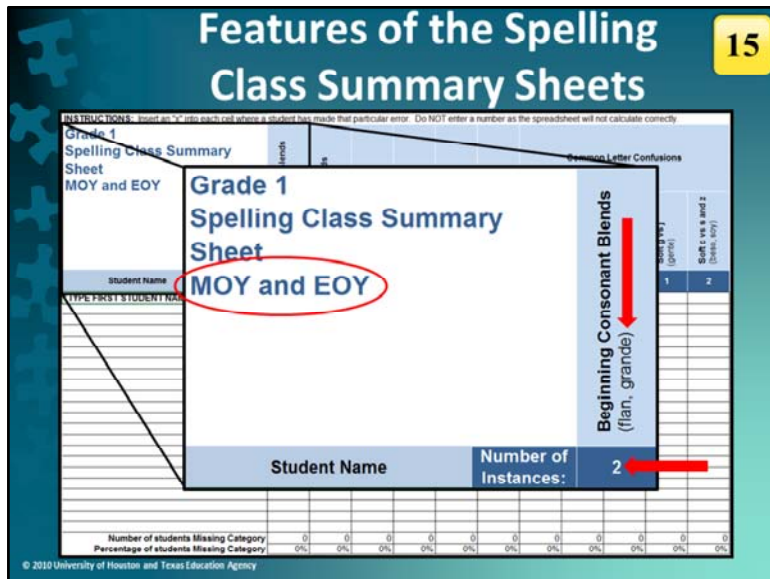
This is one of the three Third Grade Spelling Class Summary sheets. Just like in second grade, there is a different Spelling Class Summary Sheet for each administration of the Tejas LEE.



- This is a screen shot of a Third Grade Spelling Class Summary Sheet.
- There is a different Spelling Class Summary Sheet for each time point, as different spelling skills are assessed.



Notes



This slide has 3 ✓ ☆ CLICKS of animation.

SAY:

Let's take a look at the features of the sheet and how you can use this tool to improve student spelling.

✓ ☆ CLICK

First, in the upper left hand corner of each of the sheets, you will find the administration for which the Spelling Class Summary Sheet was created. In the example shown here, This grade 1 Spelling Class Summary Sheet can be used with MOY or EOY. (Point this out to participants.) There are separate sheets for each time point for second and third grade.

✓ ☆ CLICK

Next, on the horizontal line, you see that student names are to be entered in the far left column. Next to that you will see a "Number of Instances" box. This number tells you how many times in each assessment this spelling pattern is assessed. In the example shown here, "Beginning Consonant Blends" is assessed twice on the first grade spelling test.

✓ ☆ CLICK

Another useful feature is the word list provided after every spelling skill. This tells you which word or words you should look at for this particular skill. Many of the spelling words address multiple skills, so they will appear several times.



Key Points

- The grade level and time point(s) are located in the upper left hand corner of every Spelling Class Summary Sheet.
- Student names should be entered in the left hand column.
- Each spelling skill that was assessed at that time point is listed across in the light blue columns, along with a list of the words that assessed it.
- The dark blue Number of Instances boxes underneath the skill columns tell teachers how many words tested that particular skill.



Notes

Features of the Spelling Class Summary Sheets

16

INSTRUCTIONS: Insert an "x" into each cell where a student has made that particular error. Do NOT enter a number as the assessment and not calculate correctly.												
Grade 1 Spelling Class Summary Sheet MOY and												
Common Letter Confusions												
Ch sound (chico, leche)	ñ sound (baño)	y vs. i (soy)	b vs v (beso, baño)	Hard c vs. k (chico)	Soft g vs j (gente)	Soft c vs s and z (beso, soy)	Soft t vs s and z (beso, soy)					
2	1	1	2	1	1	2	2					
Number of students Missing Category												
Percentage of students Missing Category												
0%	0%	0%	0%	0%	0%	0%	0%	0%	0%			

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Key Points

- Spelling skills are ordered in groups of similar spelling patterns. Headings are included, when applicable (i.e. common letter confusions)
- Spelling skills are not in order of difficulty. There is no definitive Spanish research supporting a particular order for teaching Spanish spelling patterns.

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

Another feature of the Spelling Class Summary Sheets is the grouping of the actual spelling skills. The items are grouped together by similar types of spelling patterns. Blends and consonant clusters come first, followed by individual sounds, sounds represented by more than one letter, etc... The order of the words across the sheet are not organized in order of difficulty. The research has yet to be done to determine the order of difficulty of these skills.

✓ ☆ CLICK

Where feasible, titles have been provided above groups of words. Here you can see "Common Letter Confusions" as the title for the group of skills below.



Notes

Features of the Spelling Class Summary Sheets

17

INSTRUCTIONS: Insert an "x" into each cell where a student has made that particular error. Do NOT enter a number as the spreadsheet will not calculate correctly.

Grade 1 Spelling Class Summary Sheet

MOY and EOY

Student Name	Number of Misspellings	Beginning Consonant Blends (tin, grade)	Medial Consonant Blends (side)	Consonant Clusters (grade, gntle)	Hard G sound (grade)	Ch sound (chico, lecce)	H sound (bafo)	Y vs. I (yoy)	B vs V (beso, bafo)	Hard c vs k (chico)	Soft g vs j (gentle)	Soft c vs s and z (beso, soy)
TYPE FIRST STUDENT NAME HERE												

Number of students Missing Category 0

Percentage of students Missing Category 0%

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This slide has 2 ✓ ☆ CLICKS of animation.

SAY:

There is an important note at the very top of the Spelling Class Summary Sheet.

✓ ☆ CLICK

When using the spreadsheet, we recommend that you place an "X" into the cell where the student made a particular error. The sheet is designed to be used as a tally sheet, so more than one "X" can be placed in the same cell if a student made the same error on multiple words. The sheet will calculate correctly when any letter is entered (the lower case L also makes a good tally). However, IT WILL NOT WORK PROPERLY IF NUMBERS ARE ENTERED INTO THE CELLS.

*Please note the text in the first student name box of each page of the Spelling Class Summary Sheet. You should delete the text in this box and enter the first student name on top of it. Otherwise, the spread sheet will think that ""*Type First Student Name Here*" is one of your students and will throw off your percentages. Be certain to remove all of the text including the asterisks.*

✓ ☆ CLICK

There is one last item I wanted to mention to you regarding the Spelling Class Summary Sheets are the automated features found at the bottom of each sheet. Once you enter student names and information onto the page, the spread sheet will automatically calculate the number and percentage of your class that missed words in a particular category. The Number of students Missing Category and Percentage of students Missing Category boxes at the bottom of each column can be very helpful for you in determining how to address spelling deficits in class—whether through 1 on 1 tutoring, small group instruction or a whole class format.

