



**Anthologies Correlated to Texas  
Essential Knowledge and Skills  
(TEKS)**

**Level (1-4)**





**Anthologies Correlated to Texas  
Essential Knowledge and Skills  
(TEKS)**

**Level 1**



**Descubre el español – Antología Grade 1**  
**Scope and Sequence**

(Correlated to the Texas Essential Knowledge and Skills (TEKS) for Spanish Language Arts)

**LEGEND**  
 B = Beginner  
 I = Intermediate  
 A = Advanced

BEGINNER, INTERMEDIATE, ADVANCED -- INTEGRATED									
	Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5	Unidad 6	Unidad 7	Unidad 8	
<b>READING: BEGINNING SKILLS</b>									
TEKS §128.12.(b)(1)	<b>Print Awareness</b>								
	A. recognize that spoken words are represented in written Spanish by specific sequences of letters								
	B. identify upper- and lower-case letters	Así se dice: B Así se escribe: B	Así se dice: B Así se escribe: B	Así se dice: B Así se escribe: B	Así se dice: B Así se escribe: B	Así se dice: B Así se escribe: B	Así se dice: B Así se escribe: B	Así se dice: B Así se escribe: B	Así se dice: B Así se escribe: B
	C. sequence of letters of the alphabet								
	D. recognize features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, the em dash to indicate dialogue)	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B
	E. read by moving from top to bottom and tracking words from left to right with return sweep	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
F. identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents)									
TEKS §128.12.(b)(2)	<b>Phonological Awareness</b>								
	A. orally generate a series of rhyming words using a variety of phonograms (e.g., -ita, -osa, -ión)			Así se dice: B, A Así se escribe: I	Así se dice: A	Así se dice: B, I Así se escribe: I	Así se dice: B, I, A		
	B. recognize the change in a spoken word when a specified syllable or phoneme is added, changed or removed (e.g., "me-sa" to "ma-sa"; "to-mo" to "co-mo")			Así se escribe: I					
	C. blend spoken phonemes to form syllables and words (e.g., sol, pato)			Así se dice: B Así se dice: B, A Así se escribe: I	Así se dice: B	Así se dice: B Así se dice: B, I Así se escribe: I	Así se dice: B Así se dice: B, I, A	Así se dice: B	Así se dice: B
	D. distinguish orally represented rhyming pairs from non-rhyming pairs								
	E. identify syllables in spoken words, including diphthongs and hiatus (le-er, ri-o, que-ro, na-die, ra-dio, sa-po)	Así se dice: A	Así se dice: B						
F. separate spoken multi-syllabic words into two to four syllables (e.g., ra-na, má-qui-na, te-lé-fó-no)	Así se dice: I, A	Así se dice: I, A	Así se dice: B, I	Así se dice: B, I	Así se dice: B	Así se dice: B, A	Así se dice: B, I, A	Así se dice: B, I Así se escribe: A	
TEKS §128.12.(b)(3)	<b>Phonics</b>								
	A. decode the vowel sounds	Así se dice: B	Así se dice: B	Así se dice: B					
	B. decode syllables	Así se dice: I, A	Así se dice: B, I, A	Así se dice: B, I	Así se dice: B, I	Así se dice: B	Así se dice: B, A	Así se dice: B, I, A	Así se dice: B, I
	C. use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as "r," "c," and "g"	Así se dice: I	Así se dice: I	Así se dice: I		Así se dice: I	Así se escribe: A	Así se dice: B	
	D. decode written "y" when used as conjunction								
	E. decode words in context and in isolation by applying knowledge of letter-sound relationship in different structures, including:								Así se dice: I Así se escribe: I
	(i) open syllable (e.g., CV, la; VC, V, ala; CVC, toma)								
	(ii) closed syllable (e.g., VC, un; CVC, mes)								
	(iii) consonant blends (e.g., bra/bra-zo; glo/glo-bo)		Así se escribe: I						
	(iv) consonant digraphs (e.g., ch/chile; ll/lla-ve; rr/pe-rra)								Así se escribe: A Así se dice: B
