

Summative: Set 32

Four Syllable Words

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.

Teacher Directions

Part A

First, give each student a copy of the Student Response Handout (Part A). (Alternatively, students may use lined paper for Part A.)

Say: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the assessment items.

Part B

Before beginning, laminate a copy of the Student Handout (Part B) to use with each administration.

You will need to administer Part B to each student individually. (Keep a copy of the Student Response Record (Part B) available to aid in scoring students' decoding.)

First, place the Student Handout (Part B) in front of the student for them to read.

Say: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Four Syllable Words

1. vecindario
2. nuevamente
3. preguntarles
4. ejercicio
5. nacionales
6. saludaron
7. solamente
8. felicidad
9. peligrosas
10. pescadores

Part B: Decoding

Real Words	alcánzame	lamentable	gigantescas	embarcación	arrecife
Nonsense Words	sabatista	infamado	bentavol	tucamen	gatinción

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Spanish Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	alcánzame	lamentable	gigantescas	embarcación	arrecife
Fila 2	sabatista	infamado	bentavol	tucamen	gatinción

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately out of 10 in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

Summative: Sets 33-34

Contrasts:

x /ks/ /j/ /s/ g /g/ /j/
gue, gui vs güe, güi, g vs j /j/

Directions for Administration

Purpose of Assessment:

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- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.ii:** Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.
- **SLA.2.2.A.iii:** Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.v:** Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.

Teacher Directions

Part A

First, give each student a copy of the Student Response Handout (Part A). (Alternatively, students may use lined paper for Part A.)

Say: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

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- **La palabra es “ ____.”** (Repeat the word.) “ _____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “ ____.”** (Repeat the word.) “ _____” (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the assessment items.

Part B

Before beginning, laminate a copy of the Student Handout (Part B) to use with each administration.

You will need to administer Part B to each student individually. (Keep a copy of the Student Response Record (Part B) available to aid in scoring students' decoding.)

First, place the Student Handout (Part B) in front of the student for them to read.

Say: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Contrasts

1. genial
2. vegetales
3. galaxia
4. original
5. páginas
6. oxígeno
7. extraño
8. México
9. axolote
10. jardín

Part B: Decoding

Real Words	abejas	cigüeña	vergüenza	región	surgió
Nonsense Words	ginotó	foximeta	ñatil	cajarro	mujete

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the [Spanish Phonics Decoding/Encoding Checklist \(Second Grade\)](#), noting any changes in student progress/mastery of skills.
- Support students as they update their [Spanish My Literacy Journey \(Student Tracker\)](#).
- Based on student performance, consider whether or not to utilize targeted instruction and Mastery Measures and at what frequency to progress monitor using the skill-based probes. [See the Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide).]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Fila 1	abejas	cigüeña	vergüenza	región	surgió
Fila 2	ginotó	foximeta	ñatil	cajarro	mujete

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately out of 10 in the Total Correct column.

Student Name	Real Words					Nonsense Words					Total Correct
	1	2	3	4	5	6	7	8	9	10	

Summative: Sets 35-36

Contrasts:

b vs v /b/ c, q, k /k/

y vs ll /y/ c, s, z /s/

Directions for Administration

Purpose of Assessment:

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- **SLA.2.2.A.iv:** Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.

Teacher Directions

Part A

First, give each student a copy of the Student Response Handout (Part A). (Alternatively, students may use lined paper for Part A.)

Say: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

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Part B

Before beginning, laminate a copy of the Student Handout (Part B) to use with each administration.

You will need to administer Part B to each student individually. (Keep a copy of the Student Response Record (Part B) available to aid in scoring students' decoding.)

First, place the Student Handout (Part B) in front of the student for them to read.

Say: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Contrasts

1. vacaciones
2. queremos
3. subir
4. botón
5. encontraba
6. vista
7. quitarse
8. conocido
9. caramba
10. encantó

Part B: Decoding

Real Words	cambió	poquito	chiquitita	quiso	compañeros
Nonsense Words	batonga	quinteris	cícarro	pócil	vantajo

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

Progress Monitoring

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Fila 1	cambió	poquito	chiquitita	quiso	compañeros
Fila 2	batonga	quinteris	cícarro	pócil	vantajo

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately out of 10 in the Total Correct column.

