Descubre el español – Antología Grade 5 TEKS Spanish Language Arts Correlations

| | RECINNER INT | ΓERMEDIATE, A | ADVANCED INT | FECRATED | | | | |
|--|--|--|---|---|---|---|---|---|
| | Unidad 1 | Unidad 2 | Unidad 3 | Unidad 4 | Unidad 5 | Unidad 6 | Unidad 7 | Unidad 8 |
| READING: BEGINNING SKILLS | Unidad 1 | Unidad 2 | Unidad 3 | Unidad 4 | Unidad 5 | Unidad 6 | Unidad / | Unidad 8 |
| Print Awareness | | | | | | | | |
| <not 5="" applicable="" grade="" to=""></not> | | | | | | | | |
| 4 tot appreciate to Grade 5 | † | | | | | | | |
| Phonological Awareness | | | | | | | | |
| <not 5="" applicable="" grade="" to=""></not> | | | | | | | | |
| Not applicable to Grade 32 | + | | | | | | | |
| Phonics | | | | | | | | |
| <not 5="" applicable="" grade="" to=""></not> | | | | | | | | |
| | | | | | | | | |
| Strategies | | | | | | | | |
| <not 5="" applicable="" grade="" to=""></not> | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Gr1 TEKS Phonics (not part of Gr5 TEKS) | | | | | | | | |
| | | | | Así se dice: B (vocales | | | | |
| A. decode the vowel sounds | Así se dice: B | | | fuertes y débiles) | | | | |
| | | | | | | | | |
| Gr3 TEKS Strategies (not part of Gr5 TEKS) | D I CI C DIA | D 1: C1 (: D I A | D F C1 C DIA | D 1: C1 (: D1 4 | D E G1 C DIA | D 1: C1 : D1 4 | D I CI C DIA | D E G1 C DIA |
| (A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and | Reading Selection: B, I, A Comprendo lo que leí: B, | Reading Selection: B, I, A Comprendo lo que leí: B, | Reading Selection: B, I, A Comprendo lo que leí: B, I, | Reading Selection: B, I, A Comprendo lo que leí: B, I, | Reading Selection: B, I, A Comprendo lo que leí: B, I, | Reading Selection: B, I, A Comprendo lo que leí: B, I, | Reading Selection: B, I, A Comprendo lo que leí: B, I, | Reading Selection: B, I, A Comprendo lo que leí: B, I, |
| confirm predictions | I. A | I A | Comprendo lo que lei: B, I, | Comprendo io que iei: B, i, | Comprendo lo que lei. B, I, | Comprendo io que iei: B, i, | Comprendo lo que lei. B, I, | Comprendo lo que lei: B, I, |
| (B) ask relevant questions, seek clarification, and locate | i, A | 1, A | л | Λ | Α | Λ | А | Λ |
| facts and details about stories and other texts and support | Comprendo lo que leí: B, | Comprendo lo que leí: B, | Comprendo lo que leí: B, I, |
| answers with evidence from text | I, A | I, A | A | A | A | A | A | A |
| (C) establish purpose for reading selected texts 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 |
| monitor comprehension, making corrections and | 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 |
| adjustments when that understanding breaks down (e.g., | Comprendo lo que leí: B, | Comprendo lo que leí: B, | Comprendo lo que leí: B, I, |
| identifying clues, using background knowledge, | I, A | I, A | A | A | A | A | A | A |
| CATELOG W. V. D. L. C. L. AG. | | | | | | | | |
| Gr3 TEKS Spelling and/or Phonics (not part of Gr5 | | | | | | | | |
| TEKS) (A) spell words with increased accuracy using | | | | | | | | |
| orthographic rules, including: | | | | | | | | |
| (i) words that use syllables with hard /r/ spelled as "r" | 1 | † | | | | | | |
| or "rr," as in ratón and carro; | | | | | | | | |
| | | Así se escribe: B | | | | | | |
| (ii) words that use syllables with soft /r/ spelled as "r" | | Así se escribe: B | | | | | | |
| (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro; | | Así se escribe: B | | | | | | |
| (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro; (iv) words that use | | | | | | | | |
| (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro; (iv) words that use - que-, qui-, as in queso and quito | | Así se escribe: B 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; (iv) words that use - que-, qui-, as in queso and quito - gue-, gui-, as in guiso and juguete | | | | | | | | |
| (ii) words that use syllables with soft /t/ spelled as "r" and always between two vowels, as in pero and perro; (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 | | | | | | | | |
| (ii) words that use syllables with soft /t/ spelled as "r" and always between two vowels, as in pero and perro; (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 | | | | | | | | |
| (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro; (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: | | Asi se dice: B | | | | | | |
| (ii) words that use syllables with soft /t/ spelled as "r" and always between two vowels, as in pero and perro; (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 | | | | | Así se escribe B (dioranh | | | |
| (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro; (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 | | Asi se dice: B | | | Asi se escribe: B (digraph ll), I | | | Así se escribe: I |
| (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro; (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: | | Asi se dice: B | Así se dice: B | | | | | Así se escribe: I |
| (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro; (iv) words that use — que-, qui-, as in queso and quito — gue-, gui-, as in guiso and juguete — güe-, gui-, as in paragüero and agüita (v) words that have the same sound represented by different letters: — "r" and "rr," as in ratón and perro — "ll" and "y," as in llave and yate — "g" and "j," as in gigante and jirafa | | Asi se dice: B | Así se dice: B Así se escribe: B | | | | Así se dice: B | Así se escribe: I |
| (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro; (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 ratôn 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 | | Asi se dice: B | | | | | Así se dice: B | Así se escribe: I |
| (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro; (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 — "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 — "c," "s," and "z," as in cereal, semilla, and zapato | | Asi se dice: B | | | | | Así se dice: B | Así se escribe: I |
| (ii) words that use syllables with soft /t/ spelled as "r" and always between two vowels, as in pero and perro; (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 — "Il" 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 — "c," "s," and "q," as in cereal, semilla, and zapato — "j" and "s," as in cojin and México | | Asi se dice: B | | | | | Asi se dice: B | Así se escribe: I |
| (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro; (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 — "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 — "c." "s," and "z," as in cereal, semilla, and zapato — "j" and "x," as in cojín and México — "j" and "x," as in inojín and México — "j" and "y," as in imán and doy | | Asi se dice: B | | | | | | Así se escribe: I |
