



Correlations of **Galería 1** to TEKS SLAR

Knowledge and Skill	The student is expected to:	Citations
<p>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion.</p>	<ul style="list-style-type: none"> • A: listen actively to interpret a message, ask clarifying questions, and respond appropriately. • B: follow and give oral instructions that include multiple action steps. • C: give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively. • D: participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement. 	<p>A. SE: M1 pp. 15, 19, 26 M3 pp. 10 M4 pp. 15, 26, 43 M6 pp. 15, 26, 49 M7 pp. 26, 43 M8 pp. 15, 26, 49 TE: M1 pp. 15, 19, 26 M3 pp. 10 M4 pp. 15, 26, 43 M6 pp. 15, 26, 49 M7 pp. 26, 43 M8 pp. 15, 26, 49</p> <p>B. SE: M1 pp. 19, 26 M3 pp. 10, 15, M4 pp. 15, 26, 43 M6 pp. 15, 26, 43, 49 M7 pp. 26, 43 M8 pp. 15, 26, 43, 49 TE: M1 pp. 19, 26 M3 pp. 10, 15, M4 pp. 15, 26, 43 M6 pp. 15, 26, 43, 49 M7 pp. 26, 43 M8 pp. 15, 26, 43, 49</p>

		<p>C. SE: M1 pp. 15, 19, 26, 43 M3 pp. 15, 19, 25, 43 M4: pp. 15, 26, 43 M6 pp. 15, 26, 43, 49 M7 pp. 26, 43 M8 pp. 15, 26, 43, 49 TE: M1 pp. 15, 19, 26, 43 M3 pp. 15, 19, 25, 43 M4: pp. 15, 26, 43 M6 pp. 15, 26, 43, 49 M7 pp. 26, 43 M8 pp. 15, 26, 43, 49</p> <p>D. SE: M1 pp. 19, 26, 43 M3 pp. 4, 10, 15, 19, 24, 26, 41, 42, 44 M4 pp. 15, 26, 43 M6 pp. 15, 26, 43, 49 M7 pp. 26, 43 M8 pp. 15, 26, 43, 49</p> <p>TE: M1 pp. 19, 26, 43 M3 pp. 4, 10, 15, 19, 24, 26, 41, 42, 44 M4 pp. 15, 26, 43 M6 pp. 15, 26, 43, 49 M7 pp. 26, 43 M8 pp. 15, 26, 43, 49</p>
<p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.</p>	<ul style="list-style-type: none"> • A: demonstrate and apply phonetic knowledge by: <ul style="list-style-type: none"> i: differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/si no, and también/tan bien. ii: decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, and ultimate/last syllable and words with the stress 	<p>A. i. SE: M2 pp. 12, 14 M5 pp. 12, 13, 14, 20 M7 pp. 12, 13, 14, 20, 21 M8 pp. 20, 21, 22 TE: M2 pp. 12, 14 M5 pp. 12, 13, 14, 20</p>