Student Name	Real Words					Nonsense Words					Total Correct
	1	2	3	4	5	6	7	8	9	10	

Summative: Set 37

Diphthongs

ai, au, ei, eu, oi, ou, ui

Directions for Administration

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Teacher Directions

Part A

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Assessment Items

Part A: Encoding

Diphthongs

1. pausa
2. reuniendo
3. europeos
4. oigan
5. aire
6. coincide
7. neumático
8. aplauso
9. dinosaurios
10. Luis

Part B: Decoding

Real Words	oigo	androide	aula	ruido	paisaje
Nonsense Words	soifada	aleutar	paunto	fraudo	meitante

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

Progress Monitoring

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Fila 1	oigo	androide	aula	ruido	paisaje
Fila 2	soifada	aleutar	paunto	fraudo	meitante

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately out of 10 in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

Summative: Set 38

Diphthongs

ia, io, ie, ua, ue, uo

Directions for Administration

Purpose of Assessment:

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- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.v:** Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
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- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
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Assessment Items

Part A: Encoding

Diphthongs

1. acuario
2. monstruo
3. Juan
4. suave
5. colegio
6. miércoles
7. viernes
8. sueño
9. abuelo
10. vueltas

Part B: Decoding

Real Words	explicación	aparecieron	microscopio	magia	tienen
Nonsense Words	triatos	moipanga	pliete	ambluar	apuoso

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

Progress Monitoring

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Fila 1	explicación	aparecieron	microscopio	magia	tienen
Fila 2	triatos	moipanga	pliete	ambluar	apuoso

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately out of 10 in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

Summative: Set 39

Diphthongs & Triphthongs

Directions for Administration

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- **SLA.2.2.A.iv:** Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.
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Teacher Directions

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Part B

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Assessment Items

Part A: Encoding

Diphthongs & Triphthongs

1. muy
2. rey
3. voy
4. guay
5. buey
6. miao
7. doy
8. Paraguay
9. guau
10. estoy

Part B: Decoding

Real Words	ley	Monterrey	jersey	vieiras	Uruguay
Nonsense Words	payna	nareyno	pueyla	biauto	tuayco

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Spanish Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	ley	Monterrey	jersey	vieiras	Uruguay
Fila 2	payna	nareyno	pueyla	biauto	tuayco

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately out of 10 in the Total Correct column.

Student Name	Real Words					Nonsense Words					Total Correct
	1	2	3	4	5	6	7	8	9	10	

Summative: Set 40

Hiatus

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.iv:** Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.ii:** Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.

Teacher Directions

Part A

First, give each student a copy of the Student Response Handout (Part A). (Alternatively, students may use lined paper for Part A.)

Say: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the assessment items.

Part B

Before beginning, laminate a copy of the Student Handout (Part B) to use with each administration.

You will need to administer Part B to each student individually. (Keep a copy of the Student Response Record (Part B) available to aid in scoring students' decoding.)

First, place the Student Handout (Part B) in front of the student for them to read.

Say: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Hiatus

1. ríen
2. alegría
3. frío
4. días
5. aún
6. caído
7. sandía
8. maíz
9. sonreí
10. distraído

Part B: Decoding

Real Words	creíamos	aúlla	feúchas	increíble	oía
Nonsense Words	baúlano	sío	díema	féale	súarimo

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Spanish Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	creíamos	aúlla	feúchas	increíble	oía
Fila 2	baúleno	sío	díema	fíale	súarimo

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately out of 10 in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

Summative: Set 41

Simple Hiatus

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.iv:** Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.ii:** Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.

Teacher Directions

Part A

First, give each student a copy of the Student Response Handout (Part A). (Alternatively, students may use lined paper for Part A.)

Say: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the assessment items.

Part B

Before beginning, laminate a copy of the Student Handout (Part B) to use with each administration.

You will need to administer Part B to each student individually. (Keep a copy of the Student Response Record (Part B) available to aid in scoring students' decoding.)

First, place the Student Handout (Part B) in front of the student for them to read.

Say: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Simple Hiatus

1. actúa
2. dúo
3. extenúa
4. evalúan
5. adecúe
6. púa
7. sitúa
8. flúor
9. interactúa
10. actúen

Part B: Decoding

Real Words	continúa	avalúo	perpetúe	grúa	gradúe
Nonsense Words	vartúe	brúalo	trúomo	rúefo	súamo

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Spanish Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	continúa	avalúo	perpetúe	grúa	gradúe
Fila 2	vartúe	brúalo	trúomo	rúefo	súamo

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately out of 10 in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

Summative: Sets 32-41

Multisyllabic Words, Contrasts, Diphthongs, Triphthongs, and Hiatus

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.ii:** Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.
- **SLA.2.2.A.iii:** Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- **SLA.2.2.A.iv:** Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.v:** Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- **SLA.2.2.B.ii:** Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.

