

The background is a solid purple color. Scattered across the page are numerous small, colorful geometric shapes, primarily trapezoids and squares, in shades of white, yellow, orange, red, teal, green, and dark blue. These shapes are oriented in various directions, creating a dynamic, abstract pattern.

tejas·LEE[®]

**Guía de
administración**

K-3

tejas·LEE®

Guía de administración

Kindergarten ■ Primer grado
Segundo grado ■ Tercer grado



Baltimore ■ London ■ Sydney



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Tejas LEE® Materials

All Tejas LEE Kits include the following materials:

- The *Guía de administración* (Teacher's Guide) provides introductory information about the instrument, information on how to administer the Tejas LEE, directions for recording student responses and information on how to use Tejas LEE data to group students for instruction.
- Un cronómetro
- *Tarjetas de actividades* (Task Cards)
- *Cuaderno de lecturas* (Reading Comprehension Story Booklet)

Additional Tejas LEE materials:

- 25 *Folletos de respuestas del estudiante* (Student Record Sheets) y 3 *Resúmenes de la clase* (Class Summary Sheets) for each grade
- The *Guía de actividades de intervención* (Intervention Activities Guide) contains several components to assist with instructional planning. Each section includes background information about language rules and use for teacher reference, instructional activities of varying levels of difficulty, and strategies to use during instruction. The sections are *Conocimiento de la letra impresa*, *Conciencia fonológica*, *Conocimiento de los grafófonemas*, *Fluidez*, *Comprensión auditiva y de lectura*, *Vocabulario*, *Escritura*, *Bibliografía* and *Glosario*

Monitoreo del progreso para lectores emergentes™ (MPLE) Kindergarten

- MPLE *Caja Principal* (General Kit)
- MPLE *Folletos de respuestas del estudiante* (Student Record Sheets)

Monitoreo del progreso para lectores principiantes™ (MPLP) Grades 1-3

- MPLP *Caja Principal* (General Kit)
- MPLP *Folletos de respuestas del estudiante* (Student Record Sheets)

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Purpose and Development

The Purpose of the Tejas LEE®

The Tejas LEE is an early Spanish reading instrument designed to be administered to students in K-3.

The instrument allows teachers to observe and record student performance in areas important to the development of Spanish reading and reading comprehension. The primary purpose of the Tejas LEE is to provide teachers an opportunity to acquire data to help match reading instruction with specific student needs. This additional information can be used to assist teachers and administrators in assembling educational resources and in planning the most effective instruction possible for students.

When Should the Tejas LEE Be Administered?

Grade Level	BOY (Beginning-of-Year)	MOY (Middle-of-Year)	EOY (End-of-Year)
Kindergarten	6 weeks after school begins	Mid-January	Mid-April
First Grade	2 weeks after school begins	Mid-January	Mid-April
Second Grade	2 weeks after school begins	Mid-January	Mid-April
Third Grade	2 weeks after school begins	Mid-January	Mid-April

To Whom Should the Tejas LEE Be Administered?

Not all students who speak Spanish as a home language should be administered a Spanish early reading instrument, such as the Tejas LEE. Rather, selection of an appropriate instrument depends on the program in which the student is enrolled, the language in which the student's reading instruction is being provided, and the student's proficiency in English and Spanish. Use of a Spanish instrument is recommended for students of limited English proficiency (LEP) enrolled in Spanish/English bilingual education programs who receive instruction in Spanish and students in dual-language/two-way bilingual programs who receive instruction in Spanish. Final decisions regarding the use of Spanish or English early reading instruments should always comply with state, district or campus regulations and guidelines.

Administering the Tejas LEE to Special Education Students

One of the primary goals of the special education program is to provide students with disabilities access to the general education curriculum. Without knowing where students are functioning in relation to their grade-level curriculum, such access is not facilitated. However, once this information is gathered, the special education teacher may move between grade levels on the Inventory to obtain instructional information to assist with setting appropriate student objectives and goals. For example, even though a student is in the second grade, you may administer the kindergarten Tejas LEE to obtain data for program planning.

By law, during the development of the Individualized Education Plan (IEP), the Admission, Review and Dismissal (ARD) committee must consider the child's performance on statewide or districtwide assessments, as appropriate. The key words appear to be *consider* and *appropriate*. Determining a student's performance in relation to his/her current grade-level placement and then identifying specific objectives for instructional purposes, seems most appropriate.