	<p>on the syllable before the antepenultimate).</p> <p>iii: decoding words with hiatus and diphthongs.</p> <p>iv: using knowledge of syllable division patterns and morphemes to decode multisyllabic words.</p> <ul style="list-style-type: none"> • B: demonstrate and apply spelling knowledge by: <ul style="list-style-type: none"> i: spelling palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, and ultimate/last syllable and words with the stress on the syllable before the antepenultimate). ii: marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses. iii: spelling words with diphthongs and hiatus. • C: write legibly in cursive. 	<p>M7 pp. 12, 13, 14, 20, 21 M8 pp. 20, 21, 22</p> <p>ii. SE: M1 pp. 13, 20 M2 pp. 13, 20, 21, 22 M3 pp. 20, 22 M5 pp. 18 M7 pp. 12, 13, 14</p> <p>TE: M1 pp. 13, 20 M2 pp. 13, 20, 21, 22 M3 pp. 20, 22 M5 pp. 18 M7 pp. 12, 13, 14</p> <p>iii. SE: M3 p. 22, 24</p> <p>iv. SE: M1 pp. 13, 14 M2 pp. 13, 14, 18 M3 pp. 21</p> <p>TE: M1 pp. 13, 14 M2 pp. 13, 14, 18 M3 pp. 21</p> <p>B. i. SE: M1 pp. 20 M3 pp. 20, 21 M5 pp. 12, 13, 14, 20 M6 pp. 20, 22 M7 pp. 12, 13, 14</p> <p>TE: M1 pp. 20 M3 pp. 20, 21 M5 pp. 12, 13, 14, 20 M6 pp. 20, 22 M7 pp. 12, 13, 14</p> <p>C. ii. SE:</p>
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<p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p>	<ul style="list-style-type: none"> • A: use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; • B: use context such as definition, analogy, and examples to clarify the meaning of words; • C: determine the meaning and usage of grade-level academic Spanish words derived from Greek and Latin roots, including metro-, grafo-, scrib-, and port-; and • D: differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien. 	<p>A. SE: M1 pp. 10, 31 M2 pp. 4, 18 M3 pp. 4, 23, 47 M5 pp. 4, 10, 24 M7 pp. 4, 10, 30 M8 pp. 4, 10, 21 TE: M1 pp. 10, 31 M2 pp. 4, 18 M3 pp. 4, 23, 47 M5 pp. 4, 10, 24 M7 pp. 4, 10, 30 M8 pp. 4, 10, 21</p> <p>B. SE: M1: p. 4, 11 M3 p.4, 10, 23, 24, 30, 47 M5 pp. 23, 47 M7 pp. 4, 10, 23, 24, 30 47 M8 pp. 10, 23, 24, 47 TE: M1: p. 4, 11 M3 p.4, 10, 23, 24, 30, 47 M5 pp. 23, 47 M7 pp. 4, 10, 23, 24, 30 47 M8 pp. 10, 23, 24, 47</p>

		<p>C. SE: M1 pp. 24, 25 M2 pp. 24, 25 M3 pp. 24, 25 M5 pp. 24, 25 M7 pp. 24, 25 M8 pp. 24, 25 TE: M1 pp. 24, 25 M2 pp. 24, 25 M3 pp. 24, 25 M5 pp. 24, 25 M7 pp. 24, 25 M8 pp. 24, 25</p> <p>D. SE: M2 pp. 12, 14 M5 pp. 12, 13, 14, 20 M7 pp. 12, 13, 14, 20, 21 M8 pp. 20, 21, 22 TE: M2 pp. 12, 14 M5 pp. 12, 13, 14, 20 M7 pp. 12, 13, 14, 20, 21 M8 pp. 20, 21, 22</p>
<p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension.</p>	<ul style="list-style-type: none"> • A: adjust fluency when reading grade-level text based on the reading purpose. 	<p>SE: M1 pp. 5–7, 28–29, 31–34, 36–37, 44, 46 M2 pp. 5–7, 28–29, 31–37, 44, 46 M3 pp. 5–7, 28–29, 31–37, 44, 46, 48 M4 pp. 5–7, 28–29, 31–37, 44, 46 M7 pp. 5–7, 28–29, 31–37, 44, 46 M8 pp. 5–7, 28–29, 31–37, 44, 46 TE: M1 pp. 5–7, 28–29, 31–34, 36–37, 44, 46 M2 pp. 5–7, 28–29, 31–37, 44, 46 M3 pp. 5–7, 28–29, 31–37, 44, 46, 48 M4 pp. 5–7, 28–29, 31–37, 44, 46 M7 pp. 5–7, 28–29, 31–37, 44, 46 M8 pp. 5–7, 28–29, 31–37, 44, 46</p>
<p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-</p>	<ul style="list-style-type: none"> • A: self-select text and read independently for a sustained period of time. 	<p>SE: M1 pp. 5–7, 28–29, 31–34, 36–37, 44, 46</p>

