

Descubre el español – Antología Grade 1
TEKS Spanish Language Arts Correlations

LEGEND
 B = Beginner
 I = Intermediate
 A = Advanced

BEGINNER, INTERMEDIATE, ADVANCED -- INTEGRATED

		Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5	Unidad 6	Unidad 7	Unidad 8
	READING: BEGINNING SKILLS								
TEKS §128.12.(b)(1)	Print Awareness								
	A. recognize that spoken words are represented in written Spanish by specific sequences of letters								
	B. identify upper- and lower-case letters	Así se dice: B Así se escribe: B	Así se dice: B Así se escribe: B	Así se dice: B Así se escribe: B	Así se dice: B Así se escribe: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B
	C. sequence of letters of the alphabet								
	D. recognize features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, the em dash to indicate	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B	Así se escribe: B
	E. read by moving from top to bottom and tracking words from left to right with return sweep	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
	F. identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents)								
TEKS §128.12.(b)(2)	Phonological Awareness								
	A. orally generate a series of rhyming words using a variety of phonograms (e.g., -ita, -osa, -ión)			Así se dice: B, A Así se escribe: I	Así se dice: A	Así se dice: B, I Así se escribe: I	Así se dice: B, I, A		
	B. recognize the change in a spoken word when a specified syllable or phoneme is added, changed or removed (e.g., "me-sa" to "ma-sa"; "to-mo" to "co-mo")			Así se escribe: I					
	C. blend spoken phonemes to form syllables and words (e.g., sol, pato)			Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B
	D. distinguish orally represented rhyming pairs from non-rhyming pairs			Así se dice: B, A Así se escribe: I	Así se dice: A	Así se dice: B, I Así se escribe: I	Así se dice: B, I, A		
	E. identify syllables in spoken words, including diphthongs and hiatus (le-er, ri-o, que-ro, na-die, ra-dio, sa-po)	Así se dice: A	Así se dice: B						
	F. separate spoken multi-syllabic words into two to four syllables (e.g., ra-na, má-qui-na, te-lé-fo-no)	Así se dice: I, A	Así se dice: I, A	Así se dice: B, I	Así se dice: B, I	Así se dice: B	Así se dice: B, A	Así se dice: B, I, A	Así se dice: B, I Así se escribe: A
TEKS §128.12.(b)(3)	Phonics								
	A. decode the vowel sounds	Así se dice: B	Así se dice: B	Así se dice: B					
	B. decode syllables	Así se dice: I, A	Así se dice: B, I, A	Así se dice: B, I	Así se dice: B, I	Así se dice: B	Así se dice: B, A	Así se dice: B, I, A	Así se dice: B, I
	C. use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as "r," "c," and "g"	Así se dice: I	Así se dice: I	Así se dice: I		Así se dice: I	Así se escribe: A	Así se dice: B	
	D. decode written "y" when used as conjunction								
	E. decode words in context and in isolation by applying knowledge of letter-sound relationship in different structures, including:				Así se dice: I			Así se escribe: I	Así se escribe: I
	(i) open syllable (e.g., CV, la; VCV, ala; CVCV, toma)								
	(ii) closed syllable (e.g., VC, un; CVC, mes)								
	(iii) consonant blends (e.g., bra/bra-zo; glo/glo-bo)		Así se escribe: I						
	(iv) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro);							Así se escribe: A	Así se dice: B
	F. decode words with silent "h"							Así se escribe: A	
	G. decode words that use syllables que-, qui-, as in queso and quite; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita								
	H. decode words that have the same sounds represented by different letters:								
	-r/rr	Así se dice: I	Así se dice: I	Así se dice: I			Así se escribe: A		Así se dice: B
	-ll/yy	Así se dice: I				Así se dice: I			
	-g/j					Así se dice: I			
	-c/k/q		Así se dice: I	Así se dice: I				Así se dice: B	
	-c/s/z	Así se dice: I	Así se dice: I	Así se dice: I		Así se dice: I			
	-j/x								
	-i/y								
	-b/v								
	I. identify the stressed syllable (sílabla tónica)	Así se escribe: A				Así se escribe: I	Así se escribe: I		
	J. decode words with an orthographic accent (e.g., "papá," "mamá")	Así se escribe: A			Así se escribe: A	Así se escribe: I, A			Así se escribe: A
	read common compound words (e.g., sacapuntas, abrelata, salvavida)	Así se dice: A		Así se dice: A					