	F. decode words with silent "h"								
	G. decode words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita								
	H. decode words that have the same sounds represented by different letters:								
	-r/r	Así se dice: I	Así se dice: I	Así se dice: I			Así se escribe: A		Así se dice: B
	-ll/y	Así se dice: I				Así se dice: I			
	-g/j					Así se dice: I			
-c/k/q		Así se dice: I	Así se dice: I				Así se dice: B		
-e/s/z	Así se dice: I	Así se dice: I	Así se dice: I		Así se dice: I				
-j/x									
-i/y									
-b/v									
I. identify the stressed syllable (sílabo tónica)	Así se escribe: A				Así se escribe: I	Así se escribe: I			
J. decode words with an orthographic accent (e.g., "papá," "mamá")	Así se escribe: A				Así se escribe: I, A			Así se escribe: A	
K. use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelata, salvavida)	Así se dice: A		Así se dice: A						
TEKS §128.12.(b)(4)	<b>Strategies</b>								
	A. confirm predictions about what will happen next in text by "reading the part that tells"	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A
	B. ask relevant questions, seek clarification, and locate facts and details about stories and other texts	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A
	C. establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A
TEKS §128.12.(b)(5)	<b>READING</b>								
	<b>Fluency</b>								
	Student reads grade-level text with fluency and comprehension. Student is expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
TEKS §128.12.(b)(6)	<b>Vocabulary Development</b>								
	A. identify words that name actions (verbs) and words that name persons, places, or things (nouns)	Así se escribe: I, A	Así se escribe: B, I	Así se escribe: B, A	Así se escribe: B, A	Así se dice: A Así se escribe: B, A	Así se dice: I, A Así se escribe: I	Así se dice: I, A Así se escribe: B, I	Así se dice: A Así se escribe: B, I
	B. determine the meaning of compound words using knowledge of their individual components words (e.g., paraguas)	Así se dice: A		Así se dice: A					
	C. determine what words mean from how they are used in a sentence, either heard or read	Así se dice: A	Así se dice: A	Así se dice: I					Así se dice: I, A
	D. identify and sort words into conceptual categories (e.g., opposites, living things)								Así se dice: A (synonyms)
E. alphabetize a series of words to the first or second letter and use a dictionary to find words	Así se escribe: A			Así se escribe: A			Así se dice: I	Así se dice: I	
TEKS §128.12.(b)(7)	<b>READING: COMPREHENSION OF LITERARY TEXT</b>								
	<b>Theme and Genre</b>								
	A. connect the meaning of a well-known story or fable to personal experiences				Reading Selection: B, I, A Comprendo lo que lei: B, I, A				
	B. explain the function of recurring phrases (e.g., "Había una vez", "Colorín colorado este cuento se ha acabado", etc.) in traditional folk and fairy tales				Reading Selection: I, A Comprendo lo que lei: I, A				
TEKS §128.12.(b)(8)	<b>Poetry</b>								
	respond to and use rhythm, rhyme, and alliteration			Reading Selection: B, I, A Comprendo lo que lei: B, I, A		Reading Selection: B, I, A Comprendo lo que lei: B, I, A Así se dice: I Así se escribe: I	Reading Selection: B, I, A Comprendo lo que lei: B, I, A Así se dice: I		
	<b>Drama</b> <Not applicable to Grade 1>								
TEKS §128.12.(b)(9)	<b>Fiction</b>								
	A. describe plot (problem and solution) and retell story's beginning, middle, and end with attention to the sequence of events	Reading Selection: B, I, A Comprendo lo que lei: B, I, A Así se escribe: A				Así se escribe: I			
	B. describe characters in a story and the reasons for their actions and								
TEKS §128.12.(b)(10)	<b>Literary Non-Fiction</b>								







