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**Encuentros Vol. 1B © 2026**

Correlations to

Texas Essential Knowledge and Skills (TEKS) for Languages Other than English (LOTE)

Level I, Novice Mid to Novice High Proficiency

NOTE: **SE** stands for Student Edition; **TE** stands for Teacher’s Edition

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| **114.39.I.1 - Interpersonal communication: speaking and writing.** The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. | | |
| 114.39.I.1.A | Ask and respond to questions about everyday life in spoken and written conversation. | * SE, p. 13, Act. 20 * SE, p. 17, Act. 28 * SE p. 51, Act. 84 * SE p. 52, Act. 39 * SE p. 62, act. 62 * SE p. 67, act. 70 * TE p. 78, Developing Learners * SE p. 102, Act. 26 * SE p. 106, Act. 37 * SE, p. 151, Act. 16 * SE p. 183, Act. 78 * SE p. 201, Act. 7 (Pregunta) * SE p. 220, Act. 49 * SE p. 235, Act. 81 |
| 114.39.I.1.B | Express and exchange personal opinions or preferences in spoken and written conversation. | * SE, p. 27, Act. 44 (Habla) * TE, p. 34, Expanding Learners * SE, p. 55, Act. 45 * SE, p. 95, Act. 12, Habla * SE, p. 102, Act. 26 * TE, p. 102, Expanding Learners * SE, p. 108, Act. 39 * SE, p. 111, Act. 45 * TE, p. 111, Multiple Intelligences * SE, p. 121, Act. 66, Habla * TE p. 127 (Act. 79, Habla; Multiple Intelligences) * SE p. 149, Act. 12 * TE, p. 164, Expanding Learners * TE, p. 228, Expanding Learners |
| 114.39.I.1.C | Ask and tell others what they need to, should, or must do in spoken and written conversation. | * SE, p. 15, Act. 23-24 * SE, p. 19, Act. 31 / TE, Critical Thinking * SE, p. 62, Act. 61 * TE, p. 94, Expanding Learners * SE, p. 95, Act. 12, Habla * SE, p. 96, Act. 15 * SE, p. 97, Act. 17 / 322, Act. 20 * TE, p. 99, Multiple Intelligences * SE, p. 104, Act. 31 * SE, p. 106, Act. 37 * TE, p. 126, Expanding Learners * SE, p. 133, Act. 89 * TE, p. 163, Critical Thinking * TE, p. 165, Act. 43 * SE, p. 176, Act. 66 * SE, p. 177, Act. 67 * TE, p. 178, Expanding Learners * SE, p. 179, Act. 71 (Habla) * SE, p. 191, Act. 8 |
| 114.39.I.1.D | Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation. | * SE, p. 15, Act. 24 * SE, p. 21, Act. 33 * SE, p. 61, Act. 59 * SE, p. 70, Act. 77 (Habla) * TE, p. 70, Developing Learners / Expanding Learners * TE, p. 98, Expanding Learners * TE, p. 99, Multiple Intelligences * SE, p. 106, Act. 36 * SE, p. 111, Act. 45 * SE, p. 126, Act. 3 * TE, p. 155, Heritage Language Learners * SE, p. 175, Act. 63 * TE, p. 179, Heritage Language Learners * TE, p. 208, Expanding Learners * SE, p. 177, Act. 67 * SE, p. 178, Act. 70 * TE, p. 182, Expanding Learners * SE, p. 214, Act. 37 |
| 114.39.I.1.E | Participate in spoken conversation using culturally appropriate expressions, register, and gestures. | * SE, p. 3, Act. 4 * SE, p. 8, Expanding Learners * SE, p. 9, Act. 14 * TE, p. 35, Cooperative Learning * SE p. 55 Act. 43 * SE p. 57 Act. 48 (Habla)TE, p. 241, Cooperative Learning * SE p. 90, Expanding Learners * SE p. 106, Act. 37 * SE p. 151 Act. 16 * SE p. 178 Act. 70 * SE p. 214 Act. 36 (Habla) * SE p. 220, Act. 49 |