TEKS §128.12.(b) (4)	Strategies								
	A. confirm predictions about what will happen next in text by “reading the part that tells”	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Reading Selection: B, I, A Comprendo lo que lei: B, I, A
	B. ask relevant questions, seek clarification, and locate facts and details about stories and other texts	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A
	C. establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A	Antes de leer: B, I, A Reading Selection: B, I, A Comprendo lo que lei: B, I, A
	READING								
TEKS §128.12.(b) (5)	Fluency								
	Student reads grade-level text with fluency and comprehension. Student is expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
TEKS §128.12.(b) (6)	Vocabulary Development								
	A. identify words that name actions (verbs) and words that name persons, places, or things (nouns)	Así se escribe: I, A	Así se escribe: B, I	Así se escribe: B, A	Así se escribe: B, A	Así se dice: A Así se escribe: B, A	Así se dice: I, A Así se escribe: I	Así se dice: I, A Así se escribe: B, I	Así se dice: A Así se escribe: B, I
	B. determine the meaning of compound words using knowledge of their individual components words (e.g., paraguas)			Así se dice: A					
	C. determine what words mean from how they are used in a sentence, either heard or read	Así se dice: A	Así se dice: A	Así se dice: I					Así se dice: I, A
	D. identify and sort words into conceptual categories (e.g., opposites, living things)								Así se dice: A (synonyms)
	E. alphabetize a series of words to the first or second letter and use a dictionary to find words	Así se escribe: A			Así se escribe: A			Así se dice: I	Así se dice: I
	READING: COMPREHENSION OF LITERARY TEXT								
TEKS §128.12.(b) (7)	Theme and Genre								
	A. connect the meaning of a well-known story or fable to personal experiences				Reading Selection: B, I, A Comprendo lo que lei: B, I, A				
	B. explain the function of recurring phrases (e.g., “Había una vez”, “Colorín colorado este cuento se ha acabado”, etc.) in traditional folk and fairy tales				Reading Selection: I, A Comprendo lo que lei: I, A				
TEKS §128.12.(b) (8)	Poetry								
	respond to and use rhythm, rhyme, and alliteration			Reading Selection: B, I, A Comprendo lo que lei: B, I, A		Reading Selection: B, I, A Comprendo lo que lei: B, I, A Así se dice: I Así se escribe: I	Reading Selection: B, I, A Comprendo lo que lei: B, I, A Así se dice: I		
	Drama								
	<Not applicable to Grade 1>								
TEKS §128.12.(b) (9)	Fiction								
	A. describe plot (problem and solution) and retell story’s beginning, middle, and end with attention to the sequence of events	Reading Selection: B, I, A Comprendo lo que lei: B, I, A Así se escribe: A			Así se escribe: I				
	B. describe characters in a story and the reasons for their actions and feelings								
TEKS §128.12.(b) (10)	Literary Non-Fiction								
	determine whether a story is true or a fantasy and explain why		Reading Selection: B Comprendo lo que lei: B						
TEKS §128.12.(b) (11)	Sensory Language								
	recognize sensory details in literary text	Reading Selection: A				Reading Selection: B, I, A	Reading Selection: I, A		
TEKS §128.12.(b) (12)	Independent Reading								
	read independently for a sustained period of time	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
	READING: COMPREHENSION OF INFORMATIONAL TEXT								
TEKS §128.12.(b) (13)	Culture and History								
	identify the topic and explain the author’s purpose in writing the text		Reading Selection: I Comprendo lo que lei: I					Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A

TEKS §128.12.(b)(1)	Expository Text								
	A. restate the main idea, heard or read		Reading Selection: I Comprendo lo que lei: I						
	B. identify important facts or details in text, heard or read		Reading Selection: I Comprendo lo que lei: I						
	C. retell the order of events in a text by referring to the words and/or illustrations		Reading Selection: I Comprendo lo que lei: I						
	D. use text features (e.g., title, TOC, illustrations) to locate information in text		Reading Selection: I Comprendo lo que lei: I						
TEKS §128.12.(b)(1)	Procedural Texts								
	A. follow written multi-step directions with picture cues to assist with understanding								
	B. explain the meaning of signs and symbols (e.g., map features)								
TEKS §128.12.(b)(1)	Media Literacy								
	A. recognize different purposes of media (e.g., informational, entertainment) with adult assistance								
	B. identify techniques used in media (e.g., sound, movement)								
TEKS §128.12.(b)(1)	WRITING								
	Writing Process								
	A. plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)								
	B. develop drafts by sequencing ideas through writing sentences								
	C. revise drafts by adding or deleting a word, phrase, or sentence								
	D. edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric								
	E. publish and share writing with others								
TEKS §128.12.(b)(1)	Literary Texts								
	A. write brief stories that include a beginning, middle and end								
	B. short poems that convey sensory details			A escribir: B		A escribir: B			
TEKS §128.12.(b)(1)	Expository and Procedural Texts								
	A. write brief compositions about topics of interest to the student	A escribir: B, I, A	A escribir: B, I, A	A escribir: A	A escribir: I, A	A escribir: A	A escribir: B, I	A escribir: B, I, A	A escribir: B, I
	B. write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)								
	C. write brief comments on literary or informational texts	Comprendo lo que lei: B, I,	Comprendo lo que lei: B, I,	Comprendo lo que lei: B, I, A A escribir: I	Comprendo lo que lei: B, I, A A escribir: B	Comprendo lo que lei: B, I, A A escribir: I	Comprendo lo que lei: B, I, A A escribir: A	Comprendo lo que lei: B, I, A A escribir: A	Comprendo lo que lei: B, I, A A escribir: A
	Persuasive Texts								
	<Not applicable to Grade 1>								
	ORAL AND WRITTEN CONVENTIONS								
TEKS §128.12.(b)(2)	Conventions								
	A. understand and use the following parts of speech in the context of reading, writing, and speaking:								
	(i) verbs in the past, present, and future in the indicative mode (canto, canté)	Así se escribe: A		Así se escribe: B	Así se escribe: B, A	Así se dice: A Así se escribe: B, A	Así se dice: A Así se escribe: I	Así se dice: I Así se escribe: B, I	Así se escribe: B, I
	(ii) nouns (singular/plural, common/proper)	Así se escribe: I	Así se escribe: B, I	Así se escribe: B, A		Así se escribe: B, A	Así se escribe: B	Así se dice: I, A Así se escribe: B, I	Así se dice: A
	(iii) adjectives (e.g., descriptive: verde, alto)		Así se escribe: A	Así se dice: A		Así se dice: A		Así se dice: A	
	(iv) adverbs (e.g., time: before, next)								
	(v) prepositions and prepositional phrases (e.g., "por la mañana")								Así se escribe: A
	(vi) personal pronouns (e.g., yo, ellos)								
	(vii) time-order transition words (e.g., primero, luego, después)	Así se escribe: A			Así se escribe: I				
	B. speak in complete sentences with correct article-noun agreement (e.g., la pelota, el mapa, el agua, la mano, el águila)	Así se escribe: I						Así se dice: B	
	C. identify and read abbreviations (e.g., Sr., Sra.)								
TEKS §128.12.(b)(2)	Handwriting, Capitalization, and Punctuation								
	A. form upper- and lower-case letters, using basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A
	B. recognize and use basic capitalization for:								
	(i) beginning of sentences	Así se escribe: B, I A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A			Así se escribe: B	Así se escribe: B	Así se escribe: B