When Should a Student Be Administered an English Instrument?

Even when a student is in a bilingual education program, there may be times when reading instruction is occurring primarily in English. For example, the student may be in the final stages of transitioning from Spanish to English reading. In this case, an English reading instrument may be more effective in providing data for instructional planning. Likewise, if the student is in an English as a Second Language (ESL) program or a general education classroom where English is used for reading instruction, an English instrument will generate the most useful information about current skills and instructional needs. ***(If the Tejas LEE is administered at the beginning of the year, it also should be administered at the end of the year. This will allow you to assess progress and gains accurately. An English assessment may also be administered if you want to assess the student's English reading skills.)*** Students enrolled in ESL programs may be exempted from the administration of an English instrument if their language proficiency is not sufficient to yield reliable and valid results.

How Should I Select the Level of the Tejas LEE to Use With a Student?

Always begin testing with the level of Tejas LEE that corresponds to the student's current grade level. However, if you feel you have not obtained sufficient information to determine a student's instructional needs from the grade-level Inventory, it is allowable to use a level that is lower than the student's grade placement. Administration procedures and instructions for grades K-3 are outlined in this *Guía de administración*.

Performance Levels on the Tejas LEE

The Tejas LEE includes three different performance levels of scoring to describe a student's level of skill/need on any section. The terms and definitions for each level are outlined below:

- **Desarrollado (D)** = The student has mastered the skill.
- **Nivel esperado (NE)** = Indicates the student is performing at a level expected for that grade and time point. In some instances, a student may score NE but not D, meaning s/he is expected to further develop this skill during the remainder of the school year. In such a case, a score equivalent to NE is acceptable and should not be considered problematic.
- **Nivel de intervención (NI)** = The student is performing below the expected level for the grade level and time point. Intervention is strongly recommended.

Concepts are considered D when students provide correct responses to the indicated number of items within a section (e.g., 5 out of 6, etc.). If a student does not respond correctly to the indicated number of items, the concept is considered NE or NI. For example, in the beginning and middle of kindergarten, one would not expect a student to know all of the letters of the alphabet. However, one would expect that the student should know some portion of the letters of the alphabet at each time point. Thus, the Tejas LEE outlines the expected level of performance with the cut-offs for NE. A student scoring NE on letter naming has not yet mastered the alphabet, but is well on the way to doing so and is performing at an expected level.

What Reading Concepts Are Addressed in the Kindergarten Tejas LEE?

Conocimiento de los grafonemas (*Graphophonemic Knowledge*)

Description: The understanding that written words are composed of patterns of letters that represent the sounds of spoken words is known as Graphophonemic Knowledge. Becoming aware of the sounds of spoken language and their relationship to the letters of written language prepares kindergarten students to understand the alphabetic principle. Targeted instruction provides young students with explicit and systematic teaching of letter naming and letter-sound relationships in a sequence that permits them to begin reading. The ability to decode words with or without comprehension is a higher level Graphophonemic Knowledge task.

Conciencia fonológica (*Phonological Awareness*)

Description: The ability to think about individual words as a sequence of sounds (phonemes) or sound units (syllables) is important to learning how to read an alphabetic language. Students' phonological awareness, that is, their understanding that spoken words can be divided into separate sounds and sound units, is one of the best predictors of their success in learning to read. Instruction that promotes understanding and use of these building blocks of spoken language includes language games where students manipulate words through activities such as rhyming, blending, segmenting, and deleting sounds and syllables.

Comprensión auditiva (*Listening Comprehension*)

Description: Listening to and talking about books on a regular basis provides students with pleasurable and beneficial reading experiences. Story reading introduces students to words, sentences, places and ideas. At the same time, it exposes students to the type of vocabulary, sentences and literary elements they will find in their schoolbooks. To support and extend oral language development, read aloud to students daily and talk to them about books and stories. These same activities also help students connect oral to written language.

Comprensión de lectura (*Reading Comprehension*)

Description: Reading comprehension refers to the ability to extract meaning from written text. Such meaning can be explicit (stated directly in the text) or implicit (inferred from the text). Although fluency and accuracy have an impact on comprehension, these skills alone do not guarantee comprehension. Reading comprehension also is dependent on the difficulty of the text and the background knowledge the reader brings to the reading.