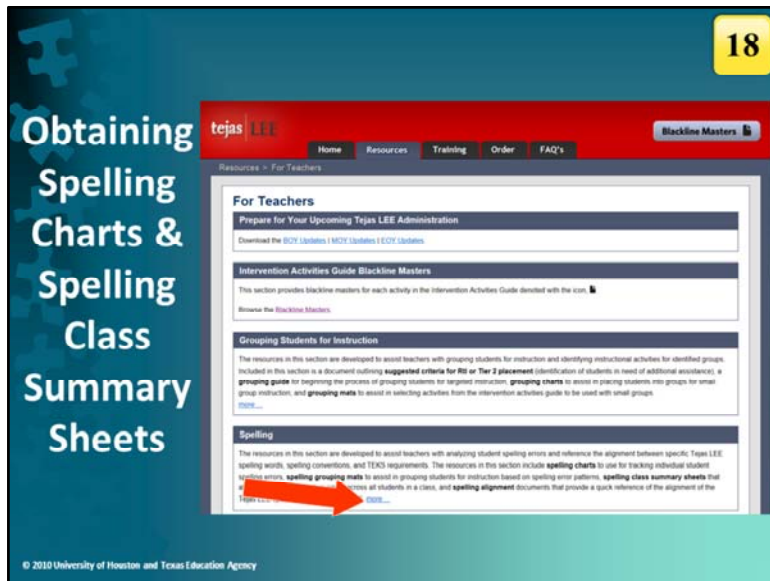


Key Points

- Once student names and tallies are entered, the spelling class summary sheet will automatically calculate the number and percentage of students who missed words in that category.
- For tally marks, use an x or lowercase letter l. Please do not use numbers, as this will cause the spreadsheet to not calculate correctly.
- Enter the first student name on top of the "Type Student Name Here" text in the student name column.
- Use numbers and percentages to determine whether to teach a particular skill in whole group or small group format.



Notes



SAY:

This is the teacher resource page of the Texas LEE website. In order to access the spelling tools, please click on the “more...” hyperlink at the end of the Spelling section of this page.

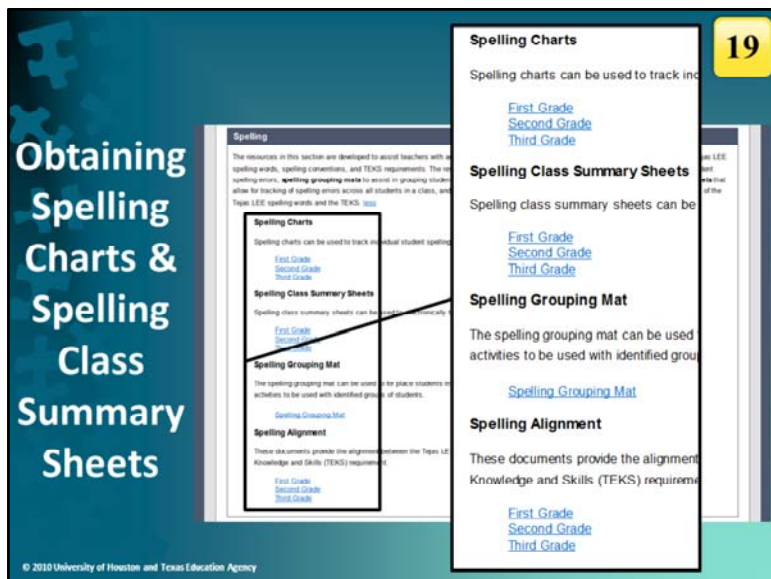


Key Points

- You may download the Spelling Charts and Spelling Class Summary Sheets from our website: www.tejaslee.org
- Go to the teacher resource page and click on “more...” in the Spelling box to access downloadable materials.



Notes



This slide has 1 ✓ ☆ CLICK of animation.

SAY:

After you click on the more hyperlink, the Spelling box will open up further. You will then be able to see all of the Spelling tools that are available for you to download.

✓ ☆ CLICK

You can download the Spelling Charts and the Spelling Class Summary Sheets. Also on this page is the Spelling Grouping Chart which we are about to discuss. Finally, you can also access the Spelling Alignments sheets we discussed at the beginning of this presentation which show the specific spelling skill we targeted and the relevant TEKS (for Texas users).



Key Points

- All Spelling tools are available for download on the teacher resource page
- Available documents are:
 - Spelling Charts
 - Spelling Class Summary Sheets
 - Spelling Grouping Mat
 - Spelling Alignment (showing spelling skill targeted and applicable TEKS (for Texas users))




Notes



Key Points



Notes



Spelling Activity Reference Mat

21

- One spelling mat for Grades 1, 2 and 3
- Spelling skills assessed are grouped together by type of pattern
- Spelling skills are NOT in developmental order
 - No definitive research exists to place patterns assessed in order
 - Each reading basal has its own Spanish spelling scope and sequence

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DO:

Read/review slide.



Key Points

- The Tejas LEE has developed a single Spelling Activity Reference Mat designed to be used with all three grades (1, 2 and 3)
- Spelling skills are grouped by type of spelling patterns.
- Spelling skills are not in order of difficulty. There is no definitive Spanish research supporting a particular order for teaching Spanish spelling patterns.



