LEGEND
B = Beginner
I = Intermediate
A = Advanced

Descubre el español – Antología Grade 4
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								
Print Awareness								
<Not applicable to Grade 4>								
Phonological Awareness								
<Not applicable to Grade 4>								
Phonics								
<Not applicable to Grade 4>								
Strategies								
<Not applicable to Grade 4>								
Gr1 TEKS Phonological Awareness (not part of Gr4 TEKS)								
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		
Gr1 TEKS Phonics (not part of Gr4 TEKS)								
A. decode the vowel sounds	Así se dice: B							
Gr3 TEKS Strategies (not part of Gr4 TEKS)								
(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
Gr3 TEKS Spelling and/or Phonics (not part of Gr4 TEKS)								
(A) spell words with increased accuracy using orthographic rules,								
(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 paragüero 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		

	Gr3 TEKS Written Conventions (not part of Gr4 TEKS)								
	(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
	(B) use capitalization for:								
	(i) proper nouns								Así se escribe: B
	(iv) articles (e.g., un, una, lo, la, el, los, las)		Así se dice: A (definite and indefinite articles)						
	Gr3 TEKS Vocabulary Development (not part of Gr4 TEKS)								
	(C) identify and use								
	– antonyms								
	– synonyms					Así se dice: A			
	Non-TEKS items								
	cognates	Así se escribe: A	Así se escribe: A			Así se escribe: A			
	READING								
TEKS §128.15.(b) (	**Fluency**								
	Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories 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 §128.15.(b) (2	**Vocabulary Development**								
	(A) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes;								
	(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;	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) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____);								
	(D) identify the meaning of common idioms; and			Así se escribe: I	Así se escribe: I		Así se escribe: A		
	(E) use a dictionary or glossary to determine the meanings, spelling, and syllabication of unknown words.	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
	READING: COMPREHENSION OF LITERARY TEXT								
TEKS §128.15.(b) (	**Theme and Genre**								
	(A) summarize and explain the lesson or message of a work of fiction as its theme; and			Reading Selection: I Comprendo lo que leí: I	Reading Selection: B, I, A Comprendo lo que leí: B, I, A				
	(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.								
TEKS §128.15.(b) (4	**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 explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).								
TEKS §128.15.(b) (5	**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 describe the structural elements particular to dramatic literature.			Reading Selection: I, A Comprendo lo que leí: I, A					
TEKS §128.15.(b) (6	**Fiction**								
	(A) sequence and summarize the plot's main events and explain their influence on future events;	Reading Selection: B Comprendo lo que leí: B	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) describe the interaction of characters including their relationships and the changes they undergo; and	Reading Selection: B Comprendo lo que leí: B	Reading Selection: B, I, A Comprendo lo que leí: B, I, A				Reading Selection: B, I, A Comprendo lo que leí: B, I, A		
	(C) identify whether the narrator or speaker of a story is first or third person.								
TEKS §128.15.(b) (7	**Literary Non-Fiction**								
	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.			Reading Selection: B Comprendo lo que leí: B				Reading Selection: B Comprendo lo que leí: B	
TEKS §128.15.(b) (8	**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 identify the author's use of similes and metaphors to produce imagery.					Reading Selection: B Comprendo lo que leí: B			
TEKS §128.15.(b) (9	**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 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
	READING: COMPREHENSION OF INFORMATIONAL TEXT								
TEKS §128.15.(b) (	**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 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
TEKS §128.15.(b) (	**Expository Text**								
	(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 fact;								
	(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.								
TEKS §128.15.(b) (	**Pursuasive Text**								
	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							
TEKS §128.15.(b) (	**Procedural Texts**								
	(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and					Reading Selection: A Comprendo lo que leí: A			
	(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).								
TEKS §128.15.(b) (	**Media Literacy**								
	(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								
TEKS §128.15.(b) (	**Writing Process**								
	(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.								
TEKS §128.15.(b) (	**Literary Texts**								
	(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 §128.15.(b) (	**Personal Experiences**								
	Students write about their own experiences. Students are expected to write about important personal experiences.		A escribir: B, A	A escribir: B		A escribir: B, I, A	A escribir: A		
TEKS §128.15.(b) (	**Expository and Procedural Texts**								
	(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	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	Comprendo lo que leí: B, I, A	A escribir: I Comprendo lo que leí: B, I, A
TEKS §128.15.(b) (	**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 essays for appropriate audiences that establish a position and use supporting details.	A escribir: B, I, A		A escribir: I, A			A escribir: I	A escribir: B, I, A	A escribir: B, A
	ORAL AND WRITTEN CONVENTIONS								
TEKS §128.15.(b) (	**Conventions**								
	(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 escribe: B (verbo estar), I (tiempo del verbo), A (voy a + infinitivo)	Así se dice: I (verbos regulares e irregulares)	Así se dice: I (mandatos) 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 dice: B, A 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.								
TEKS §128.15.(b) (	**Handwriting, Capitalization, and Punctuation**								
	(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	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	A escribir: B, I, A
	(D) identify and read abbreviations (e.g., Sr., Atte.).								
TEKS §128.15.(b) (	**Spelling**								
	(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, rí-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.								
	RESEARCH								
TEKS §128.15.(b) (2	**Reasearch Plan**								
	(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.								
TEKS §128.15.(b) (2	**Gathering Sources**								
	(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);								
	(C) take simple notes and sort evidence into provided categories or an organizer;								
	(D) identify the author, title, publisher, and publication year of sources; and								
	(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.								
TEKS §128.15.(b) (2	**Synthesizing Information**								
	Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).								
TEKS §128.15.(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 are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.								
	LISTENING AND SPEAKING								
TEKS §128.15.(b) (2	**Listening**								
	(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and	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 series of related sequences of action.								
TEKS §128.15.(b) (2	**Speaking**								
	Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.	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 §128.15.(b) (2	**Teamwork**								
	Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of 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