Many activities can help promote comprehension. Some activities that can heighten comprehension and enjoyment of reading include previewing selections, anticipating content, and making connections between background knowledge and what the student is reading. Comparing the elements of different stories students have read, including themes, events, characteristics of different characters, etc., also can help students develop a better understanding of what they are reading. Graphic organizers and story maps also may be used to depict relationships between stories.

What Reading Concepts Are Addressed in the First Grade Tejas LEE?

Conocimiento de los grafonemas (*Graphophonemic Knowledge*)

Description: The understanding that written words are composed of letters and that patterns of letters represent the sounds of spoken words is known as Graphophonemic Knowledge. Becoming aware of the names of the letters of the written alphabet, as well as the sounds of spoken language and their relationship to the letters of written language, prepares first grade students to understand the alphabetic principle.

Targeted instruction provides young students with explicit and systematic teaching of letter naming and letter-sound relationships in a sequence that permits them to begin reading. The ability to decode words, with or without comprehension, is a higher-level Graphophonemic Knowledge task. Graphophonemic Knowledge is developed through explicit and systematic instruction and practice focusing on letter names, sound-symbol correspondences, and using sound-symbol relationships to read and write words.

Conciencia fonológica (*Phonological Awareness*)

Description: The ability to think about individual words as a sequence of sounds (phonemes) or sound units (syllables) is important when learning how to read an alphabetic language. Students' phonological awareness, that is, their understanding that spoken words can be divided into separate sounds and sound units, is one of the best predictors of success in learning to read. Instruction that promotes understanding and use of these building blocks of spoken language includes language games where students manipulate words through activities such as rhyming, segmenting, blending, and deleting sounds and syllables.

Exactitud de lectura (*Reading Accuracy*)

Description: A necessary precursor to reading comprehension and fluency is reading accuracy. Reading accuracy entails the ability to automatically decode and identify words. All readers need sufficient opportunities to employ and refine the decoding and reading strategies they learn in class. Beginning readers should have opportunities to read and re-read text to allow them to successfully practice what they are learning about the alphabetic principle (letter naming and letter-sound associations). As students develop their decoding skills and become more fluent readers, they require a wider variety of text that employs more complex vocabulary and sentence structure. Exposing students to material from different genres of text, such as fiction, poetry, expository and other informational text, is of primary importance.

Fluidez de lectura (*Reading Fluency*)

Description: Once students begin to decode individual words automatically, they have the necessary base to become fluent readers. A student's ability to read fluently has an impact on his/her ability to comprehend the text being read. Fluent readers also read with expression and appropriate intonation and phrasing. Students who are less fluent readers tend to read haltingly, ignore sentence structure, and combine sentences and phrases. These students need additional instructional support, and their progress needs to be closely monitored.

Research on readers with disabilities in third grade indicates that although intensive intervention can help students make great gains in reading accuracy, these gains do not necessarily translate to improved fluency (Torgesen et al., 2001; Torgesen, 2002). Thus, it is important to prevent reading difficulties through effective instruction and earlier intervention.

Comprensión de lectura (*Reading Comprehension*)

Description: Reading comprehension refers to the ability to extract meaning from written text. Such meaning can be explicit (stated directly in the text) or implicit (inferred from the text). Although fluency and accuracy have an impact on comprehension, these skills alone do not guarantee comprehension. Reading comprehension also is dependent on the difficulty of the text and the background knowledge the reader brings to the reading.

Many activities can help promote comprehension. Some activities that can heighten comprehension and enjoyment of reading include previewing selections, anticipating content, and making connections between background knowledge and what the student is reading. Comparing the elements of different stories students have read, including themes, events, characteristics of different characters, etc., also can help students develop a better understanding of what they are reading. Graphic organizers and story maps also may be used to depict relationships between stories.

What Reading Concepts Are Addressed in the Second Grade Tejas LEE?

Conocimiento de los grafonemas (*Graphophonemic Knowledge*)

Description: As graphophonemic knowledge develops, students become increasingly aware of the sounds of spoken language and the relationships of those sounds to letters in the written language. Graphophonemic knowledge is developed through explicit and systematic instruction and practice focusing on letter names, sound-symbol correspondences, and using sound-symbol relationships to read and write words.