Notes

Tejas LEE														
Spelling Activity Reference Mat														
22														
tejas-LEE Spelling Activity Reference Mat First, Second, Third Grade														
Learning Objectives		Skills		Standards		Activities		Resources		Assessments		Notes		Comments
Grade	Standard	Grade	Standard	Grade	Standard	Grade	Standard	Grade	Standard	Grade	Standard	Grade	Standard	
1	1.1.1	1.1.2	1.1.3	1.1.4	1.1.5	1.1.6	1.1.7	1.1.8	1.1.9	1.1.10	1.1.11	1.1.12	1.1.13	
2	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.1.7	2.1.8	2.1.9	2.1.10	2.1.11	2.1.12	2.1.13	
3	3.1.1	3.1.2	3.1.3	3.1.4	3.1.5	3.1.6	3.1.7	3.1.8	3.1.9	3.1.10	3.1.11	3.1.12	3.1.13	
4	4.1.1	4.1.2	4.1.3	4.1.4	4.1.5	4.1.6	4.1.7	4.1.8	4.1.9	4.1.10	4.1.11	4.1.12	4.1.13	
5	5.1.1	5.1.2	5.1.3	5.1.4	5.1.5	5.1.6	5.1.7	5.1.8	5.1.9	5.1.10	5.1.11	5.1.12	5.1.13	
6	6.1.1	6.1.2	6.1.3	6.1.4	6.1.5	6.1.6	6.1.7	6.1.8	6.1.9	6.1.10	6.1.11	6.1.12	6.1.13	
7	7.1.1	7.1.2	7.1.3	7.1.4	7.1.5	7.1.6	7.1.7	7.1.8	7.1.9	7.1.10	7.1.11	7.1.12	7.1.13	
8	8.1.1	8.1.2	8.1.3	8.1.4	8.1.5	8.1.6	8.1.7	8.1.8	8.1.9	8.1.10	8.1.11	8.1.12	8.1.13	
9	9.1.1	9.1.2	9.1.3	9.1.4	9.1.5	9.1.6	9.1.7	9.1.8	9.1.9	9.1.10	9.1.11	9.1.12	9.1.13	
10	10.1.1	10.1.2	10.1.3	10.1.4	10.1.5	10.1.6	10.1.7	10.1.8	10.1.9	10.1.10	10.1.11	10.1.12	10.1.13	
11	11.1.1	11.1.2	11.1.3	11.1.4	11.1.5	11.1.6	11.1.7	11.1.8	11.1.9	11.1.10	11.1.11	11.1.12	11.1.13	
12	12.1.1	12.1.2	12.1.3	12.1.4	12.1.5	12.1.6	12.1.7	12.1.8	12.1.9	12.1.10	12.1.11	12.1.12	12.1.13	



Key Points

- This screen shot is of Spelling Activity Reference Mat.
- The Spelling Mat is downloadable from our website, www.tejaslee.org
- The Spelling Mat is available in two formats: one page (11 x 17) or two pages (8 ½ x 11)

SAY:

This is a screenshot of the updated Spelling Activity Reference Mat. The former GK Grouping Mat extended over 4 pages due to the number of spelling patterns addressed. However, we found that was a bit cumbersome to work with, so we opted to condense the mat by removing the 'student names' columns and making two rows of spelling pattern references. By doing this we were able to get all the spelling patterns onto one 11 x 17 page or two 8 ½ x 11 pages. Teachers can use this Spelling mat as a quick reference guide as to which activities would be useful for targeting specific spelling patterns.



NOTES FOR PRESENTER:

The grouping mat is downloadable at our website, www.tejaslee.org



Notes

23

What skills appear on the Tejas LEE Spelling Activity Reference Mat?

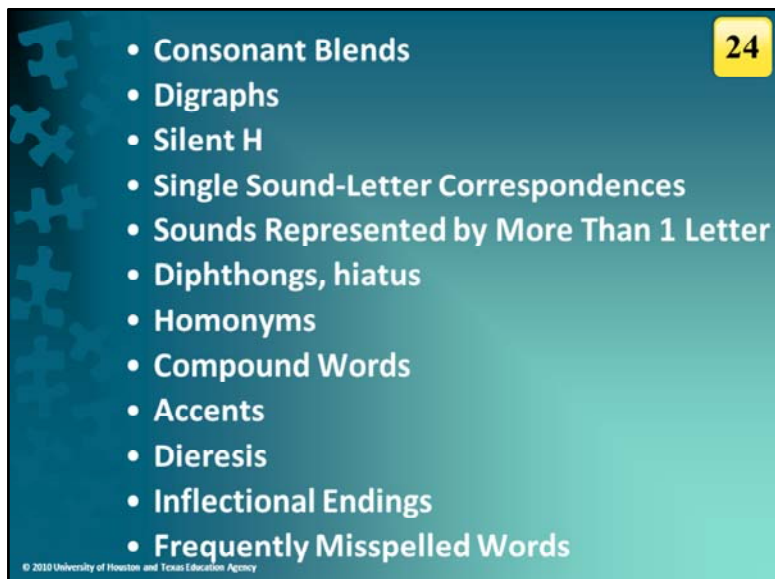
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Key Points



Notes



- Consonant Blends
- Digraphs
- Silent H
- Single Sound-Letter Correspondences
- Sounds Represented by More Than 1 Letter
- Diphthongs, hiatus
- Homonyms
- Compound Words
- Accents
- Dieresis
- Inflectional Endings
- Frequently Misspelled Words

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SAY:

Just like on the regular Tejas LEE grouping mats, not every skill on the Spelling mat is assessed by the Tejas LEE inventory. Since the list is more comprehensive, you can use it to find activities for other spelling programs and skills you address in your classroom.

DO:

Paraphrase the information on the slide.



Key Points

- The Spelling Activity Reference Mat list all the spelling skills assessed throughout the year for a particular grade level.



Notes

Organization of the Spelling Mat 25

→ Main Category

→ Specific Skill

→ Appropriate Activities

Sounds represented by more than one letter							
Soft c vs s and z		b vs v		ll vs y		y as i	
Activity	Selected	Activity	Selected	Activity	Selected	Activity	Selected
GRA-29		GRA-29		GRA-29		GRA-29	
GRA-32		GRA-32		GRA-32		GRA-33	
GRA-33		GRA-33		GRA-33		GRA-41	
GRA-34		GRA-34		GRA-34		GRA-61	
GRA-41		GRA-41		GRA-41		GRA-64	
GRA-61		GRA-61		GRA-61		GRA-66	
GRA-63		GRA-64		GRA-64		GRA-61	
GRA-64		GRA-66		GRA-61			
GRA-65		GRA-68		GRA-61			
GRA-66		GRA-61		GRA-64			
GRA-69		GRA-62					
GRA-61							
GRA-63							

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Key Points

- The Spelling Activity Reference mat lists the main spelling category, followed by the specific spelling pattern, and then gives a list of applicable activities from the IAG to use for that skill.

This slide has three (3) ✓ ☆ CLICKS of animation.

SAY:

The Spelling Activity Reference mat is organized as follows:

✓ ☆ CLICK

At the very top, you will find the general category of skills. In the example on this slide, the general category is "Sounds Represented by more than one Letter".

✓ ☆ CLICK

Underneath are the specific spelling skills that fall under this category. (Discuss as necessary.)