| 114.39.I.1.F | Participate in written conversation using culturally appropriate expressions, register, and style. | * TE, p. 9, Heritage Language Learners * SE, p. 17, Act. 26 * SE, p. 44, Act. 21 * SE, p. 49, Act. 29 * SE, p. 52, Act. 38 * SE, p. 177, Act. 59, Escribe * SE, p. 169, Act. 50 * SE, p. 175, Act. 62 * SE, p. 221, Act. 51 * TE, p. 217, Heritage Language Learners * SE, p. 232, Act. 76 * TE, p. 240, Expanding Learners * SE, p. 245, Act. 8 |
| **114.39.I.2 Interpretive communication: reading and listening.** The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. | | |
| 114.39.I.2.A | Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. | * SE, p. 3, Act. 2 * TE, p. 5, Cooperative Learning * SE, p. 46, Act. 40 * SE, p. 47, Act. 25 * SE, p. 67, Act. 69 * SE, p. 105, Act. 32 * SE, p. 119, Act. 62 * SE, p. 133, Act. 88 * SE, p. 187, Act. 83-84 * TE, p. 187, Critical Thinking * TE, p. 201, Developing Learners * SE, p. 201, Act. 7 * SE, p. 206, Act. 18 * SE, p. 214, Act. 37 * TE, p. 220, Expanding Learners |
| 114.39.I.2.B | Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. | * SE, p. 25, Act. 40 * SE, p. 64, Act. 64 * SE, p. 67, Act. 71 * SE, p. 74, Act. 80 * SE, p. 79, Act. 91 * SE, p. 98, Act. 19 * SE, p. 106, Act. 35 * SE, p. 127, Act. 39 * SE, p. 133, Act. 88 * SE, p. 150, Act. 15 * SE, p. 178, Act. 69 * SE, p. 182, Act. 76 * SE, p. 187, Act. 82 * SE, p. 208, Act. 21 * SE, p. 227, Act. 61 * SE, p. 235, Act. 79 * SE, p. 236, Act. 82 * SE, p. 241, Act. 91 |
| 114.39.I.2.C | Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials. | * TE, p. 4, Expanding Learners * SE, p. 6, Act. 8 * TE, p. 38, Before reading * TE, p. 89, Heritage Language Learners * SE, p. 103, Act. 29 * SE, p. 145, Act. 5 * SE, p. 241, Act. 89 * SE, p. 247, Act. 1 |
| 114.39.I.2.D | Identify cultural practices from authentic print, digital, audio, and audiovisual materials. | * TE, p. 15, Heritage Language Learners * SE, p. 39, Act. 9 * TE, p. 51, Heritage Language Learners * TE, p. 83, Heritage Language Learners * TE, p. 92, Expanding Learners * SE, p. 93, Act. 9 * SE, p. 111, Act. 46 * TE, p. 113, Heritage Language Learners * SE, p. 137, Act. 9 * SE, p. 149, Act. 13 * SE, p. 155, Act. 24 * TE, p. 173, Heritage Language Learners * SE, p. 191, Act. 9 * SE, p. 227, Act. 64 |
| **114.39.I.3 Presentational communication: speaking and writing.** The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. | | |
| 114.39.I.3.A | State and support an opinion or preference orally and in writing. | * TE, p. 11, Multiple Intelligences * SE, p. 27, Act. 44 * TE, p. 34, Expanding Learners * SE, p. 55, Act. 45 * SE, p. 102, Act. 26 (escribe y habla) * TE, p. 102, Expanding Learners * TE, p. 111, Multiple Intelligences * TE, p. 123, Multiple Intelligences * TE, p. 202, Activating Prior Knowledge * SE, p. 234, Act. 78 |
| 114.39.I.3.B | Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences. | * SE, p. 5, Act. 7 * TE, p. 5, Cooperative Learning * TE, p. 14, Developing Learners * SE, p. 23, Act. 38 * TE, p. 24, Expanding Learners * TE, p. 108, Expanding Learners * SE, p. 113, Act. 50 * TE, p. 125, Heritage Language Learners * TE, p. 146, Expanding Learners * SE, p. 152, Act. 19 * SE, p. 160, Act. 35 * SE, p. 163, Act. 39 * SE, p. 169, Act. 51 * TE, p. 180, Expanding Learners * SE, p. 187, Act. 84 * SE, p. 191, Act. 7 * SE, p. 193, Paso 3 * SE, p. 221, Act. 50 * TE, p. 229, Heritage Language Learners * SE, p. 241, Act. 89 and 92 * SE, p. 243, Act. 2 |