Acentuación (*Accenting*)

Description: Accents provide students with additional information about the word being read, as well as pronunciation. Accenting knowledge is intricately linked to spelling skills and knowledge about words.

Exactitud de lectura (*Reading Accuracy*)

Description: A necessary precursor to reading comprehension and fluency is reading accuracy. Reading accuracy entails the ability to automatically decode and identify words. All readers need sufficient opportunities to employ and refine the decoding and reading strategies they learn in class. Beginning readers should have opportunities to read and re-read text to allow them to successfully practice what they are learning about the alphabetic principle (letter naming and letter-sound associations). As students develop their decoding skills and become more fluent readers, they require a wider variety of text that employs more complex vocabulary and sentence structure. Exposing students to material from different genres of text, such as fiction, poetry, expository, and other informational text, is of primary importance.

Fluidez de lectura (*Reading Fluency*)

Description: Once students begin to decode individual words with automaticity, they have the necessary base to become fluent readers. A student's ability to read fluently has an impact on his/her ability to comprehend the text being read. Fluent readers also read with expression and appropriate intonation and phrasing. Students who are less fluent readers tend to read haltingly, ignore sentence structure, and combine sentences and phrases. These students need additional instructional support, and their progress needs to be closely monitored.

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Comprensión de lectura (*Reading Comprehension*)

Description: Reading comprehension refers to the ability to extract meaning from written text. Such meaning can be explicit (stated directly in the text) or implicit (inferred from the text). Although fluency and accuracy have an impact on comprehension, these skills alone do not guarantee comprehension. Reading comprehension is also dependent on the difficulty of the text and the background knowledge the reader brings to the reading.

Many activities can help promote comprehension. Some activities that can heighten comprehension and enjoyment of reading include previewing selections, anticipating content, and making connections between background knowledge and what the student is reading. Comparing the elements of different stories students have read, including themes, events, characteristics of different characters, etc., also can help students develop a better understanding of what they are reading. Graphic organizers and story maps also may be used to depict relationships between stories.

What Reading Concepts Are Addressed in the Third Grade Tejas LEE?

Conocimiento de los grafonemas (*Graphophonemic Knowledge*)

Description: As graphophonemic knowledge develops, students become increasingly aware of the sounds of spoken language and the relationships of those sounds to letters in the written language. Graphophonemic knowledge is developed through explicit and systematic instruction and practice focusing on letter names, sound-symbol correspondences, and using sound-symbol relationships to read and write words.

Acentuación (*Accenting*)

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Comprensión de lectura (*Reading Comprehension*)

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Sample First Grade Grouping Chart




Tabla de agrupación - Primer grado

Principio

Mitad

Final

		Conciencia de los grafogramas					Comprensión de lectura				Enfoque de instrucción
		Identificación del sonido inicial y final	Unión y segmentación de los sonidos	Omisión del sonido inicial y final	Reconocimiento de las palabras	Dictado	Exactitud	Fluidez	Comprensión	Final	
Bajo		Luis Omar Eddie Fernando Josue	Luis Adán Eduardo Omar Eddie Camila Graciela Fernando Josue		Luis Eddie Fernando Josue		Luis Omar Eddie Fernando Josue Adán Eduardo Camila Graciela	Luis Omar Eddie Fernando Josue Adán Eduardo Graciela	1. Eddie Josue Luis Fernando Omar	<ul style="list-style-type: none"> • Conciencia fonológica (sonidos) (básica) • Conocimientos de los grafogramas (básico) 	
Medio		Adán Eduardo Camila Graciela	Jennifer José Kevin Margarita Eloy	Jennifer Margarita Eloy	Adán Eduardo Omar Camila Graciela	Jennifer José Kevin Margarita Eloy	Adán (17) Eduardo (15) Camila (21) Graciela (20) Margarita (29) Jennifer (35) Eloy (31)	Jennifer Camila Margarita	2. Eduardo Camila Graciela Adán	<ul style="list-style-type: none"> • Conciencia fonológica (sonidos) (básica) • Conocimientos de los grafogramas • Comprensión de lectura 	
Alto		Jennifer José Kevin Adriana Margarita Eloy Jason	Adriana Jason	José Kevin Adriana Jason	Jennifer José Kevin Adriana Margarita Eloy Jason	Adriana Jason	José (41) Kevin (41) Adriana (44) Jason (43)	José Kevin Adriana Eloy Jason	3. Jennifer Margarita Eloy	<ul style="list-style-type: none"> • Conciencia fonológica (sonidos) • Fluidez • Comprensión de lectura 	
		Jennifer José Kevin Adriana Margarita Eloy Jason	Adriana Jason	José Kevin Adriana Jason	Jennifer José Kevin Adriana Margarita Eloy Jason	Adriana Jason	José (41) Kevin (41) Adriana (44) Jason (43)	José Kevin Adriana Eloy Jason	4. Jason Adriana José Kevin	<ul style="list-style-type: none"> • Conciencia fonológica (omisión de sonidos) • Fluidez • Comprensión de lectura 	