Teacher Directions

Part A

First, give each student a copy of the Student Response Handout (Part A). (Alternatively, students may use lined paper for Part A.)

Say: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the assessment items.

Part B

Before beginning, laminate a copy of the Student Handout (Part B) to use with each administration.

You will need to administer Part B to each student individually. (Keep a copy of the Student Response Record (Part B) available to aid in scoring students' decoding.)

First, place the Student Handout (Part B) in front of the student for them to read.

Say: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Multisyllabic Words, Contrasts, Diphthongs, Triphthongs, and Hiatus

1. solamente
2. encantaba
3. vegetales
4. detergentes
5. vergüenza
6. siguientes
7. compañeros
8. peluquería
9. cabello
10. desayuno

Part B: Decoding

Real Words	aplauaso	abuelo	buey	maíz	continúen
Nonsense Words	púan	jalletín	yagüata	pinxial	enrilador

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the [Spanish Phonics Decoding/Encoding Checklist \(Second Grade\)](#), noting any changes in student progress/mastery of skills.
- Support students as they update their [Spanish My Literacy Journey \(Student Tracker\)](#).
- Based on student performance, consider whether or not to utilize targeted instruction and Mastery Measures and at what frequency to progress monitor using the skill-based probes. [See the Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide).]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	aplauaso	abuelo	buey	maíz	continúen
Fila 2	púan	jalletín	yagüata	pinxial	enrilador

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately out of 10 in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

Summative: Set 42

Words with stress on the last syllable-graphic accent

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.

Teacher Directions

Part A

First, give each student a copy of the Student Response Handout (Part A). (Alternatively, students may use lined paper for Part A.)

Say: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the assessment items.

Part B

Before beginning, laminate a copy of the Student Handout (Part B) to use with each administration.

You will need to administer Part B to each student individually. (Keep a copy of the Student Response Record (Part B) available to aid in scoring students' decoding.)

First, place the Student Handout (Part B) in front of the student for them to read.

Say: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Words with stress on the last syllable-graphic accent

1. ratón
2. bebés
3. manatí
4. cinturón
5. oyó
6. además
7. jardín
8. atrás
9. emoción
10. despertó

Part B: Decoding

Real Words	jamás	chimpancé	anfitrión	capitán	gritó
Nonsense Words	tamón	monutotán	camozás	plantajón	redió

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Spanish Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	jamás	chimpancé	anfitrión	capitán	gritó
Fila 2	tamón	monutotán	camozás	plantajón	redió

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately out of 10 in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

Summative: Set 43

Words with Stress on the Penultimate Syllable

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.

Teacher Directions

Part A

First, give each student a copy of the Student Response Handout (Part A). (Alternatively, students may use lined paper for Part A.)

Say: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the assessment items.

Part B

Before beginning, laminate a copy of the Student Handout (Part B) to use with each administration.

You will need to administer Part B to each student individually. (Keep a copy of the Student Response Record (Part B) available to aid in scoring students' decoding.)

First, place the Student Handout (Part B) in front of the student for them to read.

Say: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Words with Stress on the Penultimate Syllable

1. césped
2. árbol
3. lápiz
4. útil
5. cómic
6. póster
7. tarde
8. ágil
9. cabeza
10. fácil

Part B: Decoding

Real Words	récords	ventana	hábil	difícil	móvil
Nonsense Words	telupo	mántu	lúder	febalo	róna

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Spanish Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	récords	ventana	hábil	difícil	móvil
Fila 2	telupo	mántu	lúder	febalo	róna

Summative: Set 44

Words with Stress on the Antepenultimate Syllable

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.

Teacher Directions

Part A

First, give each student a copy of the Student Response Handout (Part A). (Alternatively, students may use lined paper for Part A.)

Say: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the assessment items.

Part B

Before beginning, laminate a copy of the Student Handout (Part B) to use with each administration.

You will need to administer Part B to each student individually. (Keep a copy of the Student Response Record (Part B) available to aid in scoring students' decoding.)

First, place the Student Handout (Part B) in front of the student for them to read.