**Anthologies Correlated to Texas  
Essential Knowledge and Skills  
(TEKS)**

**Level 2**



**Descubre el español – Antología Grade 2**

**Scope and Sequence**

(Correlated to the Texas Essential Knowledge and Skills (TEKS) for Spanish Language Arts)

		LEGEND B = Beginner I = Intermediate A = Advanced										
		BEGINNER, INTERMEDIATE, ADVANCED -- INTEGRATED										
		Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5	Unidad 6	Unidad 7	Unidad 8			
TEKS §128.13.(b)(1)	<b>READING: BEGINNING SKILLS</b>											
	<b>Print Awareness</b>											
	Distinguish features of a sentence:											
	- Capitalization of first word											
	- Beginning and ending punctuation	Así se escribe: B	Así se escribe: B	Así se escribe: B, A Así se escribe: A	Así se escribe: B		Así se escribe: B, A	Así se escribe: B, A	Así se escribe: B			
	- Commas					Así se escribe: B						
	- Quotation marks											
	- em dash to indicate dialogue											
	<b>Phonological Awareness</b>											
	<Not applicable to Grade 2>											
TEKS §128.13.(b)(2)	<b>Gr1 TEKS Phonological Awareness (not part of Gr2 TEKS)</b>											
	A. orally generate a series of rhyming words using a variety of phonograms (e.g., -ita, -osa, -ión)						Así se dice: B, I					
	<b>Gr1 TEKS Phonics (not part of Gr2 TEKS)</b>											
	A. decode the vowel sounds	Así se dice: B	Así se dice: B									
	<b>Phonics</b>											
	(A) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures, including:			Así se dice: B	Así se dice: B, A		Así se dice: B		Así se dice: B			
	(i) open syllable (CV) (e.g., la-la-ta, to-to-ma);											
	(ii) closed syllable (CVC) (e.g., mes, sol);											
	(iii) diphthongs (e.g., viernes, pie, fui);	Así se dice: A						Así se dice: I				
	(iv) hiatus (e.g., fideo, poeta);											
(v) consonant blends (e.g., bra/bra-zo; glo/glo-bo); and												
(vi) consonant digraphs (e.g., ch/chile; ll/lla-ve; rr/pe-ro);		Así se dice: A						Así se dice: B				
(B) use orthographic rules to segment and combine syllables including vowel diphthongs (e.g., pue-de, sien-te, va-ca);	Así se dice: A		Así se dice: B	Así se dice: B			Así se dice: I					
(C) decode words with silent "h" with increasing accuracy;	Así se dice: I							Así se escribe: A				
(D) become familiar with words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and gue-, gui-, as in pingüino and agüita;	Así se escribe: A		Así se escribe: I			Así se dice: A						
(E) decode words that have same sounds represented by different letters with increased accuracy:												
- "r" and "rr," as in ratón and perro							Así se dice: A	Así se dice: B, I				
- "ll" and "y," as in llave and yate			Así se dice: A					Así se dice: I				
- "g" and "j," as in gigante and jirafa						Así se dice: A						
- "c," "k," and "q," as in casa, kilo, and quince			Así se escribe: I			Así se dice: I						
- "c," "s," and "z," as in cereal, semilla, and zapato						Así se dice: I		Así se dice: A				
- "t" and "x," as in coin and México												
- "t" and "y," as in imán and doy												
- "b" and "v," as in burro and vela							Así se dice: A					
(F) read words with common... prefixes (e.g., in-, des-)					Así se escribe: I Así se dice: I (diminutives)			Así se dice: B Así se dice: A (diminutives)				
suffixes (e.g., -mente, -dad, -oso);												
(G) identify and read abbreviations (e.g., Sr., Dra.);												
(H) identify the stressed syllable (sílabla tónica);	Así se dice: I	Así se dice: I										
(I) decode words with an orthographic accent (e.g., papá, avión); and	Así se dice: I	Así se dice: I						Así se dice: I				
(J) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, sobrecama)					Así se dice: I			Así se dice: A				
TEKS §128.13.(b)(3)	<b>Strategies</b>											
	(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A			
	(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A			
	(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A			
	<b>READING</b>											
	<b>Fluency</b>											
	Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A			
	TEKS §128.13.(b)(5)	<b>Vocabulary Development</b>										
		(A) use prefixes and suffixes to determine the meaning of words (e.g., componer/descomponer, obedecer/desobedecer);					Así se dice: I (diminutives) Así se escribe: I			Así se dice: B Así se dice: A (diminutives)		
		(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;										
(C) identify and use common words that are:		Así se dice: I, A	Así se dice: I, A	Así se dice: I, A	Así se dice: B, I, A	Así se dice: I	Así se dice: B, I, A	Así se dice: I	Así se dice: I, A			
- opposite (antonyms)			Así se dice: B									
- similar (synonyms)				Así se dice: B	Así se dice: B, A	Así se dice: B, A	Así se dice: B	Así se dice: I	Así se dice: B, I			
(D) alphabetize a series of words and use a dictionary or a glossary to find words.		Así se dice: I, A	Así se dice: I, A	Así se dice: I, A	Así se dice: I	Así se dice: B, I	Así se dice: B, I, A	Así se dice: B, I	Así se dice: B, I, A			
<b>READING: COMPREHENSION OF LITERARY TEXT</b>												
<b>Theme and Genre</b>												
(A) identify moral lessons as themes in well-known fables, legends, myths, or stories; and						Reading Selection: B, I, A Comprendo lo que lei: B, I, A						
(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.												
TEKS §128.13.(b)(7)	<b>Poetry</b>											
	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.						Así se dice: B, I Reading Selection: B, I, A Comprendo lo que lei: B, I, A					
	TEKS §128.13.(b)(8)	<b>Drama</b>										
		Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.										
		TEKS §128.13.(b)(9)	<b>Fiction</b>									
			(A) describe similarities and differences in the plots and settings of several works by the same author; and									
			(B) describe main characters in works of fiction, including their traits, motivations, and feelings.	Reading Selection: B, I, A Comprendo lo que lei: B, I, A								
			TEKS §128.13.(b)(10)	<b>Literary Non-Fiction</b>								