✓ ☆ CLICK

Under each specific skill, you will find a list of those activities from the Intervention Activities Guide that can be used to teach each specific skill. In some cases, you may need to change the specific words in an activity. In other words, an activity listed under "ll vs. y" may actually be an activity for "b vs. v" but can be adapted for "ll vs. y" by using different words.



Notes

26

Awareness needs to begin in Kindergarten

SAY:

✓★ **CLICK**

✓★ **CLICK**



- Although accenting is not tested until the second and third grade Dictado sections, awareness of accenting knowledge needs to begin in Kindergarten.
- The Spelling Activity Reference mat lists the activities that would be appropriate for developing an awareness of accents.



Notes

Organization of the Spelling Mat

27

Hearing and Recognition is the next step for developing Accenting skills.

→

This can begin in 1st Grade.

Accents					
Aguda		Grave		Esdrújula	
Activity	Selected	Activity	Selected	Activity	Selected
Awareness					
GRA-71		GRA-71		GRA-71	
GRA-72		GRA-72		GRA-72	
GRA-73		GRA-73		GRA-73	
Hearing/Recognition					
GRA-74		GRA-75		GRA-74	
GRA-75		GRA-76		GRA-75	
GRA-76		GRA-77		GRA-76	
GRA-77				GRA-77	
Rules					
GRA-70		GRA-70		GRA-70	
GRA-79		GRA-79		GRA-79	
GRA-80		GRA-80		GRA-80	
GRA-81		GRA-81		GRA-81	
GRA-82		GRA-82		GRA-82	
GRA-83		GRA-83		GRA-83	

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Key Points

- Teaching of the actual accenting rules can not begin until awareness and hearing and recognition have been mastered.
- The Spelling Activity Reference Mat lists the activities that would be appropriate for teaching and practicing the accenting rules.

DO:

Paraphrase slide.

SAY:

Hearing and recognition refers to students learning and properly using the vocabulary associated with accenting in Spanish. First graders should know the meaning of “última”, “penúltima”, “antepenúltima”, “agudo”, “grave”, “esdrújula” and “sílabas tónicas”. By the end of first grade students should be able to identify words as follows:

“Número es una palabra esdrújula porque tiene la sílaba tónica en la antepenúltima sílaba.”

Students do not need to learn the “rules” of accenting yet, just the vocabulary.



Notes

Organization of the Spelling Mat

28

Learning the Rules can only occur after mastery of Awareness, Hearing, and Recognition.

Accents					
Aguda		Grave		Esdrújula	
Activity	Selected	Activity	Selected	Activity	Selected
Awareness					
GRA-71		GRA-71		GRA-71	
GRA-72		GRA-72		GRA-72	
GRA-73		GRA-73		GRA-73	
Hearing/Recognition					
GRA-74		GRA-75		GRA-74	
GRA-75		GRA-76		GRA-75	
GRA-76		GRA-77		GRA-76	
GRA-77				GRA-77	
Rules					
GRA-70		GRA-70		GRA-70	
GRA-79		GRA-79		GRA-79	
GRA-80		GRA-80		GRA-80	
GRA-81		GRA-81		GRA-81	
GRA-82		GRA-82		GRA-82	
GRA-83		GRA-83		GRA-83	

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Key Points

- Teaching of the actual accenting rules can not begin until awareness and hearing and recognition have been mastered.
- The GK Grouping Mat lists the activities that would be appropriate for teaching and practicing the accenting rules.

DO:

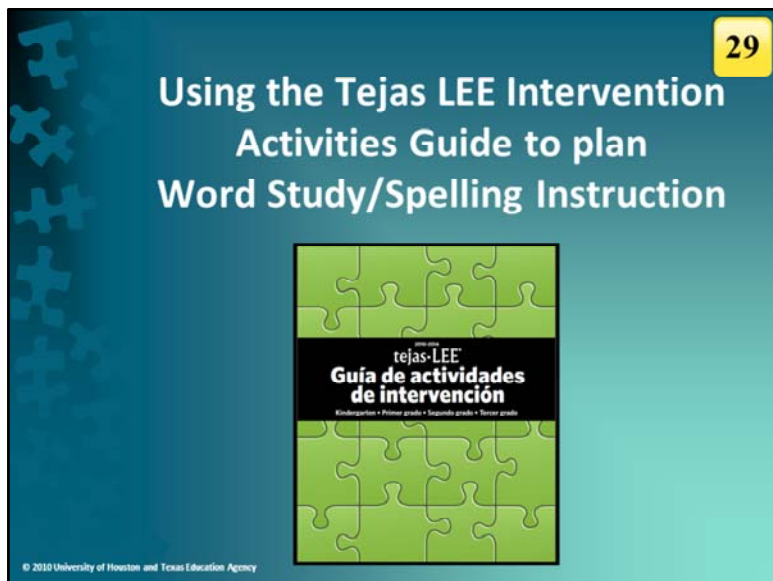
Paraphrase slide.

SAY:

If the foundation we spoke of in terms of Awareness and Hearing and Recognition are mastered by students in Kinder and First grade, the accenting instruction of G2 and G3 teachers is greatly simplified. If this foundation is not laid beforehand, the G2 and G3 teacher will need to teach these skills before they can teach accenting rules.



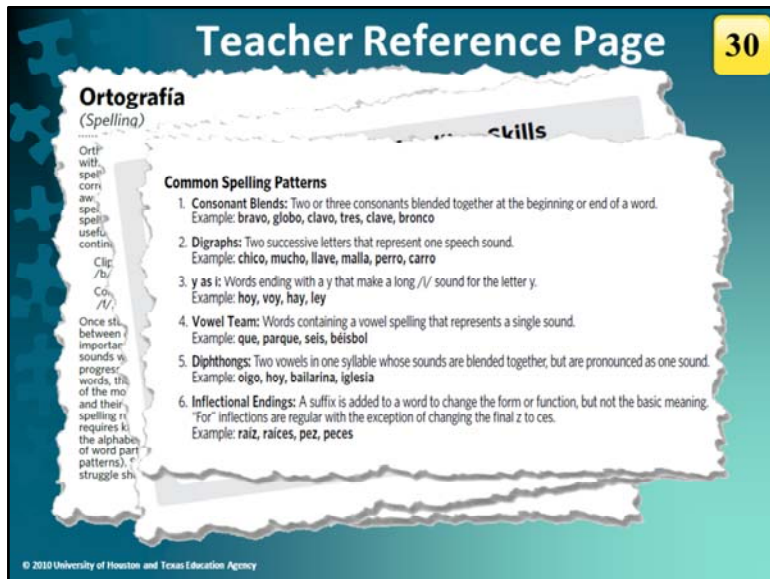
Notes



Key Points



Notes



This slide has 2 ✓ ☆ CLICKS of animation.

