Sampler

TPRI

K–3

Teacher's Guide

Administration Decisions

The TPRI® is an early reading assessment designed to identify the reading and comprehension development of students in kindergarten and in grades 1 to 3. Early reading assessment will help you provide students the targeted instruction they need to improve as readers.

When Should the TPRI Be Administered?

School districts and/or schools set their own specific dates for TPRI administration. The recommended time frames for administration are as follows:

Beginning–of–Year (BOY)
- Kindergarten – Six weeks after school starts
- Grades 1 to 3 – Two weeks after school starts

Middle–of–Year (MOY)
- All grades – Mid-January

End–of–Year (EOY)
- All grades – Mid-April

How Do I Select Which Grade Level to Use?

Always begin TPRI assessment at the student's current grade level. However, if you feel you haven't obtained sufficient information to determine a student's instructional needs from the grade-level Inventory, use a level lower than the student's grade placement. Administration procedures and instructions for all grade levels are outlined in this *Teacher's Guide*. Additional Student Record Sheets can be obtained by contacting the publisher.

Interpreting TPRI Data

At all grade levels, the TPRI contains both a Screening and an Inventory Section. The Screening Section is designed to quickly identify students most at risk for struggling and falling behind as readers. The Inventory Section is designed to provide a more comprehensive picture of students' reading abilities and instructional needs.

Both the Screening and Inventory Sections should be administered by the classroom teacher to individual students. For complete administration guidelines, see pages 6-9.

Screening Section

The TPRI Screening Section is a brief assessment to quickly identify the students most at risk for struggling and falling behind as readers. Based on a longitudinal database of Texas students, the Screenings assist in predicting successful reading at the end of grades K-G3.

By assigning a score of Developed (D) or Still Developing (SD), the Screening accurately identifies those students not at risk for falling behind, and those who may fail to reach grade-level performance in reading if instructional intervention is not provided. *(Note: The word "intervention" describes instruction provided to select students in addition to the regular instruction received by all students.)* For more information, please read the TPRI Technical Manual at www.tpri.org.

Early identification of students who may struggle with learning to read allows teachers and schools to dedicate additional time and attention to those who most need it early in the school year. With early and effective intervention, these students may be able to make steady and strong progress as readers, and end the school year meeting grade-level targets.

Scoring D on the Screening Section does not mean students already read well. Instead, scoring D suggests students are likely to be receptive to effective reading instruction and to progress well if they are taught well. While these students require reading instruction, they usually don't require intervention in order to progress.

The Screening is not a placement instrument, nor is it intended to replace the need for further evaluation of students who may need special services. When students are unsuccessful with Screening tasks, it signals a need to gather additional assessment data to determine whether they require intervention to progress.

Inventory Section

The TPRI Inventory Section gives teachers an opportunity to acquire more data to help match reading instruction with specific student needs. This additional information can assist teachers and administrators in assembling educational resources and in planning the most effective instruction possible. The Inventory Section is divided into the following portions:

- Phonemic Awareness (K-G1)
- Graphophonemic Knowledge (K-G3)
- Word Reading (K-G3)
- Listening Comprehension (K)
- Reading Accuracy, Fluency and Comprehension (G1-G3)

Developed and Still Developing Scores

The TPRI uses two different scores to describe a student's level of skill/need with assessed concepts. A score of Developed (D) indicates the student has been successful with the task. A score of Still Developing (SD) indicates the student is not currently proficient in the skill or concept assessed. Students who score SD on the Screening Section require further assessment to determine the need for additional reading assistance. The TPRI Inventory provides this more in-depth assessment to allow you to match instruction to specific student needs.

As you interpret TPRI Inventory results, it's important to remember two key points about D and SD scores:

1. **SD does not equal F.** There are no failing and passing scores on the TPRI. The TPRI is designed to guide instruction in key reading areas by helping you identify the skills and concepts students have developed, and those they are still working to develop. A score of SD indicates students have not fully developed a skill or concept and may benefit from targeted instructional support in the area.

