



## Grade 2 Tejas LEE Alignment to 2<sup>nd</sup> Grade TEKS

MEASURE	HOW IS THIS ASSESSED?	TEKS
<p><b>Reconocimiento de las palabras</b></p> <p>(Decoding/Single Word Reading)</p>	<p>The student must see the screen and the teacher will score each item. In this section, the student is asked to read some words.</p> <p>Say: Te voy a mostrar unas palabras y quiero que las leas en voz alta. Si no sabes alguna palabra, trata de leerla, inténtalo lo mejor que puedas.</p>	<p><b>§128.4. Spanish Language Arts and Reading, Grade 2</b></p> <p>(b)(2)Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(A)demonstrate and apply phonetic knowledge by:</p> <p>(i)decoding multisyllabic words;</p> <p>(ii)decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;</p> <p>(iii)decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;</p> <p>(iv)decoding words with diphthongs and hiatus;</p>
<p><b>Exactitud de lectura</b></p> <p>(Reading accuracy)</p>	<p>For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for each student. Download resources at the <a href="#">Tejas LEE Scoring Resources page</a>.</p> <p>Say: <b>Ahora vas a leer un cuento llamado “El abuelo de Nico”. Se trata de cómo se divierte Nico con su abuelo. Lee este cuento en voz alta. Lee con atención para saber de qué se trata. Luego te haré unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra.</b></p> <p>Place the Story Sheet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Story Sheet.</p>	<p><b>§128.4. Spanish Language Arts and Reading, Grade 2</b></p> <p>(b)(4)Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>

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<p><b>Fluidez de lectura</b> (Reading fluency)</p>	<p>For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for each student. Download resources at the <a href="#">Tejas LEE Scoring Resources page</a>.</p> <p>Say: Te voy a pedir que leas un cuento. El título del cuento es El abuelo de Nico. Después de leerlo haré unas preguntas. Lee el cuento en voz alta.</p> <p>Place the Story Sheet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Story Sheet.</p>	<p><b>§128.4. Spanish Language Arts and Reading, Grade 2</b></p> <p>(b)(4)Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>
<p><b>Comprensión de lectura</b> (Reading comprehension)</p>	<p>The student should read the story aloud and then answer the corresponding questions. The answers provided are the most common, but are not all possible answers.</p> <p>Rely on your professional judgment in scoring responses as correct or incorrect.</p> <p>Si una pregunta requiere más de una respuesta, es permisible decirle al estudiante. –¿Y qué más?</p>	<p><b>§128.4. Spanish Language Arts and Reading, Grade 2</b></p> <p>(b)(4)Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>(b)(6)Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:(F)make inferences and use evidence to support understanding;</p> <p>(G)evaluate details read to determine key ideas;</p> <p>(H)synthesize information to create new understanding; and</p> <p>(I)monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>(b)(7)Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C)use text evidence to support an appropriate response.</p>

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<p><b>Dictado</b> (Spelling)</p>	<p>For this section you need the spelling teacher script that you can download at the <a href="#">Tejas LEE Scoring Resources page</a>. The student will spell words from different levels of difficulty. This task may be administered individually or to small/whole groups.</p> <p>Say: <b>Te diré una palabra. Luego usaré la palabra en una oración y te la repetiré al final. Quiero que escribas esa palabra en tu hoja. Si no la sabes, o si no estás seguro, escríbela lo mejor que puedas. La primera palabra es “_____”. (Lea la oración y repita la palabra.)</b></p>	<p><b>§128.4. Spanish Language Arts and Reading, Grade 2</b></p> <p>(b)(4)Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p>(B)demonstrate and apply spelling knowledge by:</p> <p>(i)spelling multisyllabic words;</p> <p>(ii)spelling words with diphthongs and hiatus;</p> <p>(v)spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;</p>