SAY:

The beginning of each section presents background information about the specific skills related to that domain, as well as summaries of important language rules and/or conventions. The purpose is to provide you with a framework from which to guide instruction of these skills. These informational sections are presented in English; the titles of activities in both Spanish and English; and the activities in Spanish only. English was chosen for the informational sections to facilitate teachers' ability to work with other professionals on selecting activities and reviewing relevant information. Additionally, when teachers need to discuss theoretical dimensions, rules and conventions with other professionals, they likely will do so in English. The description of each activity and the procedures for implementation are provided in Spanish. This ensures you have the Spanish vocabulary and prompts required to give instructions to Spanish-speaking students. Here are a couple snapshots of the Spelling introductory section. This information can be found in the IAG on pp. 61-63.

✓ ☆ CLICK

In addition to background information, graphics are sometimes included, such as this one that shows the order of development for spelling skills...

✓ ☆ CLICK

...as well as useful information such as common spelling patterns

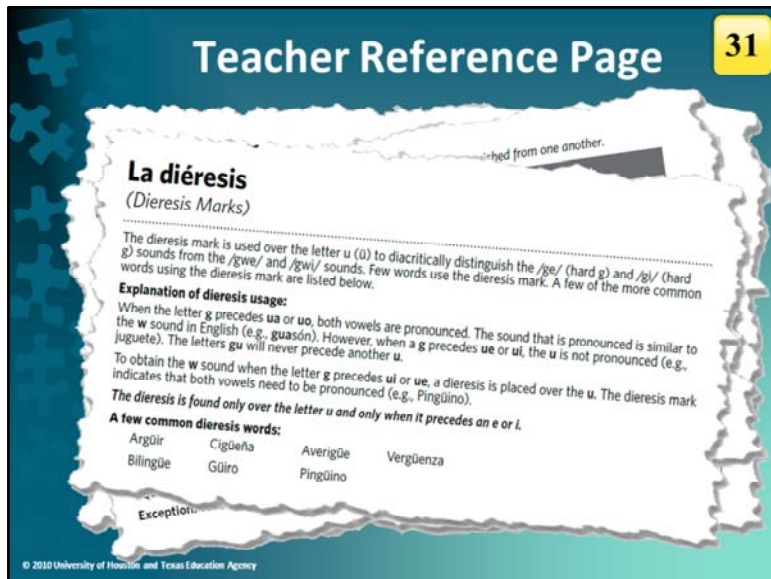


Key Points

- The Tejas LEE IAG provides a teacher background information for each reading component section.
- This background information is presented in English.
- Activity titles and objectives are presented in both English and Spanish.
- The actual intervention activities are in Spanish.



Notes



Key Points

- Additional information on accenting and dieresis can be found in the IAG on pp 77-84.

This slide has two (2) ✓ ☆ CLICKS of animation.

SAY:

The IAG also contains information for teachers regarding accenting and dieresis marks. We will discuss this information more in depth in the upcoming slides.

✓ ☆ CLICK

This chart talks about homonyms and accents.

✓ ☆ CLICK

Although dieresis aren't extremely common, we have included a brief explanation along with some common words that contain dieresis that elementary students will run across.



NOTES FOR PRESENTER:

The pages shown on this slide are on IAG pp. 77, 78 and 84.



Notes



Key Points

SAY:

Now let's briefly discuss dieresis marks.



Notes

What is a Dieresis?

33

The dieresis is a diacritical mark used over the letter ü to distinguish the /gui/ and /gue/ sounds from the /gwi/ and /gwe/ sounds. The dieresis provides students with additional information about the word being read, as well as pronunciation.

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DO:

Paraphrase this slide.

SAY:

Students in early grades will only encounter a few words that require a dieresis mark. However, it is still important that they are aware of this rule.

Common examples of words young readers will encounter are pingüino, bilingüe and vergüenza.



Key Points

- The dieresis is a diacritical mark used over the letter ü to distinguish the /gui/ and /gue/ sounds from the /gwi/ and /gwe/ sounds.



Notes



Key Points

SAY:

Student knowledge of accenting rules is assessed on the second grade and third grade Tejas LEE. Accenting knowledge is just like any other reading skill. It must be taught systematically and explicitly. For the next few minutes, we will review the sequence for teaching accenting skills and review accenting rules.



Notes

What are Accents? 35

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.

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DO:

Paraphrase this slide.



Key Points

- Accents are crucial to not only the correct pronunciation of words, but can also impact word meaning.
- The three most common types of accents are: agudo, grave, and esdrújula.



Notes

Accents

36

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

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DO:

Paraphrase this slide.

SAY:

First we will discuss accents and accenting rules in Spanish. We will briefly review the rules for the three most common types of accenting words.

All multi-syllable words in Spanish have a stressed syllable. Words are classified by the accent on which the stress falls. A word is “agudo” if the last syllable is stressed, “grave” if the next to last syllable has the stress and “esdrújula” if the stress falls on the antepenultimate or third to last syllable.

The accenting rules for these words as well as additional rules for teacher background knowledge are discussed in depth in the Introductory section of the Accenting domain in the IAG.

Multi-syllable words in English also have a stressed syllable. However, there are very few words where the accent makes a difference. So in English, we pay very little attention to stressed syllables. Here is a list of a few words that change meaning when the stressed syllable changes (produce, content, construct, extract, address, attribute, combine, object, perfect, invalid, contest, envelope).

DO:



Refer participants to the Participant Packet which summarizes the information on slides 35-36.



Key Points

- An accent is the stressed syllable within a word.
- The pronounced stressed syllable can either be prosódico (not written) or diacrítico (written).



Notes

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- pel	ca- lor	co-dor- niz	a- llá	pu- ré	co-ra- zón
ciu- dad	re- loj	ca-li- dad	a- hí	no- más	in-te- rés
na- riz	es- toy	ma-te- rial	i- glú	so- fá	al-go- dón

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Key Points

- Agudo words have the stressed syllable in the final syllable.
- If the word ends in a consonant (except n or s), no written accent is needed.
- If the words ends in a vowel, n, or s, then a written accent is needed.