	(ii) names of people	Así se escribe: B A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A			Así se escribe: B	Así se escribe: B	
	C. recognize and use punctuation marks at the beginning and end of exclamatory and interrogative sentences and at the end of declarative sentences	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A
TEKS §128.12.(b)(2)	Spelling								
	A. use phonological knowledge to match sounds to letters and syllables to construct words	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B
	B. use syllable-sounds patterns to generate a series of original rhyming words using a variety of ending patterns (e.g., -ción, -illa, -ita, -ito)			Así se dice: B, A Así se escribe: I	Así se dice: A	Así se dice: B, I Así se escribe: I	Así se dice: B, I, A		
	C. blend phonemes to form syllables and words (e.g., mismo, tarde)	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B	Así se dice: B
	D. become familiar with words using orthographic patterns including:								
	(i) words that use syllables with hard /t/ spelled as "r" or "rr," (e.g., ratón, carro)	Así se dice: I	Así se dice: I				Así se escribe: A		Así se dice: B
	(ii) words that use syllables with soft /t/ spelled as "r" and always between two vowels (e.g., pero, perro)								Así se dice: B
	(iii) words that use syllables with silent "h," (e.g., hora, ahora)							Así se escribe: A	
	(iv) words that use syllables:								
	-que-, qui-, as in queso and queso								
	-gue-, gui-, as in guiso and juguete								
	-güe-, güi-, as in paraguero and agüita								
	(v) words that have the same sound represented by different letters:								
	-"r" and "rr," as in ratón and perro	Así se dice: I	Así se dice: I	Así se dice: I			Así se escribe: A		
	-"ll" and "y," as in llave and yate	Así se dice: I				Así se dice: I			
	-"g" and "j," as in gigante and jirafa					Así se dice: I			
	-"c," "k," and "q," as in casa, kilo, and quince		Así se dice: I	Así se dice: I				Así se dice: B	
	-"c," "s," and "z," as in cereal, semilla, and zapato	Así se dice: I	Así se dice: I	Así se dice: I		Así se dice: I			
	-"j" and "x," as in cojín and México								
	-"l" and "y," as in imán and doy								
	-"b" and "v," as in burro and vela								
	(vi) words using:								
	-"n" before "v" (e.g., invitar)								
	-"m" before "b" (e.g., cambiar)							Así se escribe: A	
	-"m" before "p" (e.g., importante)							Así se escribe: A	
	E. become familiar with words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-)		Así se escribe: I						
	F. use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell								
	G. become familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., calor, ratón)	Así se escribe: A			Así se escribe: A	Así se escribe: I, A			Así se escribe: A
	H. become familiar with the appropriate use of accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);						Así se escribe: I		
	I. become familiar with creating the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., lápiz, lápices, feliz, felices)				Así se escribe: I				
	J. use resources to find correct spellings.								
	RESEARCH								
TEKS §128.12.(b)(2)	Research Plan								
	A. generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics								
	B. decide what sources of information might be relevant to answer these questions								
TEKS §128.12.(b)(2)	Gathering Sources								
	A. gather evidence from available sources (natural and personal) as well as from interviews with local experts								
	B. use text features (e.g., TOC, alphabetized index) in age-appropriate reference words (e.g., picture dictionaries) to locate information								
	C. record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)								
TEKS §128.12.(b)(2)	Synthesizing Information								
	(with adult supervision) revise the topic as a result of answers to initial research questions								