	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.								Reading Selection: B, I, A Comprendo lo que leí: B, I, A
TEKS §128.13.(b) (11)	<b>Sensory Language</b> Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., take stens).								
	Reading Selection: B						Reading Selection: B		
TEKS §128.13.(b) (12)	<b>Independent Reading</b> Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.								
	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
TEKS §128.13.(b) (13)	<b>READING: COMPREHENSION OF INFORMATIONAL TEXT</b> <b>Culture and History</b> Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.								
		Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A				Reading Selection: B, I, A Comprendo lo que leí: B, I, A		Reading Selection: B, I, A Comprendo lo que leí: B, I, A
TEKS §128.13.(b) (14)	<b>Expository Text</b> (A) identify the main idea in a text and distinguish it from the topic; (B) locate the facts that are clearly stated in a text; (C) describe the order of events or ideas in a text; (D) use text features (e.g., table of contents, index, headings) to locate specific information in text.								
TEKS §128.13.(b) (15)	<b>Procedural Texts</b> (A) follow written multi-step directions (B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).								
TEKS §128.13.(b) (16)	<b>Media Literacy</b> (A) recognize different purposes of media (e.g., informational, graphics), and (B) describe techniques used to create media messages (e.g., sound, graphics), and (C) identify various written conventions for using digital media (e.g., e-mail, website, video game).								
	<b>WRITING</b>								
TEKS §128.13.(b) (17)	<b>Writing Process</b> (A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas); (B) develop drafts by sequencing ideas through writing sentences; (C) revise drafts by adding or deleting words, phrases, or sentences; (D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and (E) publish and share writing with others.								
TEKS §128.13.(b) (18)	<b>Literary Texts</b> (A) write brief stories that include a beginning, middle, and end; and (B) write short poems that convey sensory details.								A escribir: I, A
TEKS §128.13.(b) (19)	<b>Expository and Procedural Texts</b> (A) write brief compositions about topics of interest to the student; (B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and (C) write brief comments on literary or informational texts.	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A
		Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A
TEKS §128.13.(b) (20)	<b>Persuasive Texts</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.								
	<b>ORAL AND WRITTEN CONVENTIONS</b>								
TEKS §128.13.(b) (21)	<b>Conventions</b> (A) understand and use the following parts of speech in the context of reading, writing, and speaking:  (i) regular and irregular verbs (past, present, and future in the indicative mode)  (ii) nouns (singular/plural, common/proper)  (iii) adjectives (e.g., descriptive: viejo, maravilloso) (iv) articles (e.g., un, una, la, el) (v) adverbs (e.g., time: antes, después; manner: cuidadosamente) (vi) prepositions and prepositional phrases (vii) pronouns (e.g., él, su) (viii) time-order transition words (B) distinguish among: – declarative sentences – interrogative sentences – exclamatory sentence – imperative sentences								
				Así se escribe: I, A	Así se escribe: I	Así se escribe: I	Así se escribe: B Así se escribe: A (irregular verbs)	Así se escribe: B Así se escribe: B Así se escribe: A (possessive nouns)	Así se escribe: B
		Así se dice: B Así se escribe: I	Así se dice: B		Así se escribe: I, A				Así se escribe: I (possessive nouns)
		Así se escribe: I	Así se escribe: I, A		Así se escribe: B Así se escribe: A	Así se escribe: B	Así se escribe: I		
								Así se escribe: I	Así se escribe: A
								Así se escribe: I Así se escribe: B	
									Así se escribe: B
		Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B		Así se escribe: B	Así se escribe: B
		Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B		Así se escribe: B	Así se escribe: B
TEKS §128.13.(b) (22)	<b>Handwriting, Capitalization, and Punctuation</b> (A) write legibly leaving appropriate margins for readability; (B) use capitalization for:  (i) proper nouns; and (ii) the salutation and closing of a letter; (C) understand that months and days of the week are not capitalized; (D) recognize and use punctuation marks, including beginning and ending punctuation in sentences; and (E) identify, read, and write abbreviations (e.g., Srta., Dr.).	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A
							Así se escribe: I, A Así se escribe: B, I, A	A escribir: B, I, A	A escribir: B, I, A
		A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A			
							Así se escribe: I		
		Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B, A	Así se escribe: B	Así se escribe: B
		A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A
TEKS §128.13.(b) (23)	<b>Spelling</b> (A) become familiar with words using orthographic patterns including: (i) words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro; (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in loro and cara; (iii) words that use syllables with silent "h," as in hora and how; (iv) words that use syllables que-, qui-, as in queso and quite; gue-, gui-, as in guiso and juguete; and gile-, gili-, as in paraguero and aguilta; (v) words that have the same sound represented by different letters: – "r" and "rr," as in ratón and perro – "ll" and "v," as in llave and yate – "g" and "j," as in gigante and jirafa – "c," "k," and "q," as in casa, kilo, and quince – "s," "z," and "z," as in cereal, semilla, and zapato – "j" and "x," as in cojin and México – "i" and "y," as in imán and doy – "b" and "v," as in burro and vela								
		Así se dice: I							Así se dice: B
									Así se dice: B Así se escribe: A
		Así se escribe: A		Así se escribe: I		Así se dice: A			
							Así se dice: A		Así se dice: B, I
				Así se dice: A					Así se dice: I
							Así se dice: A		
				Así se escribe: I					
							Así se dice: I		
							Así se dice: I		Así se dice: A
							Así se dice: A		







**Anthologies Correlated to Texas  
Essential Knowledge and Skills  
(TEKS)**

**Level 3**



Descubre el español – Antología Grade 3

Scope and Sequence

(Correlated to the Texas Essential Knowledge and Skills (TEKS) for Spanish Language Arts)