| (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro; (iv) words that use — que-, qui-, as in queso and quito — gue-, gui-, as in guiso and juguete — gue-, gui-, as in paragüero and agüita (v) words that have the same sound represented by different letters: — "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 — "c," "s," and "z," as in cereal, semilla, and zapato — "j" and "y," as in inán and doy — "b" and "y," as in inán and doy — "b" and "y," as in inán and doy — "b" and "y," as in burro and vela | | Asi se dice: B | | | | | Así se dice: B Así se escribe: B | Así se escribe: I |
| (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro; (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 — "Il" 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 — "c," "s," and "z," as in cereal, semilla, and zapato — "j" and "x," as in cojin and México — "i" and "y," as in imān and doy — "b" and "v," as in burro and vela (E) read words with common | | Asi se dice: B | | | | | | Asi se escribe: I |
| (ii) words that use syllables with soft /t/ spelled as "r" and always between two vowels, as in pero and perro; (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 — "Il" 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 — "c," "s," and "a," as in cereal, semilla, and zapato — "j" and "y," as in inmán and doy — "b" and "y," as in inmán and doy — "b" and "y," as in burro and vela (E) read words with common — prefixes (e.g., in-, des-) < for more prefixes, see | Así se dice: I (des-) | Así se dice: B Así se escribe: B | | | | Ast se dice: A (in. im.) | Así se escribe: B | |
| (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro; (iv) words that use — que-, qui-, as in queso and quito — gue-, gui-, as in guiso and juguete — güe-, gui-, as in paragüero and agüita (v) words that have the same sound represented by different letters: — "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 — "c," "s," and "z," as in cereal, semilla, and zapato — "j" and "x," as in inán and doy — "j" and "y," as in inán and doy — "b" and "v," as in inán and doy — "b" and "v," as in burro and vela (E) read words with common — prefixes (e.g., in-, des-) < for more prefixes, see Greek roots below> | Así se dice: I (des-) | Asi se dice: B | | | | Así se dice: A (in-, im-) | | Así se escribe: I Así se escribe: I (des-, re-) |
| (ii) words that use syllables with soft /t/ spelled as "r" and always between two vowels, as in pero and perro; (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 — "Il" 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 — "c," "s," and "a," as in cereal, semilla, and zapato — "j" and "y," as in inmán and doy — "b" and "y," as in inmán and doy — "b" and "y," as in burro and vela (E) read words with common — prefixes (e.g., in-, des-) < for more prefixes, see | Así se dice: 1 (des-) | Así se dice: B Así se escribe: B | | | | Así se dice: A (in-, im-) | Así se escribe: B | |

| F | | | | , | | • | | 1 | 1 |
|---------------------|--|----------------------------|-------------------------------------|----------------------------------|----------------------------|-----------------------------|----------------------------|----------------------------|--|
| | (B) decode words with silent "h" with increasing | | | | | | | | |
| | accuracy; | Así se dice: A | | | Así se escribe: I | | | | |
| - | (H) use knowledge of the meaning of base words to | | | | | | | | |
| | identify and read common compound words (e.g., | | | | | | | | |
| | sacapuntas, abrelatas, salvavidas) | | | | | | Así se dice: I | | |
| • | • , , , , , | | | | | | | | |
| | | | | | | | | | |
| | Gr3 TEKS Written Conventions (not part of Gr5 | | | | | | | | |
| | TEKS) | | | | | | | | |
| | (| | | Así se escribe: I (spelling | | | | | |
| - | (viii) coordinating conjunctions (e.g., y, o, pero); and (B) use capitalization for: | | | change: y> e; o> u) | Así se escribe: A | | | | |
| • | (B) use capitalization for. | | | Así se escribe: B (capital | | | | | |
| | | | | letters for proper names; | | | | | |
| | | Así se escribe: B (capital | | lowercase for days, | | | | | |
| | (i) proper nouns | letters for proper names) | | months, languages) | | | | | |
| | | | Así se escribe: A (definite | | | | | | |
| | (iv) articles (e.g., un, una, lo, la, el, los, las) | | and indefinite articles) | | | | | | |
| | | | | | | | | | |
| | Gr3 TEKS Vocabulary Development (not part of | | | | | | | | |
| r | Gr5 TEKS) | | | | | | | | |
| | (C) identify and use | Así sa diga: I | Así sa dian: I. A | Así sa dias: D | | - | | | Así sa dina: D. I |
| - | - antonyms - synonyms | Así se dice: I | Así se dice: I, A Así se dice: B | Así se dice: B Así se dice: I | | Así se dice: B, I | | | Así se dice: B, I Así se dice: B, A |
| | - synonyms - homophones (e.g., tubo, tuvo) | + | ASI SC UICC. D | Asi SC UICC. I | | Asi St uict. D, I | Así se escribe: I | | Así se escribe: A |
| ŀ | nemophones (e.g., tuoo, tuvo) | | | | | | 2 151 50 CSC110C. 1 | | . 151 SC CSCITOC. A |
| ŀ | | | | | | 1 | | | |
| | Gr4 TEKS Spelling (not part of Gr5 TEKS) | | | | | | | | |
| | (E) differentiate the meaning or function of a word based | | | | | | | | |
| | on the diacritical accent (e.g., dé, de; tú, tu); | | | | Así se escribe: I | | | Así se escribe: I | |
| | | | | | | | | | |
| | Gr4 TEKS Oral and Written Conventions (not part | | | | | | | | |
| | of Gr5 TEKS) | | | | | | | | |
| - | (ii) nouns (singular/plural, common/proper); | Así se escribe: A | | | | | | | |
| | | | | | | | | | |
| • | | | | | | | | | |
| | Non-TEKS items | | | | | | | | |
| | cognates | | | Así se dice: I | | Así se dice: B | Así se dice: B | | |
| | formal and informal address (tú vs. usted) | Así se dice: B | | | | | | | |
| | | | | | | Así se dice: A (variaciones | | | |
| | regionalisms | | | | | lingüísticas) | | | |
| • | | | | | | | | | |
| | | | | | | | | | |
| | DEADDIC | | | | | | | | |
| TEKS §128.16.(b) (1 | READING Fluency | | | | | | | | |
| 1EKS 9120.10.(0) (1 | 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 §128.16.(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 context (e.g., in-sentence restatement) to | | | | | | | | |
| | determine or clarify the meaning of unfamiliar 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) produce analogies with known antonyms and | Asi se dice: B, I, A | Asi se dice: B, I, A | Asi se dice: B, i, A | Asi se dice. B, i, A | ASI Se dice: B, I, A | Asi se dice: B, I, A | Asi se dice. B, i, A | Asi se dice. B, i, A |
| | synonyms; | Así se dice: A | Así se dice: A | Así se dice: A | Así se dice: A | Así se dice: A | Así se dice: A | Así se dice: A | Así se dice: A |
| • | (D) identify and explain the meaning of common idioms, | | 50 0.00. 11 | 50 alco. 11 | se alce. 11 | | 50 0.00. 11 | se alce. 11 | se alce. 11 |
| | adages, and other sayings; and | | | | Así se dice: I | | Así se escribe: A | | |
| | (E) use a dictionary, a glossary, or a thesaurus (printed | | | | | | | | |
| | or electronic) to determine the meanings, syllabication, | | | | | | | | |
| | spelling, alternate word choices, and parts of speech of | | | | | | | | |
| <u> </u> | 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 | | | | | | | | |