2. **Students are NOT expected to score D at all times.** The TPRI is administered at three time points during the school year (BOY, MOY and EOY). At each point, students will have mastered different skills and concepts. When administered at the beginning of the year, the TPRI assesses some skills and concepts typically not taught until much later in the school year. At the beginning and middle of the year, students are not expected to score D on the more difficult or advanced TPRI tasks.

Branching Rules

The TPRI includes Branching Rules that guide teachers as they administer the assessment. Students who score SD on the Screening Section progress through the Inventory Section differently than students who score D on the Screening Section. The Branching Rules direct teachers to specific Inventory tasks to best determine the precise instructional needs of students who score SD on the Screening Section.

On the Inventory Section, concepts are considered D when students provide correct responses to a particular number of items on a task (e.g., 4 out of 5, 8 out of 10). The Branching Rules included with each Inventory task provide the standard for a D score, then guide you to the next task based on the student's score.

Developing the TPRI

The current TPRI is the product of more than 10 years of development and studies conducted with more than 15,000 Texas students. Decisions about the modification of the TPRI have been made using data collected in recent studies of students, along with feedback from classroom teachers, and school and district administrators. While the TPRI maintains the overall design of previous versions, with separate Screening and Inventory Sections, the Screening Section has been revalidated at each grade level, and some items have been replaced. The Inventory Section features an additional Word Reading task at each grade level and new items throughout, along with new stories and comprehension questions. The latter are the result of a rigorous development process roughly divided into two broad stages: Story Development and Story Piloting and Research.

Story Development

New stories were written and studied for inclusion in the current TPRI. Representing a range of difficulty levels for each grade and written on a variety of topics of interest to students, the stories conform to specific guidelines for children's literature. They were written to conform to specific word-level features based on what's taught at each grade level. Narrative stories were written to include the following elements:

- Main character(s) – Who or what the story is mainly about.
- Setting – Where and when the story happens.
- Problem – What the main character wants or the problem that has to be solved.
- Major events – Most important things that happen to solve the problem.
- Outcome – Whether or not the problem is solved.

Expository texts that conform to informational text structure also were included.

To determine what is typically taught, several reading series, district curriculum guides and reading standards (Texas Essential Knowledge and Skills, or TEKS, in Texas) were consulted. As a result, allowable word-level features do not reflect any one publisher's or district's scope and sequence, but rather the reading standards. After the stories were written, readability and lexile formulas were run.

Story Piloting and Research

Once written, the new stories were tested in a pilot study of about 3,000 Texas students. The study examined how accurately students read the stories orally, the fluency rate at which students read them and how well students were able to answer comprehension questions about the stories. (Kindergarten stories were read to kindergarten students.) Stories were selected from among those piloted based on which were most reliable in assessing accuracy, fluency and comprehension across all students who read (or listened to) the stories.

Grade Equivalents for TPRI Stories

The TPRI is not a norm-referenced instrument, so the stories do not have grade equivalents or percentile ranks. In the early grades, grade-equivalent scores are highly unreliable. Instead, the TPRI is criterion referenced. With respect to the stories, this means the phonic elements and story grammar elements increase in difficulty from grade 1 to 3. In grades 2 and 3, the vocabulary level also is higher and the sentence structure more complex. It's unreliable to think in terms of grade equivalents, because a student who reads at the Frustrational Level on Story 1 at the beginning of the year may read at grade level by the end of the year due to excellent instruction.

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Reading Concepts Assessed on the TPRI

The purpose of the TPRI is to support you in providing students the targeted instruction they need to improve as readers. The reading concepts assessed on the TPRI are critical components of effective early reading instruction. The ideas presented below are general guidelines for instruction in each area; more detailed and in-depth descriptions can be found in the *Intervention Activities Guide* (IAG), along with hundreds of instructional activities for teaching these reading concepts.

