

Grade 2 Tejas Lee Alignment to 2nd Grade TEKS

MEASURE	HOW IS THIS ASSESSED?	TEKS
<p>Reconocimiento de las palabras (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 lo mejor que puedas.</p>	<p>§128.4. Spanish Language Arts and Reading, Grade 2</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>Comprensión de lectura (Reading comprehension)</p>	<p>This section is only for students who were able to read the entire story by themselves.</p> <p>If the student reached the Frustrational level and you read the story to him or her, stop, click Quit and Discard, and exclude this task.</p> <p>Administer all of the Reading Comprehension questions. If the student takes 10 seconds or longer to answer a question, prompt the student: Remember, you can look at the story.</p> <p>Rely on your professional judgment in scoring responses as correct or incorrect.</p> <p>* 1. Esta sección es solo para los estudiantes que leyeron todo el cuento por sí mismos.</p> <p>Si USTED le leyó el cuento al estudiante, deténgase, oprima "Quit and Discard" y</p>	<p>§128.4. Spanish Language Arts and Reading, Grade 2</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-</p>

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	<p>excluya esta sección.</p>	<p>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>
<p>Exactitud de lectura (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 Tejas Lee Scoring Resources page.</p> <p>Say: 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 hare unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra.</p> <p>If the student is unable to read three or more words in the first sentence, or if the student reads at the Frustrational Level (18 or more errors):</p> <p>1. Exactitud de lectura: Marque en el cuadro la cantidad de errores Errores Frustración 18 o más errores Instruccional De 8 a 17 errores Independiente 7 o menos errores 2. Tiempo Min : Seg = Total (en seg.)</p>	<p>§128.4. Spanish Language Arts and Reading, Grade 2</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>Fluidez de lectura (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 Tejas Lee Scoring Resources page.</p> <p>Say: 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 hare unas preguntas. Podrás ver el cuento mientras contestas las preguntas. Empieza a leer con la primera palabra.</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>§128.4. Spanish Language Arts and Reading, Grade 2</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>Dictado (Spelling)</p>	<p>In this section you need the spelling teacher script that you can download at the Tejas LEE Scoring Resources page.</p> <p>This task is designed for group administration to the entire class or to small groups simultaneously.</p> <p>If a student asks for a word after you read it, ask the student to do their best. Do not repeat the word.</p> <p>Say: 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.)</p>	<p>§128.4. Spanish Language Arts and Reading, Grade 2</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>