| TEKS §128.16.(b) (3 | TEXT Thoms and Conve | | | | | | | | |
| 1EKS 9128.10.(D) (3 | Theme and Genre | | | | | | | | |
| | | | | | | | | | |

| ſ | (A) compare and contrast the themes or moral lessons of | ı | į į | í · | ļ , | ſ | | | |
|---------------------|--|---------------------------------------|--|----------------------------|--|----------------------------|-----------------------------|--|--|
| | several works of fiction from various cultures; | <u></u> ' | <u></u> | <u></u> ' | | <u></u> ' | | <u> </u> | |
| | (B) describe the phenomena explained in origin myths | i | (T | , | | , | | | |
| | from various cultures; and | ├ | └── | ' | | ' | | <u> </u> | ļ! |
| | (C) explain the effect of a historical event or movement | 1 | 1 | 1 | 1 | ' | 1 | | |
| ŀ | on the theme of a work of literature. | | | <u> </u> | | | + | | |
| TEVE 0120 16 (b) (4 | n | | | | | | | | <u> </u> |
| TEKS §128.16.(b) (4 | | | | | | | | | |
| | Students understand, make inferences and draw conclusions about the structure and elements of poetry | 1 | 1 | 1 | 1 | ' | 1 | | |
| | and provide evidence from text to support their | 1 | 1 | 1 | 1 | ' | 1 | | |
| | understanding. Students are expected to analyze how | 1 | 1 | 1 | 1 | ' | 1 | | |
| | poets use sound effects (e.g., alliteration, internal rhyme, | 1 | 1 | 1 | 1 | ' | 1 | | |
| | onomatopoeia, rhyme scheme) to reinforce meaning in | 1 | Así se dice: I (using | 1 | 1 | ' | 1 | | |
| | poems. | | rhyme) | 1 | 1 | ' | 1 | | |
| ŀ | poems. | | myme) | | + | | + | | |
| TEKS §128.16.(b) (5 | 5 Drama | | | | | | | | |
| TEKS 9120.10.(0) (5 | Students understand, make inferences and draw | | | | | | | + | |
| | conclusions about the structure and elements of drama | 1 | 1 | 1 | 1 | ' | 1 | | i ' |
| | and provide evidence from text to support their | 1 | 1 | 1 | 1 | , ' | 1 | | i ' |
| | | Reading Selection: B, I, A | 1 | 1 | 1 | ' | 1 | | i ' |
| | | Comprendo lo que leí: B, | 1 | 1 | 1 | ' | 1 | | i ' |
| | its dramatic adaptation. | I, A | 1 | 1 | 1 | ' | 1 | | |
| ŀ | its diamatic adaptation. | 1, A | | | + | | + | | |
| TEKS §128.16.(b) (6 | Fiction | | | | | | | | |
| TEKS 9120.10.(0) (0 | (A) describe incidents that advance the story or novel, | | Reading Selection: B, I, A | | Reading Selection: B, I, A | | Reading Selection: B, I, A | | |
| | explaining how each incident gives rise to or | | Comprendo lo que leí: B, | 1 | Comprendo lo que leí: B, I, | | Comprendo lo que leí: B, I, | | |
| | foreshadows future events; | 1 | I A | 1 | Δ | ' | Δ | | |
| ľ | (B) explain the roles and functions of characters in | 1 | Reading Selection: B, I, A | | Reading Selection: B, I, A | | Reading Selection: B, I, A | | |
| | various plots, including their relationships and conflicts; | | Comprendo lo que leí: B, | | Comprendo lo que leí: B, I, | | Comprendo lo que leí: B, I, | | |
| | and | 1 | I, A | 1 | A | ' | A | | |
| ļ. | (C) explain different forms of third-person points of | · · · · · · · · · · · · · · · · · · · | 1,11 | | <u> </u> | · | | | |
| | view in stories. | 1 | 1 | 1 | 1 | ' | 1 | | |
| ļ. | VIOW IL SIGNES. | · · · · · · · · · · · · · · · · · · · | 1 | | 1 | · | | | |
| TEKS §128.16.(b) (7 | Literary Non-Fiction | _ | | | l | | ļ | | |
| TERES 5.20. | Students understand, make inferences and draw | 1 | | , | | , | 1 | | |
| ĺ | conclusions about the varied structural patterns and | f I | 1 | 1 | 1 | 1 | 1 | 1 | |
| ĺ | features of literary nonfiction and provide evidence from | f I | 1 | 1 | 1 | 1 | 1 | 1 | |
| ĺ | text to support their understanding. Students are | f I | 1 | 1 | 1 | 1 | 1 | 1 | |
| | expected to identify the literary language and devices | 1 | 1 | ı | | · ' | 1 | 1 | |
| ĺ | used in biographies and autobiographies, including how | f I | 1 | 1 | 1 | 1 | 1 | 1 | |
| ĺ | authors present major events in a person's life. | 1 | 1 | í . | 1 | () | 1 | 1 | |
| İ | dunois present major croms in a parameter | | | | | | + | | |
| | 1 | | The state of the s | · | | | 1 | | |
| TEVS 8128 16 (b) (8 | Concorn I onguage | | | | | | 1 | | |
| TEKS §128.16.(b) (8 | Sensory Language Students understand, make inferences and draw | | | | | | | | |
| TEKS §128.16.(b) (8 | Students understand, make inferences and draw | | | | | | | | |
| TEKS §128.16.(b) (8 | Students understand, make inferences and draw conclusions about how an author's sensory language | | | | | | | | |
| TEKS §128.16.(b) (8 | Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence | | | | | | | | |
| TEKS §128.16.(b) (8 | 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 | | | | | | | | |
| TEKS §128.16.(b) (8 | 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 evaluate the impact of sensory details, | | | | | | | | |
| TEKS §128.16.(b) (8 | 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 | | | | | | | | |
| | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. | | | | | | | | |
| TEKS §128.16.(b) (8 | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. Independent Reading | | | | | | | | |
| | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. Independent Reading | | | | | | | | |
| | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. Independent Reading Students read independently for sustained periods of time and produce evidence of their reading. Students are | | | | | | | | |
| | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. Independent Reading | | | | | | | | |
| | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. Independent Reading | | | | | | | | |
| | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. Independent Reading | | | | | | | | |
| | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. Independent Reading | 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 |
| | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. Independent Reading | 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 |
| | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. Independent Reading | 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 |
| | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. 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 summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks). READING: COMPREHENSION OF | 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 §128.16.(b) (9 | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. Independent Reading | 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 |
| | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. Independent Reading | 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 §128.16.(b) (9 | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. Independent Reading | 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 §128.16.(b) (9 | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. Independent Reading | 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 |
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| TEKS §128.16.(b) (9 | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. Independent Reading | 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 |