<p>sustained reading. The student reads grade-appropriate texts independently.</p>		<p>M2 pp. 5–7, 28–29, 31–37, 44, 46 M3 pp. 5–7, 28–29, 31–37, 44, 46, 48 M4 pp. 5–7, 28–29, 31–37, 44, 46 M7 pp. 5–7, 28–29, 31–37, 44, 46 M8 pp. 5–7, 28–29, 31–37, 44, 46 TE: M1 pp. 5–7, 28–29, 31–34, 36–37, 44, 46 M2 pp. 5–7, 28–29, 31–37, 44, 46 M3 pp. 5–7, 28–29, 31–37, 44, 46, 48 M4 pp. 5–7, 28–29, 31–37, 44, 46 M7 pp. 5–7, 28–29, 31–37, 44, 46 M8 pp. 5–7, 28–29, 31–37, 44, 46</p>
<p>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.</p>	<ul style="list-style-type: none"> • A: establish purpose for reading assigned and self-selected text. • B: generate questions about text before, during, and after reading to deepen understanding and gain information. • C: make, correct, or confirm predictions using text features, characteristics of genre, and structures. • D: create mental images to deepen understanding. • E: make connections to personal experiences, ideas in other texts, and society. • F: make inferences and use evidence to support understanding. • G: evaluate details read to determine key ideas; • H: synthesize information to create new understanding. • I: monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 	<p>A–I: SE: M1 pp. 4, 8–9, 30, 35, 38–41, 47, 50–51 M2 pp. 4, 8–9, 30, 38–41, 47, 50–51 M3 pp. 4, 8–9, 30, 38–41, 47, 50–51 M4 pp. 4, 8–9, 30, 38–41, 47, 50–51 M5 pp. 4, 8–9, 30, 38–41, 47, 50–51 M8 pp. 4, 8–9, 30, 38–41, 47, 50–51 TE: M1 pp. 4, 8–9, 30, 35, 38–41, 47, 50–51 M2 pp. 4, 8–9, 30, 38–41, 47, 50–51 M3 pp. 4, 8–9, 30, 38–41, 47, 50–51 M4 pp. 4, 8–9, 30, 38–41, 47, 50–51 M5 pp. 4, 8–9, 30, 38–41, 47, 50–51 M8 pp. 4, 8–9, 30, 38–41, 47, 50–51</p>
<p>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p>	<ul style="list-style-type: none"> • A: describe personal connections to a variety of sources, including self-selected texts. • B: write responses that demonstrate understanding of texts, including comparing sources within and across genres. • C: use text evidence to support an appropriate response. • D: paraphrase and summarize texts in ways that maintain meaning and logical order. • E: interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. • F: respond using newly acquired vocabulary as 	<p>A–I: SE: M1 pp. 15, 19, 26, 42–43, 48–49 M3 pp. 15, 19, 26, 42–43, 48–49 M5 pp. 15, 19, 26, 42–43, 48–49 M7 pp. 15, 19, 26, 42–43, 48–49 M8 pp. 15, 19, 26, 42–43, 48–49 TE: M1 pp. 15, 19, 26, 42–43, 48–49 M3 pp. 15, 19, 26, 42–43, 48–49 M5 pp. 15, 19, 26, 42–43, 48–49 M7 pp. 15, 19, 26, 42–43, 48–49</p>

	<p>appropriate.</p> <ul style="list-style-type: none"> • G: discuss and write about the explicit or implicit meanings of text. • H: respond orally or in writing with appropriate register, vocabulary, tone, and voice. • I: reflect on and adjust responses as new evidence is presented. 	M8 pp. 15, 19, 26, 42–43, 48–49
<p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</p>	<ul style="list-style-type: none"> • A: infer multiple themes within and across texts using text evidence. • B: analyze how the characters’ internal and external responses develop the plot. • C: analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback. • D: analyze how the setting, including historical and cultural settings, influences character and plot development. 	<p>A. SE: M1 pp. 5, 36–37, 48 M2 pp. 31, 42 M3 pp. 31, 38, 39, 40, 41, 42, 46, 47 M4 pp. 9, 48 M5 pp. 5, 38 M7 pp. 33, 35, 37 TE: M1 pp. 5, 36–37, 48 M2 pp. 31, 42 M3 pp. 31, 38, 39, 40, 41, 42, 46, 47 M4 pp. 9, 48 M5 pp. 5, 38 M7 pp. 33, 35, 37</p> <p>B. M2 pp. 39, 41 M5 pp. 41 M6 pp. 38–39, 41 M8 pp. 38–39, 41, 49 TE: M2 pp. 39, 41 M5 pp. 41 M6 pp. 38–39, 41 M8 pp. 38–39, 41, 49</p> <p>C. SE: M1 pp. 39 M2 pp. 42, 49 M5 pp. 36, 38, 41 TE: M1 pp. 39 M2 pp. 42, 49 M5 pp. 36, 38, 41</p>