SAY:

The first accent type we will discuss is the "agudo" or "oxítono". In "agudo" words, the stress (accent) falls on the final syllable.

The accent is "prosódico" (not written) when the word ends with any consonant except for "n" or "s".

The accent is "diacrítico" (written) when the word ends with a vowel, "n" or "s".

Let's take a look at the table to see how the rules apply to these words.

DO:

Review table on slide.



Have participants turn to their participant packet and complete the following activity. Would the following "agudo" words have a written accent or not? Why or why not?

- imán
- estar
- llamé
- anís
- avestruz
- hotel

Go over the answers with participants. Ask them to provide the appropriate rule as to why each word has/does not have a written accent.



Notes

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"		
ho-ra	dul-ce	tra-ba-jo	fút-bol	cés-ped	di-fi-cil
al-to	can-tan	to-ma-tes	ál-bum	sué-ter	ca-rác-ter
ca-da	mis-mo	e-nor-me	lá-piz	án-gel	au-to-mó-vil

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Key Points

- Grave words have the stressed syllable in the next to final syllable.
- If the words ends in a vowel, n, or s, then no written accent is needed.
- If the word ends in a consonant (except n or s), a written accent is needed.

SAY:

The second accent type we will discuss is the "grave" or "paroxítono". In "grave" words, the stress (accent) falls on the next to last syllable.

The accent is "prosódico" (not written) when the word ends with a vowel, or the letters "n" or "s".

The accent is "diacrítico" (written) when the word ends with any consonant except for "n" or "s".

Let's take a look at the table to see how the rules apply to these words.

DO:

Review table on slide.



Have participants turn to their participant packet and complete the following activity. Would the following "grave" words have a written accent or not? Why or why not?

- béisbol
- tijeras
- taza
- fértil
- carne
- cóndor

Go over the answers with participants. Ask them to provide the appropriate rule as to why each word has/does not have a written accent.



Notes

39

Esdrújula Words

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

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

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Key Points

- Esdrújula words have the stressed syllable in the third to final syllable.
- All esdrújula words require a written accent.

SAY:

Esdrújula words are a third common type of accented words in Spanish. Esdrújula words are regular in that they always have a written accent. You may think that because Esdrújula words always carry a written accent, that they would be the easiest for students to learn. However, as you will see, this is not the case. This is actually the most complex accent type and should be taught after agudo and grave words.

Students need to develop an ear to hear the stress in words. The pattern is LOUD-soft-soft, such as in the words above: TRA- fi - co LOUD soft soft; ME xi co LOUD soft soft; etc...Once students can hear the stressed syllable, they can listen for "esdrújula" words and know that this type of word requires a written accent.



This can be tricky for students, just as it may be for you. Let's go through a few examples now to demonstrate this point. I will now say a few words in Spanish. All of the words will have multiple syllables. You have these words in your participant packet. Please circle the words that you think are Esdrújula.

- | | |
|-------------------|------------------------------|
| • Engrapadora | (Answer: NO, grave) |
| • Tortilla | (Answer: NO, grave) |
| • Múltiples | (Answer: YES) |
| • Avioneta | (Answer: NO, grave) |
| • Avestruz | (Answer: NO, aguda) |
| • Antipático | (Answer: YES) |
| • Mágico | (Answer: YES) |
| • Trabajadora | (Answer: NO, grave) |
| • Pingüino | (Answer: NO, grave) |
| • Hipotéticamente | (Answer: NO, sobreesdrújula) |

As you can see, learning esdrújula accents is not an easy task. It is much harder than the previous two accents and is generally taught later.



Notes

Additional Accent Types in Spanish

40

Exception: Some homonyms will have accents so the words can be distinguished from one another.

Spanish	English	Spanish	English
aun	even	aún	still, yet
de	of, from	dé (form of dar)	to give
el	the	él	he
mas	but	más	more
mi	my	mí	me
si	if	sí	yes
solo	only (adjective), single, alone	sólo	only (adverb), solely
te	you	té	tea
tu	your	tú	you

Exception: A number of words typically not accented, are accented when used in a question or exclamation (e.g., ¿Adónde?, ¿Cómo?, ¿Cuál?, ¿Cuáles?, ¿Cuándo?, ¿Cuánto?, ¿Cuánta?, ¿Cuántos?, ¿Cuántas?, ¿Dónde?, ¿Por qué?, ¿Qué?, ¿Quién?, ¿Quiénes?)

Exception: When o is used between numbers, it is accented to avoid confusion with 0 (zero).

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SAY:

There are several other types of accents in Spanish that second and third grade readers are not expected to know or understand. These are presented for your “deep pockets” .

Some homophones in Spanish have written accents to distinguish the different meanings of the words. The table above gives several common examples.

Another accenting type are interrogatory and exclamation accents. These are used to in questions and for exclamatory statements.

Finally, sobreesdrújula words have accents on syllables that are further into the word than three syllables from the end. Words like “entrégamelo” and “hipotéticamente” sobreesdrújulas (4th or 5th from the end).



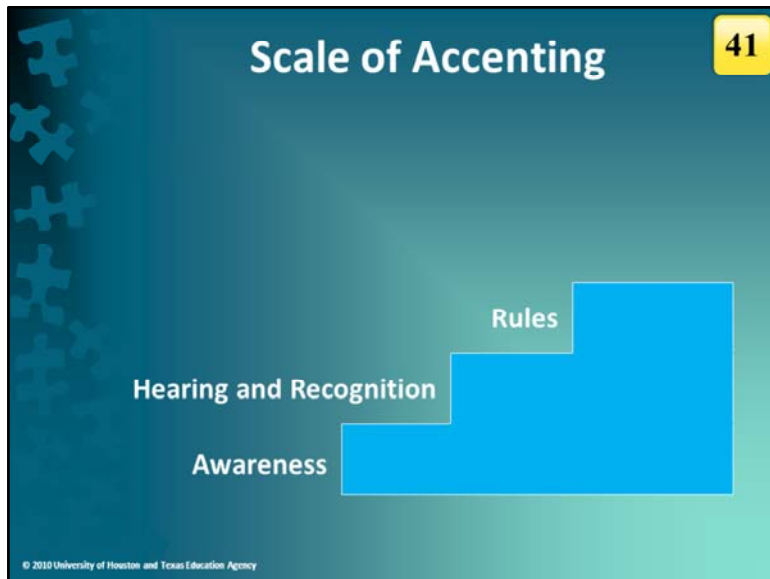
Key Points

Additional accenting rules are briefly discussed in the IAG. These include:

- homophones
- interrogatory and exclamation accents
- sobreesdrújula words



Notes



SAY:

Let's talk a little more regarding accenting instruction. Accenting instruction should begin with awareness. Students need to know that all multisyllabic words in Spanish have one syllable that is said louder than the others. We call this the stressed syllable (sílabo tónica). There are a variety of activities that will help students with this recognition, some of which can be found in the Tejas LEE Intervention Activities Guide.