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| TEKS §128.16.(b) (9 | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. Independent Reading | | | Reading Selection: B, I, A | | Reading Selection: B, I, A | | Reading Selection: B, I, A | Reading Selection: B, I, A |
| TEKS §128.16.(b) (9 | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. 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 summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks). READING: COMPREHENSION OF INFORMATIONAL TEXT 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, including culturally relevant texts, to support their understanding. Students are expected to draw | | | | | | | Reading Selection: B, I, A | |
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| TEKS §128.16.(b) (9 | 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 evaluate the impact of sensory details, imagery, and figurative language in literary text. Independent Reading | | | Reading Selection: B, I, A | | Reading Selection: B, I, A | | Reading Selection: B, I, A | Reading Selection: B, I, A |

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|----------------------|---|--|--|--|--|
| | (A) summarize the main ideas and supporting details in a | | | | |
| | text in ways that maintain meaning and logical order; | | | | |
| | (B) determine the facts in text and verify them through | | | | |
| | established methods; | | | | |
| | | | | | |
| | (C) analyze how the organizational pattern of a text (e.g., | | | | |
| | cause-and-effect, compare-and-contrast, sequential | | | | |
| | order, logical order, classification schemes) influences | | | | |
| | the relationships among the ideas; | | | | |
| | (D) use multiple text features and graphics to gain an | | | | |
| | overview of the contents of text and to locate | | | | |
| | information; and | | | | |
| | (E) synthesize and make logical connections between | | | | |
| | ideas within a text and across two or three texts | | | | |
| | representing similar or different genres. | | | | |
| | representing similar of different genies. | | | | |
| TENTO 0100 15 (1) (1 | n | | | | |
| TEKS §128.16.(b) (1 | Pursuasive Text | | | | |
| | (A) identify the author's viewpoint or position and | | | | |
| | explain the basic relationships among ideas (e.g., | | | | |
| | parallelism, comparison, causality) in the argument; and | | | | |
| | (B) recognize exaggerated, contradictory, or misleading | | | | |
| | statements in text. | | | | |
| | - | | | | |
| TEKS §128.16.(b) (1 | Procedural Texts | | | | |
| | (A) interpret details from procedural text to complete a | | | | |
| | task, solve a problem, or perform procedures; and | | | | |
| | (B) interpret factual or quantitative information | | | | |
| | | | | | |
| | presented in maps, charts, illustrations, graphs, timelines, | | | | |
| | tables, and diagrams. | | | | |
| | | | | | |
| TEKS §128.16.(b) (1- | Media Literacy | | | | |
| | (A) explain how messages conveyed in various forms of | | | | |
| | media are presented differently (e.g., documentaries, | | | | |
| | online information, televised news); | | | | |
| | (B) consider the difference in techniques used in media | | | | |
| | (e.g., commercials, documentaries, news); | | | | |
| , | (e.g., commercials, documentaries, news), | | | | |
| | | | | | |
| | (C) identify the point of view of media presentations; and | | | | |
| | (C) identify the point of view of media presentations; and | | | | |
| | (D) analyze various digital media venues for levels of | | | | |
| | | | | | |
| | (D) analyze various digital media venues for levels of formality and informality. | | | | |
| | (D) analyze various digital media venues for levels of formality and informality. WRITING | | | | |
| TEKS §128.16.(b) (1 | (D) analyze various digital media venues for levels of formality and informality. WRITING Writing Process | | | | |
| TEKS §128.16.(b) (1 | (D) analyze various digital media venues for levels of formality and informality. WRITING | | | | |
| TEKS §128.16.(b) (1 | (D) analyze various digital media venues for levels of formality and informality. WRITING Writing Process | | | | |
| TEKS §128.16.(b) (1 | (D) analyze various digital media venues for levels of formality and informality. WRITING Writing Process (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, | | | | |
| TEKS §128.16.(b) (1 | (D) analyze various digital media venues for levels of formality and informality. WRITING Writing Process (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of | | | | |
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| TEKS §128.16.(b) (1 | (D) analyze various digital media venues for levels of formality and informality. WRITING Writing Process (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause- | | | | |
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| | (D) analyze various digital media venues for levels of formality and informality. WRITING Writing Process (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; (C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed; (D) edit drafts for grammar, mechanics, and spelling; and (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. Literary Texts (A) write imaginative stories that include: (i) a clearly defined focus, plot, and point of view; (ii) a specific, believable setting created through the use of sensory details; and (iii) dialogue that develops the story; and (B) write poems using: | | | | |
| | (D) analyze various digital media venues for levels of formality and informality. WRITING Writing Process (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; (C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed; (D) edit drafts for grammar, mechanics, and spelling; and (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. Literary Texts (A) write imaginative stories that include: (i) a clearly defined focus, plot, and point of view; (ii) a specific, believable setting created through the use of sensory details; and (iii) dialogue that develops the story; and (iii) write poems using: (i) poetic techniques (e.g., alliteration, onomatopoeia); | | | | |
| | (D) analyze various digital media venues for levels of formality and informality. WRITING Writing Process (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; (C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed; (D) edit drafts for grammar, mechanics, and spelling; and (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. Literary Texts (A) write imaginative stories that include: (i) a clearly defined focus, plot, and point of view; (ii) a specific, believable setting created through the use of sensory details; and (iii) dialogue that develops the story; and (B) write poems using: | | | | |

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|--|---|--|--|--|---|--|---|--|---|
| TEKS §128.16.(b) (1 | Personal Experiences | | | | | | | | |
