LEGEND
B = Beginner
I = Intermediate
A = Advanced

Descubre el español – Antología Grade 2
TEKS Spanish Language Arts Correlations

		BEGINNER, INTERMEDIATE, ADVANCED -- INTEGRATED							
		Unidad 1	**Unidad 2**	**Unidad 3**	**Unidad 4**	**Unidad 5**	**Unidad 6**	**Unidad 7**	**Unidad 8**
	READING: BEGINNING SKILLS								
TEKS §128.13.(b) (1	**Print Awareness**								
	Distinguish features of a sentence:								
	– Capitalization of first word						Así se escribe: B, A		
	– Beginning and ending punctuation	Así se escribe: B	Así se escribe: B	Así se escribe: B, A	Así se escribe: B			Así se escribe: B, A	Así se escribe: B
	– Commas			Así se escribe: A		Así se escribe: B			
	– Quotation marks								
	– em dash to indicate dialogue								
	Phonological Awareness								
	<Not applicable to Grade 2>								
	Gr1 TEKS Phonological Awareness (not part of Gr2 TEKS)								
	A. orally generate a series of rhyming words using a variety of phonograms (e.g., -ita, -osa, -ión)					Así se dice: B, I			
	Gr1 TEKS Phonics (not part of Gr2 TEKS)								
	A. decode the vowel sounds	Así se dice: B	Así se dice: B						
TEKS §128.13.(b) (2	**Phonics**								
	(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., fídeo, poeta);								
	(v) consonant blends (e.g., bra/bra-zo; glo/glo-bo); and								
	(vi) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro);		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 güe-, güi-, 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
	– "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: A		
	(F) read words with common…								Así se dice: B
	prefixes (e.g., in-, des-)								
	suffixes (e.g., -mente, -dad, -oso);				Así se escribe: I Así se dice: I (diminutives)			Así se dice: B Así se dice: A (diminutives)	
	(G) identify and read abbreviations (e.g., Sr., Dra.);								
	(H) identify the stressed syllable (sílaba tónica);	Así se dice: I	Así se dice: I						
	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	**Strategies**								
	(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 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,	Comprendo lo que leí: B, I,	Comprendo lo que leí: B, I,	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I,	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
	READING								
TEKS §128.13.(b) (4	**Fluency**								
	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	**Vocabulary Development**								
	(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;	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
	(C) identify and use common words that are:								
	– opposite (antonyms)		Así se dice: B		Así se dice: B, A		Así se dice: B	Así se dice: I	
	– similar (synonyms)			Así se dice: B		Así se dice: B, A			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
	READING: COMPREHENSION OF LITERARY TEXT								
TEKS §128.13.(b) (6	**Theme and Genre**								
	(A) identify moral lessons as themes in well-known fables, legends, myths, or stories; and				Reading Selection: B, I, A Comprendo lo que leí: 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	**Poetry**								
	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 leí: B, I, A			
TEKS §128.13.(b) (8	**Drama**								
	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	**Fiction**								
	(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 leí: B, I, A							
TEKS §128.13.(b) (1	**Literary Non-Fiction**								
	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) (1	**Sensory Language**								
	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 steps).	Reading Selection: B				Reading Selection: B			
TEKS §128.13.(b) (1	**Independent Reading**								

	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: COMPREHENSION OF INFORMATIONAL TEXT								
TEKS §128.13.(b) (1	**Culture and History**								
	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) (1	**Expository Text**								
	(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) (1	**Procedural Texts**								
	(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) (1	**Media Literacy**								
	(A) recognize different purposes of media (e.g., informational, entertainment);								
	(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).								
	WRITING								
TEKS §128.13.(b) (1	**Writing Process**								
	(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) (1	**Literary Texts**								
	(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) (1	**Expository and Procedural Texts**								
	(A) write brief compositions about topics of interest to the student;	A escribr: B, I, A	A escribr: B, I, A	A escribr: B, I, A	A escribr: B, I, A	A escribir: B	A escribr: B, I, A	A escribr: B, I, A	A escribr: B, I, A
	(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.	Comprendo lo que leí: B, I,	Comprendo lo que leí: B, I,	Comprendo lo que leí: B, I,	Comprendo lo que leí: B, I,	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I,	Comprendo lo que leí: B, I, A	Comprendo lo que leí: B, I, A
TEKS §128.13.(b) (2	**Persuasive Texts**								
	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.								
	ORAL AND WRITTEN CONVENTIONS								
TEKS §128.13.(b) (2	**Conventions**								
	(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)			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
	(ii) nouns (singular/plural, common/proper)	Así se dice: B Así se escribe: I	Así se dice: B			Así se escribe: I, A		Así se escribe: B Así se escribe: A (possessive nouns)	Así se escribe: I (possessive nou