**LEGEND**  
B = Beginner  
I = Intermediate  
A = Advanced

BEGINNER, INTERMEDIATE, ADVANCED -- INTEGRATED								
	Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5	Unidad 6	Unidad 7	Unidad 8
<b>READING: BEGINNING SKILLS</b>								
<b>Print Awareness</b>								
<Not applicable to Grade 3>								
<b>Phonological Awareness</b>								
<Not applicable to Grade 3>								
<b>Gr1 TEKS Phonological Awareness (not part of Gr3 TEKS)</b>								
A. orally generate a series of rhyming words using a variety of phonograms (e.g., -ita, -osa, -ión)		Así se dice: A		Así se dice: B, A				
<b>Gr1 TEKS Phonics (not part of Gr3 TEKS)</b>								
A. decode the vowel sounds	Así se dice: B							
<b>Gr2 TEKS Handwriting, Capitalization, and Punctuation (not part of Gr3 TEKS)</b>								
(C) understand that months and days of the week are not capitalized;						Así se escribe: B		
<b>TEKS §128.14.(b)(1) Phonics</b>								
(A) use orthographic rules to segment and combine syllables – including diphthongs (e.g., na-die, ra-dio);		Así se dice: B, I	Así se dice: A	Así se dice: I, A	Así se dice: B, A	Así se dice: B, A	Así se dice: A	Así se dice: A
(B) decode words with silent "h" with increasing accuracy;	Así se escribe: A			Así se dice: I, A		Así se dice: B, A		Así se dice: I
(C) decode words that use... – que-, qui-, as in queso and quito – gue-, gui-, as in guiso and juguete – gñe-, gñi-, as in paraguero and agüita						Así se dice: A		Así se dice: B
(D) develop automatic recognition of words that have the same sounds represented by different letters with increased accuracy: – "r" and "rr," as in ratón and perro – "ll" and "y," as in llave and yate – "g" and "j," as in gigante and jirafa – "c," "k," and "q," as in casa, kilo, and quince – "e," "s," and "z," as in cereal, semilla, and zapato – "j" and "x," as in cojin and México – "r" and "y," as in imán and doy – "b" and "v," as in burro and vela	Así se dice: A	Así se dice: B, A	Así se dice: A	Así se dice: B			Así se escribe: I	Así se dice: A
(E) read words with common – prefixes (e.g., in-, des-) – suffixes (e.g., -mente, -dad, -oso)	Así se dice: I			Así se dice: I	Así se escribe: A (diminutives)	Así se escribe: A	Así se dice: A	Así se dice: B
(F) identify the syllable that is stressed (sílabla tónica);		Así se dice: I		Así se dice: A				
(G) decode words with an orthographic accent (e.g., día, también, después);								
(H) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas); and						Así se dice: I		
(I) monitor accuracy in decoding words that have same sound represented by different letters.								
<b>TEKS §128.14.(b)(2) Strategies</b>								
(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A
<b>READING</b>								
<b>TEKS §128.14.(b)(3) Fluency</b>								
Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
<b>TEKS §128.14.(b)(4) Vocabulary Development</b>								
(A) identify the meaning of common prefixes (e.g., ex-, des-) and suffixes (e.g., -era, -oso), and know how they change the meaning of roots; – prefixes – suffixes	Así se dice: I			Así se escribe: A (diminutives)	Así se escribe: A	Así se dice: A		
(B) use context to determine the relevant meaning of unfamiliar words or – distinguish among multiple meaning words and homographs (e.g., vino-la bebida; vino-del verbo venir);	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A	Así se dice: B, I, A
(C) identify and use – antonyms – synonyms – homophones (e.g., tubo, tuvo)		Así se dice: I	Así se dice: B, I			Así se dice: I	Así se dice: A	Así se dice: B
(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles)						Así se escribe: A	Así se dice: I	
(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings and syllabication of unknown words.	Así se escribe: B	Así se dice: B, A	Así se dice: I		Así se dice: B, I, A	Así se dice: I		
<b>READING: COMPREHENSION OF LITERARY TEXT</b>								
<b>TEKS §128.14.(b)(5) Theme and Genre</b>								
(A) paraphrase the themes and supporting details of fables, legends, myths, or stories; and	Reading Selection: B, I, A Comprendo lo que lei: B, I, A							
(B) compare and contrast the settings in myths and traditional folktales.								
<b>TEKS §128.14.(b)(6) Poetry</b>								
Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).		Reading Selection: B, I, A Comprendo lo que lei: B, I, A		A escribir: B Reading Selection: B, I, A Comprendo lo que lei: B, I, A				
<b>TEKS §128.14.(b)(7) Drama</b>								
Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.								
<b>TEKS §128.14.(b)(8) Fiction</b>								
(A) sequence and summarize the plot's main events and explain their influence on future events;						Reading Selection: I, A Comprendo lo que lei: I, A		
(B) describe the interaction of characters including their relationships and the changes they undergo; and						Reading Selection: I, A Comprendo lo que lei: I, A		
(C) identify whether the narrator or speaker of a story is first or third person.								
<b>TEKS §128.14.(b)(9) Literary Non-Fiction</b>								