Say: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Words with Stress on the Antepenultimate Syllable

1. música
2. cámara
3. película
4. éxito
5. clásico
6. óptimo
7. último
8. ridícula
9. público
10. espectáculo

Part B: Decoding

Real Words	próximo	teléfono	México	sábados	relámpago
Nonsense Words	tícaro	átivo	bésimo	mántico	sátrilo

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Spanish Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deleetrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	próximo	teléfono	México	sábados	relámpago
Fila 2	tícaro	átivo	bésimo	mántico	sátrilo

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately out of 10 in the Total Correct column.

Student Name	Real Words					Nonsense Words					Total Correct
	1	2	3	4	5	6	7	8	9	10	

Summative: Set 45

Graphic Accents Contrasts

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.

Teacher Directions

Part A

First, give each student a copy of the Student Response Handout (Part A). (Alternatively, students may use lined paper for Part A.)

Say: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the assessment items.

Part B

Before beginning, laminate a copy of the Student Handout (Part B) to use with each administration.

You will need to administer Part B to each student individually. (Keep a copy of the Student Response Record (Part B) available to aid in scoring students' decoding.)

First, place the Student Handout (Part B) in front of the student for them to read.

Say: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Graphic Accents Contrasts

1. esta
2. limpió
3. clavo
4. votó
5. grito
6. paso
7. caminó
8. quién
9. como
10. pisó

Part B: Decoding

Real Words	camino	clavó	está	limpio	gritó
Nonsense Words	durdó	nupié	sulabe	tralocá	biru

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Spanish Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	camino	clavó	está	limpio	gritó
Fila 2	durdó	nupié	sulabe	tralocá	biru

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately out of 10 in the Total Correct column.

Student Name	Real Words					Nonsense Words					Total Correct
	1	2	3	4	5	6	7	8	9	10	

Summative: Set 46

Prefixes des-, i-, in-, im-

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.vii:** Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.iv :** Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.

Teacher Directions

Part A

First, give each student a copy of the Student Response Handout (Part A). (Alternatively, students may use lined paper for Part A.)

Say: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the assessment items.

Part B

Before beginning, laminate a copy of the Student Handout (Part B) to use with each administration.

You will need to administer Part B to each student individually. (Keep a copy of the Student Response Record (Part B) available to aid in scoring students' decoding.)

First, place the Student Handout (Part B) in front of the student for them to read.

Say: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Prefixes des-, i-, in-, im-

1. desplegar
2. irreal
3. descansando
4. inolvidable
5. imberbe
6. desilusionar
7. inagotable
8. impar
9. desocupado
10. imparcial

Part B: Decoding

Real Words	impaciencia	incorrecto	desorden	inactivo	desconectar
Nonsense Words	desverar	imlaro	infebro	desupa	intreco

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Spanish Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	impaciencia	incorrecto	desorden	inactivo	desconectar
Fila 2	desverar	imlaro	infebro	desupa	intreco

Summative: Sets 47-48

Diminutive Suffixes -ito/a, -cito/a, -illo/a & Augmentative Suffixes -ote/a, -azo/a, -ón/ona

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.vii:** Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.iv :** Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.

Teacher Directions

Part A

First, give each student a copy of the Student Response Handout (Part A). (Alternatively, students may use lined paper for Part A.)

Say: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the assessment items.

Part B

Before beginning, laminate a copy of the Student Handout (Part B) to use with each administration.

You will need to administer Part B to each student individually. (Keep a copy of the Student Response Record (Part B) available to aid in scoring students' decoding.)

First, place the Student Handout (Part B) in front of the student for them to read.

Say: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Diminutive Suffixes -ito/a, -cito/a, -illo/a & Augmentative Suffixes -ote/a, -azo/a, -ón/ona

1. frutita
2. exitazo
3. pastelillo
4. gritote
5. bonachona
6. chiquita
7. papelón
8. abuelita
9. palabrota
10. amigote

Part B: Decoding

Real Words	pobrecito	musiquilla	abrazote	apretón	pancita
Nonsense Words	nulecita	belartillo	folaza	tabrote	samona

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Spanish Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	pobrecito	musiquilla	abrazote	apretón	pancita
Fila 2	nulecita	belartillo	folaza	tabrote	samona

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately out of 10 in the Total Correct column.