Book and Print Awareness (K)

Students must understand that printed language is all around us — on signs, billboards and labels, and in books, magazines and newspapers — and serves many purposes. Activities that focus on the use and appreciation of print are important in fostering book and print awareness. Instruction can incorporate activities that help students understand that print represents spoken language. Examples include:

- Highlighting the meanings, uses and production of print can be fostered through classroom signs, labels, notes, posters, calendars and directions.
- Activities that teach print conventions include helping students practice turning pages, locating the top and bottom of pages, and identifying the front and back covers of a book.
- Lessons in word awareness help students become aware of individual words and their boundaries, appearance and length.
- Practice with predictable and patterned-language stories helps students realize the connections between written and spoken language.

Listening Comprehension (K)

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, settings and ideas. At the same time, it exposes students to the type of vocabulary, sentences and literary elements they find in their schoolbooks. To support and extend oral language development generally, and listening comprehension specifically, read aloud to students daily and talk to them about books and stories. These activities also help students connect oral to written language.

Phonemic Awareness (K-G1)

The ability to think about individual words as a sequence of sounds (phonemes) is important to learning how to read an alphabetic language. Students' phonemic awareness (PA) — that is, their understanding that spoken words can be divided into separate sounds — 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 the sounds of words, separate or segment the sounds of words, blend sounds, delete sounds and substitute new sounds for those deleted.

Graphophonemic Knowledge (K-G3)

The understanding that written words are composed of patterns of letters that represent the sounds of spoken words is known as graphophonemic knowledge (GK). Becoming aware of the sounds of spoken language and their relationship to the letters of written language prepares students to understand the alphabetic principle. Targeted instruction provides young students with explicit and systematic teaching of sound-letter relationships in a sequence that permits them to begin reading. GK instruction includes teaching letter sounds and letter names, phonics and spelling.

Often in second grade, students begin formal spelling instruction. The second grade GK portion of the TPRI consists of a spelling task. Spelling entails (a) segmenting sounds in speech; (b) writing down the letters representing those sounds; and (c) reading back the spelling to verify its accuracy (Perfetti, 1997). Thus, spelling and reading are related, but spelling predicts reading rather than vice versa, because correct spellings require that all sound-spelling patterns are represented accurately (Foorman & Francis, 1994).

Spelling instruction builds on the alphabetic principle to include information about:
- Morphological units (e.g., roots, prefixes, suffixes)
- Inflectional morphology (e.g., plurals, past tense)
- Conditional orthographic patterns and rules (e.g., qu, consonant doubling, drop e, change y, ge/dge alternation, ch/tch, c, k, ck, hard and soft c and g)
- Oddities (e.g., homonyms, contractions, compounds, unusual word forms)
- Syllable juncture patterns and doubling of letters (e.g., super vs. supper)
- Derivations (e.g., -tion, -ology) and etymologies (e.g., moccasin is from a native American language)

Reading Accuracy (G1-G3)

Reading comprehension depends on the ability to identify words correctly. Reading accuracy entails the ability to automatically decode and identify words. To build accuracy, readers need sufficient opportunities to employ and refine the decoding and reading strategies they learn in class. As students develop effective decoding strategies and are able to read increasingly difficult words, they read books and other texts that are increasingly complex in vocabulary and sentence structure. Providing students with many books, both narrative and informational, is of primary importance. Classroom and campus libraries should offer students a variety of reading materials, some easier and others more challenging, on a range of topics.

Reading Fluency (G1-G3)

Once students begin to decode individual words automatically and rapidly, they're on their way to becoming fluent readers. Reading fluently involves reading with speed, accuracy and proper expression. It is unhurried reading. Fluency rates are determined using two pieces of information: The speed at which text is decoded and accuracy.

Fluency and comprehension are closely related. Fluent readers are able to focus less time on decoding, leaving more attention free for comprehension. While only fluency rates are assessed on the TPRI, a critical component of fluent reading is the ability to read with prosody (expression), using appropriate phrasing and intonation while attending to punctuation.