Once students have developed this awareness, they need to be able to identify the stressed syllable. At this point, you can introduce your students to much of the vocabulary for accenting. Students should be able to name the three main syllable types (última, penúltima and antepenúltima) as well as the three most common word types that carry accents (agudo, grave, esdrújula). They should also learn the terms prosódico and diacrítico mentioned in the previous slide. Teach students to identify the stressed syllable in a manner such as the following:

Escucho la sílabo tónica en la penúltima sílabo. Es una palabra grave.

The third level involves learning the actual rules that determine whether an accent is only pronounced or pronounced and written. The next few slides will walk you through the basic accenting rules in Spanish.



Key Points

There are three basic levels of accenting knowledge:

- awareness: the knowledge that all words contain a stressed syllable
- hearing & recognition: the ability to identify the stressed syllable and its location in the word
- rules: knowledge of accenting rules and ability to correctly place written accents when needed.



Notes

Sample Activities for the
Three Steps to Learning Accents

42

✓ Step 1: Awareness

Step 2: Hearing/Recognition

Step 3: Learning Accenting
Rules

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Key Points

This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

Let's look at a sample activity for each step. First we'll look at Awareness.

✓ ☆ CLICK

Remember these activities can be done beginning in kindergarten.



Notes

43

Accenting Awareness “Feel the Stress”

Conocimiento de los grafotemas | Acentuación

GRA-71 Percibe el énfasis (Feel the Stress)

Students will learn to perceive the stressed syllable of spoken words.
Los estudiantes aprenderán a percibir la sílaba tónica en palabras orales.

MATERIALES: Silla

1 Siéntese en una silla enfrente de los estudiantes y diga lentamente una palabra en sílabas.


2 Diga la palabra una segunda vez levantándose al decir la sílaba tónica (la que lleva el énfasis), por ejemplo “e - le - **fan** - te”.

3 Haga varios ejemplos. Asegúrese de decir cada palabra dos veces, levantándose solamente en la segunda iteración.

4 Pregunte a los estudiantes: ¿Por qué crees que me estoy levantando? Luego, explíqueles que cada palabra tiene una sílaba que es tónica y al pararse usted está enseñando esta sílaba.

5 Haga unos ejemplos junto con los estudiantes exagerando al principio la sílaba tónica.

6 Una vez que los estudiantes puedan identificar la sílaba tónica con exactitud, deje que ellos sugieran palabras y que identifiquen la sílaba tónica por sí solos siguiendo este mismo procedimiento.



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DO:

Explain and do this activity with the participants. Use the following words as examples:

to - **ma** - tes
 pa - **pel**
 At - **lan** - ti - co
 con - di - **ción**
cír - cu - lo

On words where the stressed syllable is the first syllable of the word, the repetition of the word is critical. Students will have to hear the word at least once before they attempt to stand on the stressed syllable. At the beginning, they may need to hear the word several times.



Key Points

- Teacher sits in chair in front of students and pronounces a word broken up into syllables (i.e. /e/ /le/ /fan/ /te/)
- Teacher repeats the syllables a second time, but this time will stand up when saying the stressed syllable. (i.e. /fan/).
- Teacher does several examples following these steps then asks student why they think she stands up for certain syllables.
- Teacher explains that there is always a stronger, stressed syllable in a word.
- After more teacher modeling, students can stand up when they hear stressed syllable.



Notes

Sample Activities for the
Three Steps to Learning Accents 44

Step 1: Awareness

✓ Step 2: Hearing/Recognition

Step 3: Learning Accenting
Rules

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This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

Now let's move on to hearing and recognition.

✓ ☆ CLICK



Key Points



Notes

Accenting Hearing/Recognition "Fishing for Accents" 45

Conocimiento de los grafófonemas | Acentuación
GRA-75 Pescando acentos (Fishing for Accents)
 Blackline Master available at www.tejasol.net

Students will determine which spelling of an accented word is correct.
Los estudiantes determinarán cuál forma escrita de una palabra con acento diacrítico es la correcta.

MATERIALES: Pescados, imanes, caña de pescar con imán al final, pecera o caja, dos cubetas

Esta es una buena actividad para centros. Prepare de antemano una cantidad de pescaditos sobre papel de colores. De un lado del pescado, se ofrecen tres o cuatro maneras de escribir la palabra con el acento colocado en diferentes lugares o sin acento. Del otro lado, se escribe la palabra correctamente. También se necesita una pecerita, dos cubetas y una caña de pescar con algo pegajoso al final del hilo. El juego se hace con dos jugadores. Uno pesca y el otro saca el pescadito del hilo para que el pescador no vea el lado de las respuestas. El pescador determina cuál es la respuesta y se la dice al otro. Este volteo el pescadito y, si la respuesta coincide, lo echa a la cubeta del pescador.

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DO:

Explain activity to participants.



Key Points

- Students work in partners to take turns fishing for accents.
- Once a student "catches" a fish, the partner will remove it from the line and show the front side to the other student.
- Front side of the fish lists four possible accent placements.
- When student gives answer, partner will check the answer by looking at the reverse side.
- If correct, student will keep fish. If incorrect, fish goes back in the pail.
- Students continue to take turns fishing until all fish have been caught.



Notes

**Sample Activities for the
Three Steps to Learning Accents** **46**

Step 1: Awareness

Step 2: Hearing/Recognition

✓ Step 3: Learning Accenting
Rules

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This slide has one (1) ✓ ☆ CLICK of animation.

SAY:

Now let's look at an example for learning the accenting rules.

✓ ☆ CLICK



Key Points



Notes

Learning Accenting Rules

“The Great Accent Race”

47


Conocimiento de los grafotonemas | Acentuación
GRA-80 La gran carrera de acentos *(The Great Accent Race)*

Students will add diacritical accents where necessary to words in isolation.
Los estudiantes agregarán acentos diacríticos donde sea necesario a palabras individuales.