Student Name	Real Words					Nonsense Words					Total Correct
	1	2	3	4	5	6	7	8	9	10	

Summative: Sets 49-50

Suffixes: -mente, -oso/a -ido/a -ado/a, -ción/sión

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.vii:** Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.iv :** Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.

Teacher Directions

Part A

First, give each student a copy of the Student Response Handout (Part A). (Alternatively, students may use lined paper for Part A.)

Say: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the assessment items.

Part B

Before beginning, laminate a copy of the Student Handout (Part B) to use with each administration.

You will need to administer Part B to each student individually. (Keep a copy of the Student Response Record (Part B) available to aid in scoring students' decoding.)

First, place the Student Handout (Part B) in front of the student for them to read.

Say: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Suffixes: -mente, -oso/a -ido/a -ado/a, -ción/sión

1. rápidamente
2. adorados
3. peligroso
4. educación
5. poderosa
6. goloso
7. justamente
8. decidido
9. nervioso
10. actuación

Part B: Decoding

Real Words	finalmente	victorioso	interesado	perdido	ruidoso
Nonsense Words	estoso	lerido	fobamente	sasado	pelección

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Spanish Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	finalmente	victorioso	interesado	perdido	ruidoso
Fila 2	estoso	lerido	fobamente	sasado	pelección

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately out of 10 in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

Summative: Sets 42-50

Stress Graphic Accent, Prefixes, and Suffixes

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **SLA.2.2.A.i:** Demonstrate and apply phonetic knowledge by decoding multisyllabic words.
- **SLA.2.2.A.ii:** Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.
- **SLA.2.2.A.iii:** Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- **SLA.2.2.A.iv:** Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.
- **SLA.2.2.A.vi:** Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.
- **SLA.2.2.B.i:** Demonstrate and apply spelling knowledge by spelling multisyllabic words.
- **SLA.2.2.B.v:** Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
- **SLA.2.2.B.ii:** Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.
- **SLA.2.2.B.iv:** Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.

Teacher Directions

Part A

First, give each student a copy of the Student Response Handout (Part A). (Alternatively, students may use lined paper for Part A.)

Say: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto.

- **Encuentra el número uno. Aquí es donde escribirás tu primera palabra.**
- **La palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)
- **La siguiente palabra es “___.”** (Repeat the word.) “_____” (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the assessment items.

Part B

Before beginning, laminate a copy of the Student Handout (Part B) to use with each administration.

You will need to administer Part B to each student individually. (Keep a copy of the Student Response Record (Part B) available to aid in scoring students' decoding.)

First, place the Student Handout (Part B) in front of the student for them to read.

Say: Vas a leer algunas palabras hoy. Las primeras palabras que leerás son palabras reales y el segundo grupo de palabras que leerás son palabras sin sentido o inventadas. Empezarás con las palabras reales. Encuentra la primera palabra real (point to the word on the student's handout) **y continúa leyendo hasta el final de la línea.** (After the student has finished reading the real words, continue with the nonsense words.) **Ahora, leerás las palabras sin sentido. Comienza con la primera palabra sin sentido y continúa leyendo hasta el final de la línea.** (Point to the starting word on the student's handout.)

Assessment Items

Part A: Encoding

Stress Graphic Accent, Prefixes, and Suffixes

1. salmón
2. fuerte
3. equipo
4. sábado
5. matemática
6. caminó
7. impaciencia
8. desesperadamente
9. rápidamente
10. apretón

Part B: Decoding

Real Words	abrazote	victorioso	velozmente	hormiguita	admiración
Nonsense Words	murcieto	braquesín	tanguísimo	deromente	improsante

Scoring Guide

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.\

Progress Monitoring

After each end-of-unit/set assessment:

- Update the *Phonics: Spanish Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Spanish Just Right Reader Assessment Guide (Spanish Mastery Measures Administration Guide)*.]

Instrucciones para el estudiante: Tu maestro(a) te dirá una palabra para que la deletrees en los espacios de abajo. Tu maestro(a) repetirá la palabra. Escribe cada palabra en el espacio al lado del número. Escucha atentamente cada palabra.

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Instrucciones para el estudiante: Ahora leerás algunas palabras a tu maestro(a). La primera fila de palabras son palabras reales y la segunda fila de palabras son palabras sin sentido o inventadas.

Fila 1	abrazote	victorioso	velozmente	hormiguita	admiración
Fila 2	murcieto	braquesín	tanguísimo	deromente	improsante