Fluent first grade readers have a reading rate of about 60 words correct per minute (WCPM) by the end of the school year. A first grader reading at 40 WCPM or less needs help achieving automaticity through practice opportunities on a regular basis.

Fluent second grade readers have a reading rate of about 90 WCPM by the end of the school year. A second grader reading at 60 WCPM or less also needs help achieving automaticity through practice opportunities on a regular basis. (Fluent third grade readers have a reading rate of about 120 WCPM.)

Students reading 10 or fewer words correct per minute are considered non-fluent. Non-fluent readers are characterized as reading haltingly, ignoring punctuation, and combining phrases and sentences. They often read with little expression. These students need multiple opportunities for practice, because non-fluent readers often lose interest in reading altogether. By monitoring student progress in fluency, you can help motivate students to read, aid in selection of appropriate practice books and analyze progress over time.

Reading Comprehension (G1-G3)

Reading comprehension depends on the reader's understanding of word meanings, ability to extract meaning from groups of words (e.g., clauses, sentences, paragraphs) and ability to draw inferences.

Comprehension also depends on the demands of the text and the background knowledge the student brings to it. The discussion of good books among friends and classmates is one avenue for deepening understanding. Such discussions will help students appreciate and reflect on new aspects of written language.

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Screening & Inventory Procedures and Sample Task

This helpful chart summarizes the Screening and Inventory process for TPRI.

Grade 1

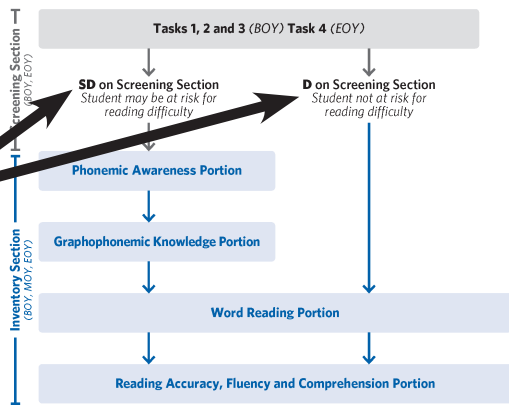## Grade 1 Screening and Inventory Procedures

Clear instructions tell teachers where to begin at each time point: beginning, middle, and end of year.

Start Here

BOY Start

Beginning-of-Year (BOY)
Start with SCR-1, page 30.

Jump-In

Middle-of-Year (MOY)
Did student complete PA-1 at BOY?
YES: Jump-In with the first PA and GK task on which the student scored SD.
NO: Jump-In with WR-1, page 43.

EOY Start

End-of-Year (EOY)
Start with SCR-4, page 33.

Give the Screening to all students. Students will score either SD ("Still Developing") or D ("Developed").

Follow the easy branching rules to see which section of the Inventory each student should start with.

Screening Section *(BOY, EOY)*

Tasks 1, 2 and 3 *(BOY)* Task 4 *(EOY)*

SD on Screening Section
Student may be at risk for reading difficulty

D on Screening Section
Student not at risk for reading difficulty

Inventory Section *(BOY, MOY, EOY)*

Phonemic Awareness Portion

Graphophonemic Knowledge Portion

Word Reading Portion

Reading Accuracy, Fluency and Comprehension Portion

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29

This is a sample task from the Phonemic Awareness section of the Inventory.

Inventory   Phonemic Awareness
PA-3   Deleting Initial Sounds

MOY and EOY: *If a student scored SD on this task when you administered the TPRI earlier in the year, re-administer every item within the task during the next administration.*

Materials: *Student Record Sheet, pen/pencil*

Directions: Say the sound for each letter or cluster of letters, not the letter name. Administer the Practice Item below and all of the Task Items on the Student Record Sheet. What you say to the student while testing is in bold print.

