



## Grade 2 Texas Primary Reading Inventory (TPRI) Alignment to 2<sup>nd</sup> Grade TEKS

| MEASURE            | HOW IS THIS ASSESSED?  | TEKS   |
|--------------------|--|--|
| Word Reading (SCR) | <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>If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word.</p> <p>Say: <b>I'm going to show you some words and I want you to read them to me. If you don't know a word, it's OK. Just do the best you can.</b></p> | <p>§110.4. English Language Arts and Reading, Grade 2, 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.</p> <p>The student is expected to:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"><li>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</li><li>(ii) decoding words with silent letters such as knife and gnat;</li><li>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li><li>(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</li></ul> |

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| <p>Graphophonemic Knowledge</p> <p>Spelling (1-4)</p> | <p>For this section, you need the spelling teacher script that you can download at the <a href="#">TPRI Scoring Resources page</a>.</p> <p>This task is designed for group administration to the entire class or to small groups simultaneously. The words are divided into four sets for scoring purposes, but students experience the task as one spelling test of 20 items.</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: <b>I want you to write each word I say on your paper. If you don't know how to spell a word, just listen to each sound and do the best you can. If you make a mistake, don't erase it. Just cross out the word and write the correct word next to it. After I say the word, I'll read a sentence with the word in it and then say the word again. Wait until I've finished to begin writing.</b></p> | <p>§110.4. English Language Arts and Reading, Grade 2, (C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iii) spelling compound words, contractions, and common abbreviations;</li> <li>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and</li> <li>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</li> </ul>  |
| <p>Word Reading (1-4)</p>                             | <p>The student must see the screen and the teacher will score each item. On this section, the student is asked to read some words.</p> <p>If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word.</p> <p>Say: <b>I'm going to show you some words and I want you to read them to me. If you don't know a word, it's OK. Just do the best you can.</b></p> <p><b>A note about the Word Reading 1:</b> If the student scores 0 on this task, the teacher has the <i>option</i> to skip the following Word Reading sections and continue with the Reading tasks. In that case, it is recommended to exclude these tasks by clicking the green squares of the skipped sections.</p>   | <p>§110.4. English Language Arts and Reading, Grade 2, 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>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> <li>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</li> <li>(ii) decoding words with silent letters such as knife and gnat;</li> <li>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</li> <li>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</li> </ul> |

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| <p>Reading Comprehension</p> | <p>This section is <b>only for students who were able to read</b> 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 administer the next section, Listening Comprehension.</p> <p>Administer all of the Reading Comprehension questions. If the student takes 10 seconds or longer to answer a question, prompt the student: <b>Remember, you can look at the story.</b></p> <p>If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment.</p> <p>After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.</p> | <p>§110.4. English Language Arts and Reading, Grade 2</p> <p>b(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;</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:</p> <p>(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>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>Listening Comprehension</p> | <p>This optional section is <b>only for students who were <i>unable to read</i></b> the entire story and when you read the story to them.</p> <p>If the student was able to read the story by themselves, stop, click Quit and Discard, and administer the previous section, Reading Comprehension.</p> <p>Administer all of the Reading Comprehension questions. If the student takes 10 seconds or longer to answer a question, prompt the student: <b>Remember, you can look at the story.</b></p> <p>If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment.</p> <p>After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.</p> | <p>§110.4. English Language Arts and Reading, Grade 2</p> <p>b(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;</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:</p> <p>(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>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> |

| MEASURE  | HOW IS THIS ASSESSED?   | TEKS  |
|----------|---|---|
| Fluency  | <p>For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for <b>each</b> student. Download resources at the <a href="#">TPRI Scoring Resources page</a>.</p> <p>Say: <b>I'm going to ask you to read a story. The title of the story is Rosa's New Friend. After you read it, I'll ask you a few questions. Read the story out loud to me.</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. If the student is unable to read <b>three or more words in the first sentence</b>, or if the student reads at the Frustrational Level (<b>24 or more errors</b>):</p> <ol style="list-style-type: none"> <li>1. Have the student <b>stop</b>.</li> <li>2. Record the Fluency Rate, <b>Words Correct per Minute = 0</b></li> <li>3. Record <b>Frustrational</b> on the <b>Accuracy Level - Rosa's New Friend</b> task.</li> <li>4. Read the story to the student and complete the <b>Listening Comp - Rosa's New Friend</b> task, not the Reading Comp - Rosa's New Friend task.</li> </ol> <p>3. Fluency Rate (words correct per minute = WCPM) Words in Story - Errors = Words Correct ÷ Total Seconds x 60 = Fluency (WCPM)</p> | <p>§110.4. English Language Arts and Reading, Grade 2<br/>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> |
| Accuracy | <p>For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for <b>each</b> student. Download resources at the <a href="#">TPRI Scoring Resources page</a>.</p> <p>Say: <b>I'm going to ask you to read a story. The title of the story is Rosa's New Friend. After you read it, I'll ask you a few questions. Read the story out loud to me.</b></p> <p>Place the Story Booklet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Record Sheet.</p> <p>1. Accuracy Level Recorded Number of Errors in Box Errors Frustrational 24 or more errors Instructional 13-23 errors Independent 0-12 errors<br/>2. Time Min: Sec = Total Second</p>  | <p>§110.4. English Language Arts and Reading, Grade 2<br/>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> |