| 1EKS §120.10.(0) (1 | Students write about their own experiences. Students are | | | | | | | | |
| | expected to write a personal narrative that conveys | | | | | | | | |
| | thoughts and feelings about an experience. | | | | | A escribir: B, I | | | A escribir: B, A |
| ŀ | thoughts and reenings about an experience. | | | | | r escribir. B, i | | | A Cochon. B, A |
| TEKS §128.16.(b) (1 | Expository and Procedural Texts | | | | | | | | |
| 12125 3120.10.(0) (1 | (A) create multi-paragraph essays to convey information | | | | | | | | |
| | about the topic that: | | | | | | | | |
| | (i) present effective introductions and concluding | | | | | | | | |
| | paragraphs; | | | | | | | | |
| | (ii) guide and inform the reader's understanding of key | | | | | | | | |
| | ideas and evidence; | | | | | | | | |
| | (iii) include specific facts, details, and examples in an | | | | | | | | |
| | appropriately organized structure; and | | | | | | | | |
| | (iv) use a variety of sentence structures and transitions | | | | | | | | |
| | to link paragraphs; | | | | | | | | |
| | (B) write formal and informal letters that convey ideas, | | | | | | | | |
| | include important information, demonstrate a sense of | | | | | | | | |
| | closure, and use appropriate conventions (e.g., date, | | | | | | | | |
| | salutation, closing); and | | | | | | | | |
| | (C) write responses to literary or expository texts and | A escribir: I, A | A escribir: I, A | A escribir: A | A escribir: B, I, A | G 11 1/ D I | A escribir: A | G 11 1/DI | A escribir: I |
| | provide evidence from the text to demonstrate | Comprendo lo que leí: B, | Comprendo lo que leí: B, | 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, | Comprendo lo que leí: B, I, |
| | understanding. | I, A | I, A | A | A | A | A | A | A |
| TEKS §128.16.(b) (1 | Persuasive Texts | | | | | | | | |
| 1EKS §128.10.(D) (1 | 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 | | | | | | | | |
| | include sound reasoning, detailed and relevant evidence, | | | | | | | | |
| | and consideration of alternatives. | A escribir: B | A escribir: B | A escribir: B, I | | A escribir: A | A escribir: B, I | A escribir: B, I, A | |
| | | | | | | | | | |
| | ORAL AND WRITTEN CONVENTIONS | | | | | | | | |
| TEKS §128.16.(b) (2 | Conventions | | | | | | | | |
| · LIKO §120.10.(0) (2 | | | | 1 | | | | | |
| 1285 §126.10.(0) (2 | (A) use and understand the function of the following | | | | | | | | |
| 120.10.(0) (2) | (A) use and understand the function of the following parts of speech in the context of reading, writing, and | | | | | | | | |
| . E.K.o §120.10.(0) (2) | (A) use and understand the function of the following | | | | | | | 1 D(1 | |
| . ERO 3120.10.(U) (2 | (A) use and understand the function of the following parts of speech in the context of reading, writing, and | Así ilo D (codo | | | | Así a casalha D (diamas | | Así se escribe: B (regular | |
| ************************************** | (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: | Así se escribe: B (verbo | Asia a saniha Didanha | Así a cosila D (costa | | Así se escribe: B (tiempo | Asia a saita Daire | and irregluar verbs), I | A.f |
| ************************************** | (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, | ser), Así se escribe: I | Así se escribe: B (verbo | Así se escribe: B (regular | Así se escribe: B (verbo | del verbo), A (irregular | Asi se escribe: B (tiempo | and irregluar verbs), I (tiempo del verbo), A | Así se escribe: B, A |
| 120, 120, 10,(U) (2 | (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 estar), I (infinitive form) | and irregular verbs) | Así se escribe: B (verbo querer) | del verbo), A (irregular verbs) | Asi se escribe: B (tiempo del verbo), I (mandatos) | and irregluar verbs), I (tiempo del verbo), A (tiempo del verbo) | Así se escribe: B, A (irregular verbs) |
| 120 \$120.10.(b) (2 | (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, | ser), Así se escribe: I (verbo ser) | | and irregular verbs) Así se escribe: I | Así se escribe: B (verbo | del verbo), A (irregular | | and irregluar verbs), I (tiempo del verbo), A | |
| 120 \$120.10.(U) (2 | (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) collective nouns (e.g., manada, rebaño); | ser), Así se escribe: I (verbo ser) Así se escribe: I | | and irregular verbs) Así se escribe: I Así se escribe: I (making | Así se escribe: B (verbo querer) | del verbo), A (irregular verbs) | | and irregluar verbs), I (tiempo del verbo), A (tiempo del verbo) | |
| . End \$120.10(0) (2 | (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) collective nouns (e.g., manada, rebaño); (iii) adjectives (e.g., descriptive, including those | ser), Así se escribe: I (verbo ser) Así se escribe: I (descriptive adjectives), A | | and irregular verbs) Así se escribe: I Así se escribe: I (making adjectives from nouns | Así se escribe: B (verbo querer) | del verbo), A (irregular verbs) | | and irregluar verbs), I (tiempo del verbo), A (tiempo del verbo) | |
| , ENG \$120.10.(b) (2 | (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) collective nouns (e.g., manada, rebaño); (iii) adjectives (e.g., descriptive, including those expressing origin (gentilicios); auto francés, dólar | ser), Así se escribe: I (verbo ser) Así se escribe: I (descriptive adjectives), A (descriptive adjectives, | | and irregular verbs) Así se escribe: I Así se escribe: I (making adjectives from nouns using suffix -al/-il), A | Así se escribe: B (verbo querer) | del verbo), A (irregular verbs) | | and irregluar verbs), I (tiempo del verbo), A (tiempo del verbo) | |
| . ENO \$120.10.(0) (2 | (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) collective nouns (e.g., manada, rebaño); (iii) adjectives (e.g., descriptive, including those | ser), Así se escribe: I (verbo ser) Así se escribe: I (descriptive adjectives), A | | and irregular verbs) Así se escribe: I Así se escribe: I (making adjectives from nouns | Así se escribe: B (verbo querer) | del verbo), A (irregular verbs) | del verbo), I (mandatos) | and irregluar verbs), I (tiempo del verbo), A (tiempo del verbo) | |
| . ENO \$120.10.(U) (2 | (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) collective nouns (e.g., manada, rebaño); (iii) adjectives (e.g., descriptive, including those expressing origin (gentilicios); auto francés, dólar americano) and their comparative and superlative | ser), Asi se escribe: I (verbo ser) Asi se escribe: I (descriptive adjectives), A (descriptive adjectives, noun and adjective | | and irregular verbs) Así se escribe: I Así se escribe: I (making adjectives from nouns using suffix -al/-il), A (comparative adjectives: | Así se escribe: B (verbo querer) Así se escribe: I | del verbo), A (irregular verbs) | del verbo), I (mandatos) Así se escribe: A | and irregluar verbs), I (tiempo del verbo), A (tiempo del verbo) | |