	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and						Reading Selection: B Comprendo lo que lei: B		
TEKS §128.14.(b) (10)	<b>Sensory Language</b> Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses								
TEKS §128.14.(b) (11)	<b>Independent Reading</b> Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
	<b>READING: COMPREHENSION OF INFORMATIONAL TEXT</b>								
TEKS §128.14.(b) (12)	<b>Culture and History</b> Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text	Reading Selection: I Comprendo lo que lei: I		Reading Selection: B, I, A Comprendo lo que lei: B, I, A		Reading Selection: B, I, A Comprendo lo que lei: B, I, A		Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A
TEKS §128.14.(b) (13)	<b>Expository Text</b> (A) identify the details or facts that support the main idea; (B) draw conclusions from the facts presented in text and support those assertions with textual evidence; (C) identify explicit cause and effect relationships among ideas in texts; and (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	Reading Selection: I Comprendo lo que lei: I		Reading Selection: I Comprendo lo que lei: I		Reading Selection: A Comprendo lo que lei: A		Reading Selection: I, A Comprendo lo que lei: I, A	Reading Selection: A Comprendo lo que lei: A
TEKS §128.14.(b) (14)	<b>Persuasive Text</b> Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.	Reading Selection: I Comprendo lo que lei: I		Reading Selection: I Comprendo lo que lei: I				Reading Selection: A Comprendo lo que lei: A	
TEKS §128.14.(b) (15)	<b>Procedural Texts</b> (A) follow written multi-step directions (B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).								
TEKS §128.14.(b) (16)	<b>Media Literacy</b> (A) understand how communication changes when moving from one genre of media to another; (B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); and (C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).								
	<b>WRITING</b>								
TEKS §128.14.(b) (17)	<b>Writing Process</b> (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); (B) develop drafts by categorizing ideas and organizing them into paragraphs; (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and (E) publish written work for a specific audience.								
TEKS §128.14.(b) (18)	<b>Literary Texts</b> (A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and (B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).								
TEKS §128.14.(b) (19)	<b>Personal Experiences</b> Students write about their own experiences. Students are expected to write about important personal experiences.	A escribir: B	A escribir: B, I	A escribir: B, I, A	A escribir: B, I	A escribir: B, I, A	A escribir: B, I	A escribir: B, I, A	A escribir: B, I, A
TEKS §128.14.(b) (20)	<b>Expository and Procedural Texts</b> (A) create brief compositions that: (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and (iii) contain a concluding statement; (B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and (C) write responses to literary or expository texts that demonstrate an understanding of the text.	Comprendo lo que lei: B, I, A A escribir: I, A	Comprendo lo que lei: B, I, A A escribir: A	Comprendo lo que lei: B, I, A A escribir: A	Comprendo lo que lei: B, I, A A escribir: A	Comprendo lo que lei: B, I, A A escribir: A	Comprendo lo que lei: B, I, A A escribir: A	Comprendo lo que lei: B, I, A A escribir: A	Comprendo lo que lei: B, I, A A escribir: A
TEKS §128.14.(b) (21)	<b>Persuasive Texts</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.								
	<b>ORAL AND WRITTEN CONVENTIONS</b>								
TEKS §128.14.(b) (22)	<b>Conventions</b> (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive: dorado, rectangular; limiting: este, ese, aquel); (iv) articles (e.g., un, una, lo, la, el, los, las); (v) adverbs (e.g., time: luego, antes; manner: cuidadosamente); (vi) prepositions and prepositional phrases; (vii) possessive pronouns (e.g., su, sus, mi, mis, suyo); (viii) coordinating conjunctions (e.g., y, o, pero); and (ix) time-order transition words and transitions that indicate a conclusion (e.g., finalmente, por último); (B) use the complete subject and the complete predicate in a sentence; (C) use complete simple and compound sentences; and (D) identify, read, and write abbreviations (e.g., Ave, Dra., Atte.).		Así se escribe: B			Así se escribe: I	Así se escribe: B	Así se escribe: B, A	Así se escribe: B
		Así se escribe: B, I, A	Así se escribe: B, A	Así se escribe: B, A		Así se escribe: A	Así se dice: A (nouns with suffix -ero)		
		Así se escribe: B, A	Así se escribe: I	Así se escribe: B, A	Así se escribe: B, I	Así se escribe: A		Así se escribe: B	Así se escribe: A
			Así se escribe: I			Así se escribe: B	Así se escribe: A	Así se escribe: I	Así se escribe: A
							Así se escribe: I	Así se escribe: B (personal pronouns)	Así se escribe: A
								Así se dice: B	Así se escribe: I
					Así se escribe: B	Así se escribe: B			
TEKS §128.14.(b) (23)	<b>Handwriting, Capitalization, and Punctuation</b> (A) write legibly in cursive script with spacing between words in a sentence; (B) use capitalization for: (i) geographical names and places; (ii) historical periods; and (iii) official titles of people; (C) recognize and use punctuation marks including commas; and (D) use correct mechanics including paragraph indentations or "sangrias."	Así se escribe: B, I A escribir: I		Así se escribe: I A escribir: I			Así se escribe: B A escribir: B, I	Así se escribe: A A escribir: A	Así se escribe: B
		A escribir: B, I, A	Así se escribe: A A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	Así se escribe: I A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A
TEKS §128.14.(b) (24)	<b>Spelling</b>								