Practice Items: **Say the word** *nice.* **Now say** *nice* **without the /n/.** (ice)
If the student is unsuccessful in saying the word,
That's not quite right. The word is *ice.*

Task Items: Proceed to Task Items on the Student Record Sheet.
You may not provide corrective feedback on Task Items.
Remember, *pronounce letter sounds, not letter names,* and say the word silently to yourself first.

Branching Rules: **D: 4-5 correct.** Go to PA-4, page 37.
SD: 0-3 correct. Go to GK-1, page 38.

Materials and clear directions for each part of the Inventory tell teachers what they need and how to administer the task.

Give Practice Items to students as a warmup.

Move on to the Task Items, located on the Student Record sheet. Teachers record scores on the Student Record Sheet as they administer the assessment.

Follow the Branching Rules to determine what task to do next based on the student's scores.

Grade 1

36

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Sample Lesson Planning Tool

For use after teachers create small groups for differentiated instruction, the Lesson Planning Tools help teachers use TPRI® results to identify specific instructional needs and choose corresponding activities from the *Intervention Activities Guide*.

TPRI® Lesson Planning Tool — Word Reading

Grade 2

Directions: Use this tool to plan instruction based on results from the Word Reading task (WR-1), with groups where word reading will be an instructional focus. For each student, transfer the totals for each category from the Student Record Sheet.

☐ BOY ☐ MOY ☐ EOY

Student	Consonant	Short Vowel	Long Vowel	Consonant Blend	Consonant Digraph*	Vowel Digraph or Diphthong**	r- or l-Controlled Vowel	Ending	Hard and Soft c/g		Notes
Group 1											
Group 2											
Group 3											
Group 4											

Intervention Activities Guide***
Initial Consonant Substitution Page 62 | Middle Vowel Substitution Page 66 | Long Vowel Sounds Page 72 | Blend Substitution Page 68 | Consonant Digraphs Page 77 | Short Vowel Sounds Page 69 | r-Controlled Vowels Page 76 | Inflectional Endings Page 90 | Letter to Sound Linking Page 54

The tool shows teachers exactly where to look in the *Intervention Activities Guide* for ready-to-use activities that address students' specific areas of need.

*(e.g., sh, ch, ck)
**(e.g., ea, ow)

***Before targeting skills and concepts that are challenging for students, focus on easier skills and concepts to confirm students have a strong foundation. As students master activities in one GK section of the IAG, move to a different GK section. Earlier sections usually provide activities that are easier than those in later sections.

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117

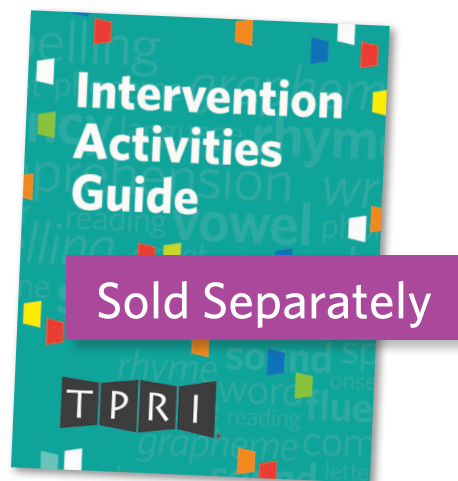# Incorporating the *Intervention Activities Guide* into Instruction

The purpose of the TPRI is to provide teachers with information to help them deliver effective, targeted reading instruction to all students. The *Intervention Activities Guide* (IAG) is designed to enhance small group instruction to meet students' various academic needs. The IAG consists primarily of intervention activities that help students develop reading concepts assessed by the TPRI.

IAG activities can be used in conjunction with components of a total reading and language arts program. As part of large and/or small group reading instruction, the reading block should include opportunities for students to hear and discuss quality literature from a variety of genres.