	(iii) adjectives (e.g., descriptive: viejo, maravilloso)	Así se escribe: B Así se escribe: I	Así se escribe: I, A		Así se escribe: B	Así se escribe: B	Así se escribe: I		
	(iv) articles (e.g., un, una, la, el)				Así se escribe: A				
	(v) adverbs (e.g., time: antes, después; manner: cuidadosamente)					Así se escribe: A		Así se escribe: I	
	(vi) prepositions and prepositional phrases								Así se escribe: A
	(vii) pronouns (e.g., él, su)							Así se escribe: I	
	(viii) time-order transition words							Así se escribe: B	
	(B) distinguish among:								
	– declarative sentences								Así se escribe: B
	– interrogative sentences	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B			Así se escribe: B	
	– exclamatory sentence	Así se escribe: B		Así se escribe: B	Así se escribe: B			Así se escribe: B	
	– imperative sentences								
TEKS §128.13.(b) (2	**Handwriting, Capitalization, and Punctuation**								
	(A) write legibly leaving appropriate margins for readability;	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
	(B) use capitalization for:								
	(i) proper nouns; and	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 A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A
	(ii) the salutation and closing of a letter;								
	(C) understand that months and days of the week are not capitalized;			Así se escribe: B			Así se escribe: I		
	(D) recognize and use punctuation marks, including beginning and ending punctuation in sentences; and	Así se escribe: B A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	Así se escribe: B 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: B, A A escribir: B, I, A	Así se escribe: B A escribir: B, I, A
	(E) identify, read, and write abbreviations (e.g., Srta., Dr.).								
TEKS §128.13.(b) (2	**Spelling**								
	(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;								Así se dice: B
	(ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in loro and cara;								Así se dice: B
	(iii) words that use syllables with silent "h," as in hora and hoy;	Así se dice: I							Así se escribe: A
	(iv) words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita;	Así se escribe: A		Así se escribe: I		Así se dice: A			
	(v) words that have the same sound represented by different letters:								
	– "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
	– "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: A		
	(vi) words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar);		Así se escribe: A						
	(B) spell words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-);								
	(C) spell the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., lápiz, lápices, feliz, felices);					Así se escribe: A			
	(D) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;								
	(E) spell words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);	Así se dice: I	Así se dice: I Así se escribe: I		Así se dice: A			Así se dice: I	
	(F) become familiar with words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);	Así se dice: I	Así se dice: I		Así se dice: A				
	(G) use accents appropriately on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);		Así se escribe: B						
	(H) mark accents appropriately when conjugating verbs in the simple past in the indicative mode (e.g., corrió, jugó);			Así se escribe: I, A	Así se escribe: A				Así se escribe: B
	(I) identify, read, and write abbreviations (e.g., Sr., Dra.); and								
	(J) use resources to find correct spellings.								
	RESEARCH								
TEKS §128.13.(b) (2	**Reasearch Plan**								
	(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and								
	(B) decide what sources of information might be relevant to answer these questions.								
TEKS §128.13.(b) (2	**Gathering Sources**								

	(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;								
	(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and								
	(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).								
TEKS §128.13.(b) (2	**Synthesizing Information**								
	Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.								
TEKS §128.13.(b) (2	**Organizing and Presenting Ideas**								
	Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.								
	LISTENING AND SPEAKING								
TEKS §128.13.(b) (2	**Listening**								
	(A) listen attentively to speakers and ask relevant questions to clarify information	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
	(B) follow, restate, and give oral instructions that involve a short related sequence of actions								
TEKS §128.13.(b) (2	**Speaking**								
	share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
TEKS §128.13.(b) (3	**Teamwork**								
	follow agreed-upon rules for discussion, including:								
	–listening to others	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
	–speaking when recognized	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A
	–making appropriate contributions	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A	Antes de leer: B, I, A