		<p>D. SE: M1 pp. 28–29, 33, 34 M2 pp. 28–29 M5 pp. 28–29, 32–33, 36–37, 39–40 M6 pp. 28–29 M7 pp. 29–29 TE: M1 pp. 28–29, 33, 34 M2 pp. 28–29 M5 pp. 28–29, 32–33, 36–37, 39–40 M6 pp. 28–29 M7 pp. 29–29</p>
<p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p>	<ul style="list-style-type: none"> • A: demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths. • B: analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms. • C: analyze how playwrights develop characters through dialogue and staging. • D: analyze characteristics and structural elements of informational text, Including: <ul style="list-style-type: none"> i: the controlling idea or thesis with supporting evidence ii: features such as introduction, foreword, preface, references, or acknowledgements to gain background information iii: organizational patterns such as definition, classification, advantage, and disadvantage • E: analyze characteristics and structures of argumentative text by: <ul style="list-style-type: none"> i: identifying the claim. li: explaining how the author uses various types of evidence to support the argument. lii: identifying the intended audience or reader. • F: analyze characteristics of multimodal and digital texts. 	<p>A. SE: M1 pp.28, 33, 39–40, 46, 48 M2 pp. 28, 39, 40, 42, 46, 48 M3 pp. 39, 40, 41, 46, 47 M5 pp. 28, 29, 39, 40, 48 M6 pp. 28, 39, 40–41, 48 TE: M1 pp.28, 33, 39–40, 46, 48 M2 pp. 28, 39, 40, 42, 46, 48 M3 pp. 39, 40, 41, 46, 47 M5 pp. 28, 29, 39, 40, 48 M6 pp. 28, 39, 40–41, 48</p> <p>B. SE: M1 pp. 28, 31–33, 36–37, 42–43, 48 M7 pp. 6–7 TE: M1 pp. 28, 31–33, 36–37, 42–43, 48 M7 pp. 6–7</p> <p>D. SE: M1 pp. 5–9, 44, M3 p.5–7, 15 M4 pp. 31–37, 39, 40 M6 pp. 5–9 M7 pp. 5, 28, 31–37, 39–40</p>

		<p>TE: M1 pp. 5–9, 44, M3 p.5–7, 15 M4 pp. 31–37, 39, 40 M6 pp. 5–9 M7 pp. 5, 28, 31–37, 39–40</p> <p>E. SE: M4 pp. 5–9 TE: M4 pp. 5–9</p>
<p>Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances.</p>	<ul style="list-style-type: none"> • A: explain the author’s purpose and message within a text. • B: analyze how the use of text structure contributes to the author’s purpose. • C: analyze the author’s use of print and graphic features to achieve specific purposes. • D: describe how the author’s use of figurative language such as metaphor and personification achieves specific purposes. • E: identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose. • F: analyze how the author’s use of language contributes to mood and voice. • G: explain the differences between rhetorical devices and logical fallacies. 	<p>A. SE: M1 pp. 8, 39 M2 pp. 8,</p> <p>B. SE: M1 pp. 39, TE: M4 pp. 37, M6 pp. 8,</p> <p>C. SE: M7 pp. 5–7</p> <p>D. SE: M1 pp. 31–32, 36–37, 39–42 M7 pp. 6–7</p> <p>E. SE: M5 pp. 40, 42, 48</p> <p>F.</p> <p>G. SE: M2 pp. 40,</p>