Suggestions for a literacy lesson framework include:

- **Cumulative Daily Review** – Reviewing skills and concepts previously taught.
- **Book and Print Awareness** (K only) – Understanding the purpose of print and the basic characteristics of books and other print materials.
- **Phonemic Awareness** – The ability to identify or manipulate the individual sounds (phonemes) in words.
- **Graphophonemic Knowledge** (Phonics and/or Spelling) – The recognition of the letters of the alphabet and the understanding of sound-symbol relationships and spelling patterns.
- **Fluency** – Reading text with speed, accuracy and proper expression; not hurried reading.
- **Vocabulary** – Understanding word meanings.
- **Comprehension** – Constructing meaning from hearing or reading text. The purpose for reading.
- **Writing** – Communicating ideas in written form.

The IAG defines each component of the lesson framework, provides examples of how to teach the component and offers a wide range of activities for each component (see sample below). Some of the activities relate directly to a task administered on the TPRI; others provide background instruction or instruction in an area related to concepts assessed by the TPRI. Most activities require minimal preparation and many include Blackline Masters. These activities are marked throughout the guide, with the Blackline Masters available online at the TPRI website (www.tpri.org).

Sample Activity from the *Intervention Activities Guide*

Graphophonemic Knowledge | Letter Names and Sounds: Letter to Sound Linking

GK-14 **Letter-Sound Bingo**

Blackline Master available
www.tpri.org

Students play bingo using picture cards and letters.
MATERIALS: *Chalkboard/chalk, picture cards, bingo boards, chips/counters, pencils/markers*

❶ Select 5 to 10 letters and write them on the chalkboard large enough for students to view.

❷ Find picture cards that start with the same letter sounds as the letters selected. Have multiple pictures for each letter.

❸ Create blank bingo boards with five columns and four rows, for a total of 20 squares.

❹ Give each student a blank bingo board and 20 chips.

❺ Using the letters on the chalkboard, students fill in the squares on their bingo boards in random

order, writing one letter per square, with each letter written in at least two squares. (If you play with fewer than 10 different letters, some will be written more than twice.)

❻ One at a time, turn over a picture card and say the word depicted. Students use a chip to cover a square with the letter that matches the starting sound of the picture.

❼ The first student to cover an entire row or column wins.

❽ Students clear their boards and play again as time permits.

tejas·LEE®

K–3

Guía de administración

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 grafofonemas *(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 grafofonemas *(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.

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

Conocimiento de los grafofonemas *(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.

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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.

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 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.

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Tejas LEE® Administration Guidelines and Sample Task

For each grade level, the Tejas LEE® Administration Guide (Guía de administración) . . .

. . . tells teachers what they need to complete the assessment

. . . explains how to conduct and score the assessment effectively

. . .clarifies the sequence of sections to be administered. Branching rules show teachers which section to go to based on student scores.

This is a sample task from the Omission of Initial Sound (Omisión del sonido inicial) section of the assessment.
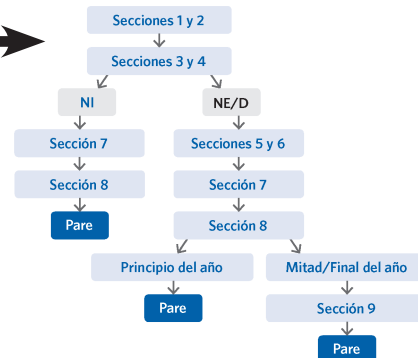
Guía para primer grado

Para administrar el inventario Tejas LEE de primer grado, necesitará:

- esta guía
- el *Cuaderno de lecturas*
- las tarjetas de actividades
- el *Folleto de respuestas del estudiante*
- un cronómetro
- una hoja en blanco
- una calculadora

Debe usar esta guía y el *Folleto de respuestas del estudiante* durante toda la administración del inventario. La lista de materiales de cada sección indica cuando se usa el *Cuaderno de lecturas* y cuando se usa la hoja en blanco. Las instrucciones y las preguntas dirigidas al estudiante aparecen en letra itálica y obscura. Si las instrucciones o una pregunta se refieren al sonido de una letra, ese sonido aparecerá entre líneas diagonales, por ejemplo: /t/. Si las instrucciones o una pregunta se refieren a una sílaba, esa sílaba aparecerá entre dos líneas diagonales, por ejemplo: /ma/ /sa/ (masa). Use su criterio profesional para determinar cuánto tiempo proveer al estudiante para que conteste cada pregunta individual del Tejas LEE.