| . End \$120.10(b) (2 | (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) collective nouns (e.g., manada, rebaño); (iii) adjectives (e.g., descriptive, including those expressing origin (gentilicios); auto francés, dólar americano) and their comparative and superlative forms (e.g., bueno, mejor, la mejor); | ser), Asi se escribe: I (verbo ser) Asi se escribe: I (descriptive adjectives), A (descriptive adjectives, noun and adjective | | and irregular verbs) Así se escribe: I Así se escribe: I (making adjectives from nouns using suffix -al/-il), A (comparative adjectives: | Así se escribe: B (verbo querer) Así se escribe: I | del verbo), A (irregular verbs) Así se escribe: I | del verbo), I (mandatos) Así se escribe: A | and irregluar verbs), I (tiempo del verbo), A (tiempo del verbo) | |
| . End 3.20.10.(v) (2 | (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) collective nouns (e.g., manada, rebaño); (iii) adjectives (e.g., descriptive, including those expressing origin (gentilicios); auto francés, dólar americano) and their comparative and superlative forms (e.g., bueno, mejor, la mejor); (iv) adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho); (v) prepositions and prepositional phrases to convey | ser), Asi se escribe: I (verbo ser) Asi se escribe: I (descriptive adjectives), A (descriptive adjectives, noun and adjective | | and irregular verbs) Asi se escribe: I Asi se escribe: I (making adjectives from nouns using suffix -al/-il), A (comparative adjectives: másque) | Así se escribe: B (verbo querer) Así se escribe: I | del verbo), A (irregular verbs) Así se escribe: I Así se escribe: A (adverbios | del verbo), I (mandatos) Así se escribe: A | and irregluar verbs), I (tiempo del verbo), A (tiempo del verbo) | (irregular verbs) |
| . End 3.20.10.(v) (2 | (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) collective nouns (e.g., manada, rebaño); (iii) adjectives (e.g., descriptive, including those expressing origin (gentilicios); auto francés, dólar americano) and their comparative and superlative forms (e.g., bueno, mejor, la mejor); (iv) adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; | ser), Asi se escribe: I (verbo ser) Asi se escribe: I (descriptive adjectives), A (descriptive adjectives, noun and adjective | | and irregular verbs) Asi se escribe: I Asi se escribe: I (making adjectives from nouns using suffix -al/-il), A (comparative adjectives: másque) | Así se escribe: B (verbo querer) Así se escribe: I | del verbo), A (irregular verbs) Así se escribe: I Así se escribe: A (adverbios de tiempo) | del verbo), I (mandatos) Así se escribe: A | and irregluar verbs), I (tiempo del verbo), A (tiempo del verbo) | (irregular verbs) |
| . ENO \$120.10.(U) (2 | (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) collective nouns (e.g., manada, rebaño); (iii) adjectives (e.g., descriptive, including those expressing origin (gentilicios); auto francés, dólar americano) and their comparative and superlative forms (e.g., bueno, mejor, la mejor); (iv) adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) indefinite pronouns (e.g., todos, juntos, nada, | ser), Asi se escribe: I (verbo ser) Asi se escribe: I (descriptive adjectives), A (descriptive adjectives, noun and adjective | | and irregular verbs) Asi se escribe: I Asi se escribe: I (making adjectives from nouns using suffix -al/-il), A (comparative adjectives: másque) | Así se escribe: B (verbo querer) Así se escribe: I | del verbo), A (irregular verbs) Así se escribe: I Así se escribe: A (adverbios de tiempo) Así se escribe: A (reflexive | del verbo), I (mandatos) Así se escribe: A | and irregluar verbs), I (tiempo del verbo), A (tiempo del verbo) | Así se escribe: B, I |
| . EKO \$120.10(U) (2 | (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) collective nouns (e.g., manada, rebaño); (iii) adjectives (e.g., descriptive, including those expressing origin (gentilicios); auto francés, dólar americano) and their comparative and superlative forms (e.g., bueno, mejor, la mejor); (iv) adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) indefinite pronouns (e.g., todos, juntos, nada, cualquier); | ser), Asi se escribe: I (verbo ser) Asi se escribe: I (descriptive adjectives), A (descriptive adjectives, noun and adjective | | and irregular verbs) Asi se escribe: I Asi se escribe: I (making adjectives from nouns using suffix -al/-il), A (comparative adjectives: másque) | Así se escribe: B (verbo querer) Así se escribe: I | del verbo), A (irregular verbs) Así se escribe: I Así se escribe: A (adverbios de tiempo) | del verbo), I (mandatos) Asi se escribe: A (demonstrative adjectives) | and irregluar verbs), I (tiempo del verbo), A (tiempo del verbo) | (irregular verbs) |
| . LAG § (20.10,(0) (2 | (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) collective nouns (e.g., manada, rebaño); (iii) adjectives (e.g., descriptive, including those expressing origin (gentilicios): auto francés, dólar americano) and their comparative and superlative forms (e.g., bueno, mejor, la mejor); (iv) adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) indefinite pronouns (e.g., todos, juntos, nada, cualquier); (vii) subordinating conjunctions (e.g., mientras, | ser), Asi se escribe: I (verbo ser) Asi se escribe: I (descriptive adjectives), A (descriptive adjectives, noun and adjective | | and irregular verbs) Asi se escribe: I Asi se escribe: I (making adjectives from nouns using suffix -al/-il), A (comparative adjectives: másque) | Así se escribe: B (verbo querer) Así se escribe: I | del verbo), A (irregular verbs) Así se escribe: I Así se escribe: A (adverbios de tiempo) Así se escribe: A (reflexive | del verbo), I (mandatos) Así se escribe: A (demonstrative adjectives) Así se escribe: B | and irregluar verbs), I (tiempo del verbo), A (tiempo del verbo) | Así se escribe: B, I |
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| . LAG § (20.10,(0) (2 | (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) collective nouns (e.g., manada, rebaño); (iii) adjectives (e.g., descriptive, including those expressing origin (gentilicios): auto francés, dólar americano) and their comparative and superlative forms (e.g., bueno, mejor, la mejor); (iv) adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) indefinite pronouns (e.g., todos, juntos, nada, cualquier); (vii) subordinating conjunctions (e.g., mientras, porque, aunque, si); and (viii) transitional words (e.g., también, por lo tanto); (B) become familiar with regular and irregular verbs in | ser), Asi se escribe: I (verbo ser) Asi se escribe: I (descriptive adjectives), A (descriptive adjectives, noun and adjective | | and irregular verbs) Asi se escribe: I Asi se escribe: I (making adjectives from nouns using suffix -al/-il), A (comparative adjectives: másque) | Así se escribe: B (verbo querer) Así se escribe: I | del verbo), A (irregular verbs) Así se escribe: I Así se escribe: A (adverbios de tiempo) Así se escribe: A (reflexive pronouns) | del verbo), I (mandatos) Así se escribe: A (demonstrative adjectives) Así se escribe: B | and irregluar verbs), I (tiempo del verbo), A (tiempo del verbo) | Así se escribe: B, I |