**Anthologies Correlated to Texas  
Essential Knowledge and Skills  
(TEKS)**

**Level 4**



**Descubre el español – Antología Grade 4**

**Scope and Sequence**

(Correlated to the Texas Essential Knowledge and Skills (TEKS) for Spanish Language Arts)

**LEGEND**  
B = Beginner  
I = Intermediate  
A = Advanced

**BEGINNER, INTERMEDIATE, ADVANCED -- INTEGRATED**

	Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5	Unidad 6	Unidad 7	Unidad 8
<b>READING: BEGINNING SKILLS</b>								
<b>Print Awareness</b>								
<Not applicable to Grade 4>								
<b>Phonological Awareness</b>								
<Not applicable to Grade 4>								
<b>Phonics</b>								
<Not applicable to Grade 4>								
<b>Strategies</b>								
<Not applicable to Grade 4>								
<b>Gr1 TEKS Phonological Awareness (not part of Gr4 TEKS)</b>								
A. orally generate a series of rhyming words using a variety of phonograms (e.g., ita, -osa, -ión)								
F. separate spoken multi-syllabic words into two to four syllables (e.g., ra-na, má-qui-na, te-lé-fo-no)	Así se dice: A					Así se dice: B		
<b>Gr1 TEKS Phonics (not part of Gr4 TEKS)</b>								
A. decode the vowel sounds	Así se dice: B							
<b>Gr3 TEKS Strategies (not part of Gr4 TEKS)</b>								
(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que leí: B, I, A
<b>Gr3 TEKS Spelling and/or Phonics (not part of Gr4 TEKS)</b>								
(A) spell words with increased accuracy using orthographic rules, including:								
(i) words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;		Así se dice: B						
(ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro;		Así se dice: B						
(iv) words that use...								
– que-, qui-, as in queso and quito								
– gue-, gui-, as in guiso and juguete								
– güe-, güi-, as in paraguero and agüita								
(v) words that have the same sound represented by different letters:								
– "r" and "rr," as in ratón and perro	Así se escribe: A				Así se dice: B		Así se dice: B	
– "ll" and "y," as in llave and yate			Así se dice: B		Así se dice: B		Así se dice: B	
– "g" and "j," as in gigante and jirafa	Así se dice: I		Así se dice: B		Así se dice: I			Así se dice: I
– "c," "k," and "q," as in casa, kilo, and quince	Así se dice: I							
– "c," "s," and "z," as in cereal, semilla, and zapato	Así se dice: I	Así se dice: A	Así se dice: B	Así se dice: B	Así se dice: B, I		Así se dice: B	
– "j" and "x," as in cojín and México								
– "i" and "y," as in imán and doy								
– "b" and "v," as in burro and vela							Así se dice: B	
(E) read words with common								
– prefixes (e.g., in-, des-)				Así se escribe: A				Así se escribe: A
– suffixes (e.g., -mente, -dad, -oso)			Así se dice: A (diminutives)					
(H) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas)						Así se escribe: I		
<b>Gr3 TEKS Written Conventions (not part of Gr4 TEKS)</b>								
(viii) coordinating conjunctions (e.g., y, o, pero); and				Así se dice: B	Así se escribe: I	Así se escribe: B		Así se escribe: I





READING: COMPREHENSION OF INFORMATIONAL TEXT								
TE	<b>Culture and History</b> Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between a stated and an implied purpose for an expository text	Reading Selection: I, A Comprendo lo que leí: I, A				Reading Selection: I, A Comprendo lo que leí: I, A	Reading Selection: I, A Comprendo lo que leí: I, A	Reading Selection: B, I, A Comprendo lo que leí: B, I, A
TE	<b>Expository Text</b> (A) summarize the main idea and supporting details in text in ways that maintain meaning; (B) distinguish fact from opinion in a text and explain how to verify what is a (C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and (D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.							
TE	<b>Persuasive Text</b> Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does.	Reading Selection: A Comprendo lo que leí: A						
TE	<b>Procedural Texts</b> (A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and (B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).					Reading Selection: A Comprendo lo que leí: A		
TE	<b>Media Literacy</b> (A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior; (B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and (C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).							
WRITING								
TE	<b>Writing Process</b> (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); (B) develop drafts by categorizing ideas and organizing them into paragraphs; (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and (E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.							
TE	<b>Literary Texts</b> (A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and (B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).							
TE	<b>Personal Experiences</b> Students write about their own experiences. Students are expected to write about important personal experiences.	A escribir: B, I, A	A escribir: B, A	A escribir: B, I		A escribir: B, I, A	A escribir: I, A	A escribir: B, I
TE	<b>Expository and Procedural Texts</b> (A) create brief compositions that: (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations; and (iii) contain a concluding statement; (B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and (C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	Comprendo lo que leí: B, I, A	A escribir: I Comprendo lo que leí: B, I, A	A escribir: A Comprendo lo que leí: B, I, A	A escribir: B, I, A Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	A escribir: B Comprendo lo que leí: B, I, A	A escribir: A Comprendo lo que leí: B, I, A A escribir: B, I, A Comprendo lo que leí: B, I, A
TE	<b>Persuasive Texts</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.							
ORAL AND WRITTEN CONVENTIONS								