Si usted piensa que el estudiante no se encuentra familiarizado con algún término que aparece en las instrucciones, puede usar cualquiera que piense que el estudiante reconocerá. Por lo tanto, es importante recalcar que usted puede utilizar, en cualquier parte **de las instrucciones** del inventario, términos que el estudiante conozca o que sean apropiados para él. **Esto sólo se aplica al vocabulario usado durante las instrucciones y no a las preguntas del inventario.**

Secuencia de administración para primer grado

Primer grado

Secciones 1 y 2
↓
Secciones 3 y 4
↓
NI / NE/D

NI:
Sección 7
↓
Sección 8
↓
Pare

NE/D:
Secciones 5 y 6
↓
Sección 7
↓
Sección 8
↓
Principio del año → Pare
Mitad/Final del año → Sección 9 → Pare

Primer grado

Sección 6 — Omisión del sonido final

Materiales: *Folleto de respuestas del estudiante*

Administración:
Principio del año
Administre todas las preguntas.
Mitad y final del año
NE o NI en la administración previa, administre esta sección.
D en la administración previa, no necesita administrarla. Continúe con la Sección 7.

Puntuación: 1 punto por cada respuesta correcta.
0 puntos por cada respuesta incorrecta.

Instrucciones: El estudiante debe indicar cómo suena una palabra si se omite el sonido final.

Te voy a decir otras palabras. Dime cómo suena cada palabra si le quitas un sonido. Por ejemplo, si a la palabra "blusa" le quito /a/, queda "blus".

Práctica: *Ahora vamos a practicar. Si a "pico", le quito /o/, ¿qué queda?*

Si la respuesta no es correcta, dígale: *Si a "pico", le quito /o/, queda "pic".*

Preguntas: *Si a "_____" le quito /__/, ¿qué queda?* (Repita según sea necesario. Ya NO provea la respuesta correcta.)

1. osa /a/ (os)

3. pared /d/ (pare)

Nivel de logro: Secciones 5 y 6

	Principio	Mitad	Final
D	9-10	9-10	9-10
NE	0-8	5-8	
NI		0-4	0-8

Sección 6 — Omisión del sonido final

Palabras	Omisiones	Respuestas	Principio Puntos (0, 1)	Mitad Puntos (0, 1)	Final Puntos (0, 1)
1. osa	/a/	(os)			
2. solar	/r/	(sola)			
3. hacen	/n/	(h...)			
...apaz	/s/				

Continúe con la Sección 7

Materials and directions tell teachers what they need and how to administer each task.

Record scores on the student record sheet

Follow the administration guidelines for beginning, middle, and end of year

Give 1 point for correct answers, 0 for incorrect answers

Scores determine each student's achievement level at beginning, middle, and end of year. Branching rules will tell teachers which task to go to next based on these scores.

D (Desarrollado) = Student has mastered the skill

NE (Nivel esperado) = Student is performing at a level expected for that grade and time point

NI (Nivel de intervención) = Student is performing below expected level; intervention recommended

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Sample Tejas LEE® Grouping Chart

Completed after you conduct the assessment, the Tejas Lee® Grouping Chart helps teachers prepare small groups for differentiated instruction.