| . LNO \$120.10,(U) (2 | (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) collective nouns (e.g., manada, rebaño); (iii) adjectives (e.g., descriptive, including those expressing origin (gentilicios): auto francés, dólar americano) and their comparative and superlative forms (e.g., bueno, mejor, la mejor); (iv) adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) indefinite pronouns (e.g., todos, juntos, nada, cualquier); (vii) subordinating conjunctions (e.g., mientras, porque, aunque, si); and (viii) transitional words (e.g., también, por lo tanto); (B) become familiar with regular and irregular verbs in the present and past tenses in the subjunctive mode (e.g., | ser), Asi se escribe: I (verbo ser) Asi se escribe: I (descriptive adjectives), A (descriptive adjectives, noun and adjective | | and irregular verbs) Asi se escribe: I Asi se escribe: I (making adjectives from nouns using suffix -al/-il), A (comparative adjectives: másque) | Así se escribe: B (verbo querer) Así se escribe: I | del verbo), A (irregular verbs) Así se escribe: I Así se escribe: A (adverbios de tiempo) Así se escribe: A (reflexive pronouns) | del verbo), I (mandatos) Así se escribe: A (demonstrative adjectives) Así se escribe: B | and irregluar verbs), I (tiempo del verbo), A (tiempo del verbo) | Así se escribe: B, I |
| 120 y 20.10(U) (2 | (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) collective nouns (e.g., manada, rebaño); (iii) adjectives (e.g., descriptive, including those expressing origin (gentilicios): auto francés, dólar americano) and their comparative and superlative forms (e.g., bueno, mejor, la mejor); (iv) adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) indefinite pronouns (e.g., todos, juntos, nada, cualquier); (vii) subordinating conjunctions (e.g., mientras, porque, aunque, si); and (viii) transitional words (e.g., también, por lo tanto); (B) become familiar with regular and irregular verbs in the present and past tenses in the subjunctive mode (e.g., que diga; que dijera); | ser), Asi se escribe: I (verbo ser) Asi se escribe: I (descriptive adjectives), A (descriptive adjectives, noun and adjective | | and irregular verbs) Asi se escribe: I Asi se escribe: I (making adjectives from nouns using suffix -al/-il), A (comparative adjectives: másque) | Así se escribe: B (verbo querer) Así se escribe: I | del verbo), A (irregular verbs) Así se escribe: I Así se escribe: A (adverbios de tiempo) Así se escribe: A (reflexive pronouns) | del verbo), I (mandatos) Así se escribe: A (demonstrative adjectives) Así se escribe: B | and irregluar verbs), I (tiempo del verbo), A (tiempo del verbo) | Así se escribe: B, I |
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| ENO 3.20.10.(U) (2 | (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) collective nouns (e.g., manada, rebaño); (iii) adjectives (e.g., descriptive, including those expressing origin (gentilicios); auto francés, dólar americano) and their comparative and superlative forms (e.g., bueno, mejor, la mejor); (iv) adverbs (e.g., frequency: usualmente, a veces; intensity: cast, mucho); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) indefinite pronouns (e.g., todos, juntos, nada, cualquier); (vii) subordinating conjunctions (e.g., mientras, porque, aunque, si); and (viii) transitional words (e.g., también, por lo tanto); (B) become familiar with regular and irregular verbs in the present and past tenses in the subjunctive mode (e.g., que diga; que dijera); (C) use the complete subject and the complete predicate in a sentence; (D) use complete simple and compound sentences with correct subject-verb agreement; and | ser), Asi se escribe: I (verbo ser) Asi se escribe: I (descriptive adjectives), A (descriptive adjectives, noun and adjective | estar), I (infinitive form) | and irregular verbs) Asi se escribe: I Asi se escribe: I (making adjectives from nouns using suffix -al/-il), A (comparative adjectives: másque) | Así se escribe: B (verbo querer) Así se escribe: I Así se escribe: B | del verbo), A (irregular verbs) Así se escribe: I Así se escribe: A (adverbios de tiempo) Así se escribe: A (reflexive pronouns) | del verbo), I (mandatos) Así se escribe: A (demonstrative adjectives) Así se escribe: B | and irregluar verbs), I (tiempo del verbo), A (tiempo del verbo) | Así se escribe: B, I Así se escribe: A |
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| | (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) collective nouns (e.g., manada, rebaño); (iii) adjectives (e.g., descriptive, including those expressing origin (gentilicios); auto francés, dólar americano) and their comparative and superlative forms (e.g., bueno, mejor, la mejor); (iv) adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) indefinite pronouns (e.g., todos, juntos, nada, cualquier); (vii) subordinating conjunctions (e.g., mientras, porque, aunque, si); and (viii) transitional words (e.g., también, por lo tanto); (B) become familiar with regular and irregular verbs in the present and past tenses in the subjunctive mode (e.g., que diga; que dijera); (C) use the complete subject and the complete predicate in a sentence; (D) use complete simple and compound sentences with correct subject-verb agreement; and (E) identify and read abbreviations (e.g., Sr., Atte.). | ser), Asi se escribe: I (verbo ser) Asi se escribe: I (descriptive adjectives), A (descriptive adjectives, noun and adjective | estar), I (infinitive form) | and irregular verbs) Asi se escribe: I Asi se escribe: I (making adjectives from nouns using suffix -al/-il), A (comparative adjectives: másque) | Así se escribe: B (verbo querer) Así se escribe: I Así se escribe: B | del verbo), A (irregular verbs) Así se escribe: I Así se escribe: A (adverbios de tiempo) Así se escribe: A (reflexive pronouns) | del verbo), I (mandatos) Así se escribe: A (demonstrative adjectives) Así se escribe: B | and irregluar verbs), I (tiempo del verbo), A (tiempo del verbo) | Así se escribe: B, I Así se escribe: A |
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| | | Así se escribe: B (question | Así se escribe: B | | | | | | |
|---------------------|---|--------------------------------|----------------------|---------------------|--------------------------------------|---------------------|--------------------------------------|-------------------------|---------------------|
| | | marks, exclamation, | (question marks, | | | | | | |
| | (B) recognize and use punctuation marks including: | period) A escribir: B, I, A | exclamation, period) | Aihim D. I. A | Aitim D. I. A | Aihim D I A | Aibin D I A | A escribir: B, I, A | Aihim D. I. A |
| | (i) commas in compound sentences; 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 | A escribir: B, I, A | A escribir: B, I, A | A escribir: B, I, A |
| | (ii) proper punctuation and spacing for quotations and | | | | | | | | |
| | em dash; and | | | | | | | | |