Continúe planeando con la Guía de actividades de intervención

Conocimiento de la letra impresa	Conciencia fonológica	Conocimiento de los grafogramas	Fluidez	Comprensión	Vocabulario	Escritura
Página 3	Página 9	Página 33	Página 87	Página 97	Página 139	Página 165

This how-to manual is an essential road map to using the Tejas LEE® Assessment Kit, part of the Tejas LEE® system that helps K-3 teachers assess and improve the reading skills of students receiving primary reading instruction in Spanish. Walking teachers through every step of diagnostic assessment with Tejas LEE®, this clear and comprehensive guide shows how to

- record student responses and correctly interpret data
- successfully conduct beginning-, middle-, and end-of-year Tejas LEE® administration
- implement accommodations for students with special needs
- complete and interpret the Class Summary Sheets
- use the Grouping Chart (downloadable online) to group students for differentiated instruction
- transform assessment results into effective instruction using the activity-filled intervention guide, *Guía de actividades de intervención* (sold separately; see sidebar)

To help teachers differentiate instruction, this guide also gives teachers a sample filled-in Class Summary Sheet and Grouping Chart. Additional practical tools, including helpful Grouping Mats, Spelling Charts, and Spelling Class Summary Sheets, can be downloaded from the Tejas LEE® web site.

With this accessible, user-friendly guide, teachers will master Tejas LEE® administration and use the system year after year to strengthen their instruction and improve reading outcomes for all students.

tejas·LEE®

Real K-3 Reading Progress— in Spanish!

Developed for K-3 teachers and used successfully in more than 20,000 classrooms nationwide, Tejas LEE® is a complete solution for assessing and improving the reading skills of students who receive primary reading instruction in Spanish. A valid, reliable, and authentic assessment, Tejas LEE® helps teachers identify students' strengths and problem areas early and provide them with targeted, data-informed instruction.

This manual is part of the **Tejas LEE® Assessment Kit**, which helps teachers conduct reliable diagnostic assessment of students' reading skills. The other essential components of the Tejas LEE® system are sold separately:

- **Intervention Activities Guide** (*Guía de actividades de intervención*). Filled with hundreds of reading-level-appropriate activities linked to the reading concepts and skills assessed with Tejas LEE®, this user-friendly activity guide helps teachers target instruction to their students' specific challenges and strengthen reading outcomes.
- **Tejas LEE® Student Record & Class Summary Sheets**. 25 *Folletos de respuestas del estudiante* (Student Record Sheets) and 3 *Resúmenes de la clase* (Class Summary Sheets for beginning, middle, and end of year) per pack; available for kindergarten, first, second, and third grades.
- **Progress Monitoring Kits**. With these reliable progress monitoring instruments, teachers can closely monitor students who have difficulties with specific literacy skills and spend less time assessing, more time teaching. Choose from two grade-specific kits—*Monitoreo del progreso para lectores emergentes™* (MPLE) for kindergarten and *Monitoreo del progreso para lectores principiantes™* (MPLP) for Grades 1-3.
- **MPLE & MPLP Record Sheets**. Grade-specific packages of 15 sheets to monitor student progress.

Also Available! TPRI

TPRI® is a complete solution for assessing and improving the reading skills of students who receive primary reading instruction in English. A valid and reliable system, TPRI® includes everything educators need to screen, assess, intervene, and monitor their students' progress. Teachers will identify students' problem areas early and provide them with data-informed differentiated instruction that meets their specific needs.

For complete information about Tejas LEE® and TPRI®, visit
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www.brookespublishing.com/tpri.

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