		<p>SE: M3 p. 8, 9, 38, 39, 42 TE: M3 p. 8, 9, 38, 39, 42</p>
<p>Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p>	<ul style="list-style-type: none"> • A: plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests. • B: develop drafts into a focused, structured, and coherent piece of writing by: <ul style="list-style-type: none"> i: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion. li: developing an engaging idea reflecting depth of thought with specific facts and details. • C: revise drafts for clarity, development, organization, style, word choice, and sentence variety. • D: edit drafts using standard Spanish conventions, including: <ul style="list-style-type: none"> i: complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. li: consistent, appropriate use of verb tenses; iii: conjunctive adverbs. Iv: prepositions and prepositional phrases and their influence on subject-verb agreement. V: pronouns, including personal, possessive, objective, reflexive, prepositional, indefinite, and relative. Vi: subordinating conjunctions to form complex sentences and correlative conjunctions. Vii: capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations. Viii: punctuation marks, including commas in complex sentences, transitions, and introductory elements. Ix: correct spelling, including commonly confused terms. • E: publish written work for appropriate audiences. 	<p>A–E: SE: M1 pp. 19, 26, 30, 41, 42, 48 M2 pp. 13, 14, 19, 26, 42, 48 M3 pp. 13, 14, 15, 18, 19, 26, 40, 42, 48–49 M4 pp. 15, 19, 42, 48 M5 pp. 13, 14, 19, 26, 48 M7 pp. 13, 14, 19, 26, 42, 48</p>
<p>Composition: listening, speaking, reading, writing, and</p>	<ul style="list-style-type: none"> • A: compose literary texts such as personal 	<p>A.</p>

<p>thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.</p>	<p>narratives, fiction, and poetry using genre characteristics and craft.</p> <ul style="list-style-type: none"> • B: compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft. • C: compose multi-paragraph argumentative texts using genre characteristics and craft. • D: compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. 	<p>SE: M1 pp. 42, 48 M2 pp. 26 M4 pp. 26 M5 pp. 26, 48 M6 pp. 48 M8 pp. 48</p> <p>B. SE: M1 pp. 26, 30, 41 M2 pp. 13, 14, 42, 48 M3 pp. 14, 18, 19, 26, 42 M4 pp. 42, 48 M5 pp. 13, 14 M6 pp. 19, 42 M7 pp. 13, 14, 19, 26, 42, 48 M8 pp. 13, 14, 19, 26, 42</p> <p>C. SE: M6 pp. 13, 14 M4 pp. 15</p> <p>D. SE: M1 pp. 13, 14, 19 M2 pp. 19 M4 pp. 19 M5 pp. 19 M6 pp. 26</p>
<p>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.</p>	<ul style="list-style-type: none"> • A: generate student-selected and teacher-guided questions for formal and informal inquiry. • B: develop and revise a plan. • C: refine the major research question, if necessary, guided by the answers to a secondary set of questions. • D: identify and gather relevant information from a variety of sources. • E: differentiate between primary and secondary sources. • F: synthesize information from a variety of sources. • G: differentiate between paraphrasing and 	<p>A–J: SE: M1 pp. 19, 26, 30 M2 pp. 15, 25 M3 pp. 15, 19, 26, 30 M4 pp. 15, 26 M5 pp. 15, 19, 26 M6 pp. 19, 26, 48 M7 pp. 15, 19, 26 M8 pp. 10, 15, 19, 24, 26</p> <p>TE: M1 pp. 33, 35 M3 pp. 26, 48–49, 50–51</p>

	<p>plagiarism when using source materials.</p> <ul style="list-style-type: none">• H: examine sources for:<ul style="list-style-type: none">i: reliability, credibility, and bias.li: faulty reasoning such as hyperbole, emotional appeals, and stereotype.• I: display academic citations and use source materials ethically.• J: use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<p>M6 pp. 23 M8 pp. 49</p>
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