| | (C) use proper mechanics, including italics for titles of | | Así se escribe: I | | | | | | Así se escribe: I |
| | books. | | (hyphenation) | | | | | | (parentheses) |
| TEKS §128.16.(b) (2 | Spelling | | | | | | | | |
| | (A) spell words with more advanced orthographic | | | | | | | | |
| | patterns and rules, including: | | | | | | | | |
| | (i) words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, | | | | | | | | |
| | canción); | | | Así se dice: A | | Así se dice: I | Así se dice: I | Así se escribe: A | |
| | (ii) words that have a prosodic or orthographic accent | | | | | | | | |
| | on the second-to-last syllable (palabras graves) (e.g., | | | Así se dice: A | | | | | |
| | casa, árbol); | | | Así se escribe: A | | | | Así se escribe: A | |
| | (iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, | | | Así se dice: A | | | | | |
| | cómico, mecánico); and | | | Así se escribe: A | | | | Así se escribe: A | |
| | (iv) words that have a prosodic or orthographic accent | | | | | | | | |
| | on the fourth-to-last syllable (palabras sobresdrújulas); | | | | | | | | |
| | (B) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and | 1 | | | | | | | |
| | future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá); | | | | | | | | |
| | (C) spell words with: | | | | | | | | |
| | | | | | | | | Así se dice: A (raíces, | |
| | (i) Greek roots (e.g., tele-, foto-, grafo-, metro-); (ii) Latin roots (e.g., spec, scrib, rupt, port, dict); | | | | | | | prefijos, sufijos) | |
| | (ii) Latin roots (e.g., spec, scrib, rupt, port, dict); | | | | | | | Así se dice: A (raíces, | |
| | (iii) Greek suffixes (e.g., -ología, -fobia, -ismo, -ista); a | nd | | | | | | prefijos, sufijos) | |
| | (iv) Latin derived suffixes (e.g., -able, -ible, -ancia); | | | | | | | | |
| | | | | | Así se dice: B (diptongo) | | | | |
| | (D) correctly spell words containing hiatus and diphthongs (e.g., le-er, rí-o, quie-ro, vio); | | | | Así se escribe: A (diptongo e hiato) | | Así se dice: B (diptongo), A (hiato) | | |
| | (E) differentiate between commonly confused terms | | | | e mato) | | (mato) | | |
| | (e.g., porque, por qué; asimismo, así mismo; sino, si no; | | | | | | | | |
| | también, tan bien); | | | | Así se escribe: A | | | | |
| | (F) use spelling patterns, rules, and print and electronic | | | | | | | | |
| | resources to determine and check correct spellings; and (G) know how to use the spell-check function in word | | | | | | | | |
| | processing while understanding its limitations. | | | | | | | | |
| | | | | | | | | | |
| TEVE 8120 16 (1) (2 | RESEARCH | | | | | | | | |
| TEKS §128.16.(b) (2 | Reasearch Plan (A) brainstorm, consult with others, decide upon a topic, | | | | | | | | |
| | and formulate open-ended questions to address the major | | | | | | | | |
| | research topic; and | | | | | | | | |
| | (B) generate a research plan for gathering relevant | | | | | | | | |
| | information about the major research question. | | | | | | | | |
| TEKS §128.16.(b) (2 | Gathering Sources | | | | | | | | |
| 3120101(0) (2 | (A) follow the research plan to collect data from a range | | | | | | | | |
| | of print and electronic resources in Spanish (e.g., | | | | | | | | |
| | reference texts, periodicals, web pages, online sources) | | | | | | | | |
| | and data from experts; (B) differentiate between primary and secondary sources; | | | | | | | | |
| | (C) record data, utilizing available technology (e.g., | | | | | | | | |
| | word processors) in order to see the relationships | | | | | | | | |
| | between ideas, and convert graphic/visual data (e.g., | 1 | | | | | | | |
| | charts, diagrams, timelines) into written notes; | | | | | | | | |
| | (D) identify the source of notes (e.g., author, title, page | 1 | | | | | | | |
| | number) and record bibliographic information concerning those sources according to a standard format; | | | | | | | | |
| | and | | | | | | | | |
| | (E) differentiate between paraphrasing and plagiarism | | | | | | | | |
| | and identify the importance of citing valid and reliable | 1 | | | | | | | |
| | sources. | | | - | | | | | |
| TEKS §128.16.(b) (2 | Synthesizing Information | | | | | | | | |
| 3(0) (2 | ., | | | | | | | | |

| | (A) refine the major research question, if necessary, | | | | | | | | |
|---------------------|---|-------------------------|-------------------------|-------------------------|-------------------------|------------------------|-------------------------|-------------------------|--|
| | guided by the answers to a secondary set of questions; | | | | | | | | |
| | and | | | | | | | | |
| | (B) evaluate the relevance, validity, and reliability of | | 1 | | | 1 | | | |
| | | | | | | | | | |
| | sources for the research. | | | | | | | | |
| | | | | | | | | | |
| TEKS §128.16.(b) (2 | | | | | | | | | |
| | (A) compiles important information from multiple | | | | | | | | |
| | sources; | | | | | | | | |
| | (B) develops a topic sentence, summarizes findings, and | | | | | | | | |
| | uses evidence to support conclusions; | | | | | | | | |
| | (C) presents the findings in a consistent format: and | | | | | | | | |
| | (D) uses quotations to support ideas and an appropriate | | | | | | | | |
| | form of documentation to acknowledge sources (e.g., | | | | | 1 | | | |
| | | | | | | | | | |
| | bibliography, works cited). | | | | | | | | |
| | | | | | | | | | |
| | LISTENING AND SPEAKING | | | | | | | | |
| TEKS §128.16.(b) (2 | Listening | | | | | | | | |
| | (A) listen to and interpret a speaker's messages (both | | | | | | | | |
| | verbal and nonverbal) and ask questions to clarify the | | | | | | | | |
| | speaker's purpose or perspective; | 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 include | | | | | | | | |
| | multiple action steps; and | | | | | | | | |
| | (C) determine both main and supporting ideas in the | | | | | | | | |
| | speaker's message. | 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 |
| | speaker's message. | Alites de leel. B, I, A | Alites de Ieer. B, I, A | Alites de leel. B, I, A | Alites de Ieel. B, I, A | Antes de leer. B, I, A | Alites de leel. B, I, A | Alites de leel. B, I, A | Alites de leef. B, I, A |
| | | | | | | | | | |
| TEKS §128.16.(b) (2 | | | | | | | | | |
| | Students are expected to give organized presentations | | | | | | | | |
| | employing eye contact, speaking rate, volume, | | | | | | | | |
| | enunciation, natural gestures, and 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 |
| | | | | | | | | | |
| TEKS §128.16.(b) (2 | Teamwork | | | | | | | | |
| 3.20.10.(0) (2 | Students are expected to participate in student-led | | | | | | | | |
| | discussions by eliciting and considering suggestions | | | | | 1 | | | |
| | from other group members and by identifying points of | | | | | 1 | | |] |
| | | | l | | | 1 | | | |
| | agreement and disagreement. | Antes de leer: B, I, A Antes de leer: B, I, A | Antes de leer: B, I, A | Antes de leer: B, I, A |