<b>TE</b>	<b>Conventions</b>							
	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:							
	(i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);	Así se escribe: B (verbo ser) Así se dice: B, A	Así se escribe: B (verbo estar), I (tiempo del verbo), A (voy a + infinitivo)	Así se dice: I (verbos regulares e irregulares)	Así se escribe: I (tiempo del verbo)	Así se escribe: I (verbos regulares e irregulares)	Así se escribe: B (tiempo del verbo), I (verbos regulares e irregulares)	Así se dice: B (tiempo del verbo) Así se escribe: I (tiempo del verbo), A (tiempo del verbo)
	(ii) nouns (singular/plural, common/proper);	Así se escribe: B	Así se escribe: B			Así se escribe: A (making plural)		
	(iii) adjectives (e.g., descriptive, including adjective phrases: vestido de domingo) and their comparative and superlative forms (e.g., más que, la más);		Así se dice: B Así se escribe: I	Así se escribe: I				Así se escribe: I Así se escribe: B
	(iv) adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho);	Así se escribe: I			Así se escribe: B	Así se escribe: B	Así se dice: I Así se escribe: A	Así se escribe: I
	(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;			Así se dice: B				Así se escribe: A
	(vi) reflexive pronouns (e.g., me, te, se, nos);	Así se escribe: I (pronombres personales)	Así se dice: I (pronombres reflexivos)		Así se escribe: B (pronombres personales), Así se dice: I (pronombres reflexivos), A (pronombres reflexivos)	Así se dice: B (pronombre posesivo)	Así se escribe: B (pronombres personales)	Así se dice: B (pronombre posesivo)
	(vii) correlative conjunctions (e.g., o/o, ni/ni); and							
	(viii) time-order transition words and transitions that indicate a conclusion (e.g., finalmente, por último);							
	(B) use the complete subject and the complete predicate in a sentence; and					Así se escribe: B		Así se escribe: B
	(C) use complete simple and compound sentences with correct subject-verb agreement.							
<b>TE</b>	<b>Handwriting, Capitalization, and Punctuation</b>							
	(A) write legibly by selecting cursive script or manuscript printing as appropriate;	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A
	(B) use capitalization for:							
	(i) historical events and documents; and							
	(ii) the first words of titles of books, stories, and essays;							
	(C) recognize and use punctuation marks including commas in compound sentences; colons, semi-colons, ellipses, the hyphen, and em dash; and	A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B (questions and exclamations), A (ellipses) A escribir: B, I, A	A escribir: B, I, A	Así se escribe: A (ellipses) A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B (questions and exclamations), A (colon) A escribir: B, I, A
	(D) identify and read abbreviations (e.g., Sr., Atte.).							
<b>TE</b>	<b>Spelling</b>							
	(A) write with increasing accuracy using accent marks including:		Así se escribe: B	Así se escribe: B				
	(i) words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);		Así se dice: I, A	Así se dice: A	Así se dice: A		Así se dice: I	
	(ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol); and					Así se dice: A		Así se dice: I Así se dice: A
	(iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);			Así se dice: I				Así se dice: I, A Así se escribe: I, A
	(B) spell words with hiatus and diphthongs (e.g., le-er, ri-o, quie-ro, vio);						Así se dice: B (diptongo), A (diptongo e hiato)	Así se dice: A (hiato) Así se dice: B (diptongos)
	(C) spell base words and roots with affixes (e.g., ex-, pre-, post-, -able);							
	(D) spell words with:							
	(i) Greek roots (e.g., tele-, foto-, grafo-, metro-);							
	(ii) Latin roots (e.g., spec, scrib, rupt, port, dict);							
	(iii) Greek suffixes (e.g., -ología, -fobia, -ismo, -ista); and							
	(iv) Latin derived suffixes (e.g., -able, -ible, -ancia);							
	(E) differentiate the meaning or function of a word based on the diacritical accent (e.g., dé, de; tú, tu);			Así se escribe: A				
	(F) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá); and							
	(G) use spelling patterns, rules, and print and electronic resources to determine and check correct spellings.							
	<b>RESEARCH</b>							
<b>TE</b>	<b>Research Plan</b>							
	(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and							
	(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.							
<b>TE</b>	<b>Gathering Sources</b>							
	(A) follow the research plan to collect information from multiple sources of information both oral and written, including:							
	(i) student-initiated surveys, on-site inspections, and interviews;							
	(ii) data from experts, reference texts, and online searches; and							
	(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;							
	(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);							