The Grouping Chart lists all the skills assessed with Tejas LEE®

Determine instructional needs for each group

Sample First Grade Grouping Chart

tejas·LEE® Tabla de agrupación - Primer grado

Principio ☐
Mitad ☐
Final ☐

	Conciencia fonológica		Conciencia de los grafofonemas		Comprensión de lectura					Enfoque de instrucción
	Identificación del sonido inicial y final	Unión y segmentación de los sonidos	Omisión del so...	Reconocimiento...					na...	
Bajo	Luis Omar Eddie Fe...do Josue	Luis Adán Eduardo Omar Eddie Camila Graciela Fernan... Josu...		Luis Eddie Fernando Josue		Omar Eddie Fernando Josue Adán Eduardo Camila Graciela	Luis Omar Eddie Fernando Josue	Omar Eddie Fernando Josue Adán Eduardo Graciela	Eddie Josue Luis Fernando Omar	• *Conciencia fonológica (sonidos) (básica)* • *Conocimientos de los grafofonemas (básico)*
Medio	...án ...uardo 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 (33) Eloy (31)	Jennifer Camila Margarita	2. Eduardo Camila Graciela Adán 3. Jennifer Margarita Eloy	• *Conciencia fonológica (sonidos) (básica)* • *Conocimientos de los grafofonemas* • *Comprensión de lectura* • *Conciencia fonológica (sonidos)* • *Fluidez* • *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	4. Jason Adriana José Kevin	• *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 grafofonemas	Fluidez	Comprensión	Vocabulario	Escritura
Página 3	Página 9	Página 33	Página 87	Página 97	Página 139	Página 165

Convirtiendo los resultados a instrucción efectiva

For each skill, there is a High, Low, and Middle category

Assign students to a final group based on which category they consistently fall into across skills

Based on assessment results, assign students to High, Low, or Middle group for each skill

...rtiendo los resultados

This section directs teachers to ready-to-use activities in *Guía de actividades de intervención* that correspond to students' areas of need. (Turn to the next page to learn more.)

Incorporating *Guía de actividades de intervención* into Instruction

The Tejas LEE® Intervention Activities Guide is designed to assist teachers with the implementation of differentiated Spanish instruction. The purpose of differentiated instruction is to provide students with instruction to match their specific needs. Since successful differentiated instruction should meet the student at his or her reading level, both the student's strengths and weaknesses must be taken into account. Student data from the Tejas LEE (or other benchmark/progress monitoring assessments) should be used to guide the formation of differentiated instructional groups and to determine different instructional needs. At all grade levels, the Tejas LEE provides you with information about each student's specific strengths and weaknesses to help plan reading instruction. The Tejas LEE facilitates your ability to set appropriate learning objectives and maximize each student's opportunity to be a successful reader.

Once strengths and weaknesses have been assessed, goals must be established and a plan developed to provide differentiated instruction. Successful implementation requires planning and setting teaching goals within ongoing classroom instruction.

The goal of this guide is to provide intervention activities to help you develop instruction for students who may be identified as at risk for reading difficulties in Spanish. From this pool, appropriate activities can be selected to develop lesson plans for individual instruction or for small groups. Activities in the following categories are included:

1. *Conocimiento de la letra impresa* (Book and Print Awareness)
2. *Conciencia fonológica* (Phonological Awareness)
3. *Conocimiento de los grafofonemas* (Graphophonemic Knowledge)
4. *Fluidez* (Fluency)
5. *Comprensión* (Comprehension)
6. *Vocabulario* (Vocabulary)
7. *Escritura* (Writing)

Here's a sample activity from the Vocabulario section of *Guía de actividades de intervención,* designed to help students who need to build their vocabulary skills.

Vocabulario | Sinónimos/Antónimos

VOC-2 **Usando antónimos** *(Using Antonyms)*

Students will complete antonym pairs and use them in sentences.
Los estudiantes completarán pares de antónimos y los usarán en oraciones.

MATERIALES: *Lista de palabras, librito de antónimos (opcional)*

Prepare de antemano una lista de palabras que se presten para buscar su antónimo. Los estudiantes deben escribir un antónimo para cada palabra de la lista. Luego escriben una oración usando cada par de palabras. Pueden colocar todos los pares de palabras en un librito de antónimos. En la clase, se puede comenzar una colección de libritos de antónimos—volumen 1, volumen 2, etc...

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