MATERIALES: Lista de palabras sin acentos

Escriba en el pizarrón o en una hoja de papel grande dos listas idénticas de palabras a las que les falta el acento. Los estudiantes forman dos filas. El primer estudiante de cada fila levanta un marcador o tiza y corre para ponerle el acento a una palabra. Luego regresa a la fila y pasa el marcador o la tiza al siguiente jugador. El juego continúa hasta que todas las palabras estén acentuadas correctamente. Si hay un error, guarde silencio y no declare el equipo ganador. El equipo que haya terminado debe mandar un representante para que encuentre y corrija el error en el pizarrón o la hoja.

Variaciones:
 Puede simplificar o complicar el juego según los conocimientos de los estudiantes acerca de los acentos. Por ejemplo, puede limitar el juego a acentos agudos o puede incluir palabras agudas que no llevan acento escrito. También puede mezclar los tres tipos de acentos.



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DO:

Explain activity to participants.



Key Points

- Teacher writes two lists of words on the board omitting the accent mark.
- Students are split into lines. First person in each line goes up to the board and places the missing accent mark.
- Students take turns until all words have been correctly completed.
- Teachers may vary difficulty by only including one accenting rule, or providing a mix of all three accenting rules.



Notes

Spelling Activity

48

Conocimiento de los grafotemas | Ortografía

GRA-45 Pares mínimos (Minimal Pairs)

Students will determine whether two words said aloud are identical or not.
Los estudiantes determinarán si dos palabras dichas en voz alta son iguales o diferentes.

Frecuentemente, las dificultades en ortografía se deben a la inhabilidad de distinguir ciertos sonidos. Hay unos sonidos que son muy similares—se producen en la misma parte de la boca y la posición de la boca es igual. A estos sonidos, los denominamos 'pares mínimos' porque son iguales con excepción de la vocalización (o sea, si las cuerdas vocales vibran o no al decir el sonido). Si un estudiante se confunde entre las letras en uno o más de los pares en la caja azul, es probable que no pueda distinguir la vocalización. En estos casos, es útil pedir a los estudiantes que pongan los dedos sobre sus cuerdas vocales para sentir si vibran o no al decir los sonidos. Al sentir la diferencia, el alumno puede elegir la letra correcta para escribir la palabra.

Se sugiere que usted empiece a trabajar con estos sonidos en aislamiento para que los estudiantes puedan desarrollar su habilidad de distinguirlos antes de pedirles que apliquen sus conocimientos a palabras.

Ejemplos:

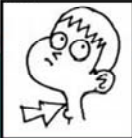
Digan /p/. No vibran las cuerdas vocales. Ahora digan /b/. Las cuerdas vocales vibran. Entonces la diferencia entre los sonidos /p/ y /b/ es que usamos la voz para el sonido /b/ y no la usamos para el sonido /p/.

(+)	(-)
b	p
v	f
g	k
d	t

Variación:

Voy a decir unas palabras y ustedes me tienen que decir si estas palabras son iguales o diferentes.

1. pan/van	6. dos/tos
2. papa/papa	7. ti/di
3. veo/feo	8. tubo/tubo
4. gato/gato	9. beso/peso
5. gara/cara	10. ten/den



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DO:
Explain activity to participants.



Key Points

- This activity helps students distinguish between often confused sounds.
- Students must place two fingers on their voice box and then are asked to pronounce certain letter pairs (i.e. /b/ and /p/).
- Students will discover that although their mouth placement remains the same for both sounds, one sound is voiced causing their vocal cords to vibrate, while the other one is unvoiced.



Notes

Practice

49

Word	Gabriel	Yvonne	Esteban	Jeffrey
1. SAPO	sabo	sapo	zapo	sapo
2. DEBE	debe	debe	debe	debe
3. mamá	mama	mama	mama	mama
4. Bata	beta	beta	beta	beta
5. perro	perro	perro	perro	perro
6. gata	gata	gata	gata	gata
7. Bata	beta	beta	beta	beta
8. abuela	aba	abuela	abua	abua
9. abuelo	abuelo	abuelo	abuelo	abuelo
10. papá	papá	papá	papá	papá

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Key Points

DO:



Using their additional handouts, have participants analyze these students spelling results and complete the Spelling Class Summary Sheet. They may also complete a Spelling Chart for the neediest student if they wish.



NOTES FOR PRESENTER:

On the Spelling Chart and Spelling Class Summary sheet, we have only included the spelling conventions that we were targeting with each word. It is possible and even likely, that students will make other errors when spelling these words.

For example, on the spelling test for Gabriel, he misspells SAPO as “sabo”. This is a voicing error. On the second word, he misspells DEBE as dede. This is a b/d reversal. As these error types were not “anticipated” for this word, they do not appear on the chart. We recommend that teachers either add columns to their Charts/Summary Sheets to account for these errors or that they write a note next to the student name so that these errors can be addressed during spelling instruction. (Point this information out to your participants if time permits.)



Notes

Sample Second Grade Dictado Results

Word	Gabriel	Vanessa	Danielle	Nathan
1. sapo	sabo	sapo	Zapo	sapo
2. debe	dede	deve	bebe	bede
3. mamá	mama	mama	mamá	mama
4. fino	fino	fino	fino	fino
5. perro	bero	perro	pero	perro
6. gasta	gasá	gasta	gata	gasá
7. flores	fores	flores	floreZ	flores
8. alarma	ama	alarma	alara	alara
9. miedo	medo	miedo	miebo	mebo
10. imanes	imanes	imanes	imanez	imames

Second Grade

Section 3--Dictado

Student Name: _____

BOY

Spelling Word

	Beginning consonant blends	Consonant Clusters	Hard G sound	rr vs r sound	y vs. i	b vs. v	soft c vs s vs z	Pluralization	ie diphthong	Diacritical agudo word
1. sapo										
2. debe										
3. mamá										
4. fino										
5. perro										
6. gasta										
7. flores										
8. alarma										
9. miedo										
10. imanes										

Grade 2 Spelling Class Summary Sheet BOY

[illegible]

Questions & Answers

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If you have any further questions:

- contact the Tejas LEE team at tejaslee.info@times.uh.edu
- check for an answer online at www.tejaslee.org

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Key Points

This slide has one (1) ✓ ☆ CLICK of animation.

DO:

Answer any questions that your participants have regarding this module.

✓ ☆ **CLICK** to bring up the contact information for Tejas LEE.



Notes