

Descubre el español – Antología Grade 3
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								
Print Awareness								
<Not applicable to Grade 3>								
Phonological Awareness								
<Not applicable to Grade 3>								
Gr1 TEKS Phonological Awareness (not part of Gr3 TEKS)								
A. orally generate a series of rhyming words using a variety of phonograms (e.g., -ita, -osa, -ión)		Así se dice: A		Así se dice: B, A				
Gr1 TEKS Phonics (not part of Gr3 TEKS)								
A. decode the vowel sounds	Así se dice: B							
Gr2 TEKS Handwriting, Capitalization, and Punctuation (not part of Gr3 TEKS)								
(C) understand that months and days of the week are not capitalized;						Así se escribe: B		
Phonics								
(A) use orthographic rules to segment and combine syllables – including diphthongs (e.g., na-die, ra-dio);		Así se dice: B, I	Así se dice: A	Así se dice: I, A	Así se dice: B, A	Así se dice: B, A	Así se dice: A	Así se dice: A Así se escribe: I
(B) decode words with silent "h" with increasing accuracy;	Así se escribe: A			Así se dice: I, A		Así se dice: B, A		
(C) decode words that use... – que-, qui-, as in queso and quito – gue-, gui-, as in guiso and juguete – güe-, güi-, as in paraguero and agüita						Así se dice: A Así se dice: A		Así se dice: B
(D) develop automatic recognition of words that have the same sounds represented by different letters with increased accuracy: – "r" and "rr," as in ratón and perro – "ll" and "v," as in llave and vate – "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 – "i" and "y," as in imán and doy – "b" and "v," as in burro and vela	Así se dice: A	Así se dice: B, A	Así se dice: A Así se dice: I		Así se dice: B		Así se escribe: I	Así se dice: A Así se dice: A
(E) read words with common – prefixes (e.g., in-, des-) – suffixes (e.g., -mente, -dad, -oso)	Así se dice: I				Así se escribe: A	Así se dice: A		
(F) identify the syllable that is stressed (sílabla tónica); después);		Así se dice: I		Así se dice: A				
(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		
(I) monitor accuracy in decoding words that have same sound represented by different letters.								
Strategies								
(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions	Reading Selection: B, I, A Comprendo lo que 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 and support answers with evidence from text	Comprendo lo que lei: B, I	Comprendo lo que lei: B, I	Comprendo lo que lei: B, I	Comprendo lo que lei: B, I	Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I	Comprendo lo que lei: B, I	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								
Fluency								
Students read grade-level text with fluency and comprehension. Students are 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
Vocabulary Development								
(A) identify the meaning of common prefixes (e.g., ex-, des-) and suffixes (e.g., -era, -oso), and know how they change the meaning of roots; – prefixes – suffixes	Así se dice: I				Así se escribe: A	Así se dice: A		

TEKS §128.14.(b) (1)

TEKS §128.14.(b) (2)

TEKS §128.14.(b) (3)

TEKS §128.14.(b) (4)

	(B) use context to determine the relevant meaning of unfamiliar words or – distinguish among multiple meaning words and homographs (e.g., vino-la bebida; vino-del verbo venir);	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) identify and use – antonyms – synonyms – homophones (e.g., tubo, tuvo)		Así se dice: I	Así se dice: B, I			Así se dice: I	Así se dice: A	Así se dice: B
	(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles)						Así se escribe: A	Así se dice: I	
	(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings and syllabication of unknown words.	Así se escribe: B	Así se dice: B, A	Así se dice: I		Así se dice: B, I, A	Así se dice: I		
	READING: COMPREHENSION OF LITERARY TEXT								
TEKS §128.14.(b) (5)	Theme and Genre (A) paraphrase the themes and supporting details of fables, legends, myths, or stories; and (B) compare and contrast the settings in myths and traditional folktales.	Reading Selection: B, I, A Comprendo lo que lei: B, I, A							
TEKS §128.14.(b) (6)	Poetry Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).		Reading Selection: B, I, A Comprendo lo que lei: B, I, A			A escribir: B Reading Selection: B, I, A Comprendo lo que lei: B, I, A			
TEKS §128.14.(b) (7)	Drama Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.								
TEKS §128.14.(b) (8)	Fiction (A) sequence and summarize the plot's main events and explain their influence on future events; (B) describe the interaction of characters including their relationships and the changes they undergo; and (C) identify whether the narrator or speaker of a story is first or third person.						Reading Selection: I, A Comprendo lo que lei: I, A		
TEKS §128.14.(b) (9)	Literary Non-Fiction Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.						Reading Selection: B Comprendo lo que lei: B		
TEKS §128.14.(b) (10)	Sensory Language Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.								
TEKS §128.14.(b) (11)	Independent Reading Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A	Reading Selection: B, I, A
	READING: COMPREHENSION OF INFORMATIONAL TEXT								
TEKS §128.14.(b) (12)	Culture and History Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.	Reading Selection: I Comprendo lo que lei: I		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
TEKS §128.14.(b) (13)	Expository Text (A) identify the details or facts that support the main idea; (B) draw conclusions from the facts presented in text and support those assertions with textual evidence; (C) identify explicit cause and effect relationships among ideas in texts; and	Reading Selection: I Comprendo lo que lei: I		Reading Selection: I Comprendo lo que lei: I		Reading Selection: A Comprendo lo que lei: A		Reading Selection: I, A Comprendo lo que lei: I, A	Reading Selection: A Comprendo lo que lei: A

	(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	Reading Selection: I Comprendo lo que lei: I		Reading Selection: I Comprendo lo que lei: I				Reading Selection: A Comprendo lo que lei: A	
TEKS §128.14.(b) (14)	Persuasive Text Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.								
TEKS §128.14.(b) (15)	Procedural Texts (A) follow written multi-step directions (B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).								
TEKS §128.14.(b) (16)	Media Literacy (A) understand how communication changes when moving from one genre of media to another; (B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); and (C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).								
TEKS §128.14.(b) (17)	WRITING Writing Process (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); (B) develop drafts by categorizing ideas and organizing them into paragraphs; (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and (E) publish written work for a specific audience.								
TEKS §128.14.(b) (18)	Literary Texts (A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and (B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).								
TEKS §128.14.(b) (19)	Personal Experiences Students write about their own experiences. Students are expected to write about important personal experiences.	A escribir: B	A escribir: B, I	A escribir: B, I, A	A escribir: B, I	A escribir: B, I, A	A escribir: B, I	A escribir: B, I, A	A escribir: B, I, A
TEKS §128.14.(b) (20)	Expository and Procedural Texts (A) create brief compositions that: (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations (iii) contain a concluding statement; (B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and (C) write responses to literary or expository texts that demonstrate an understanding of the text.	Comprendo lo que lei: B, I, A A escribir: I, A	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	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	Comprendo lo que lei: B, I, A A escribir: A
TEKS §128.14.(b) (21)	Persuasive Texts Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.								
TEKS §128.14.(b) (22)	ORAL AND WRITTEN CONVENTIONS Conventions (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive: dorado, rectangular; limiting: este, ese, aquel); (iv) articles (e.g., un, una, lo, la, el, los, las); (v) adverbs (e.g., time: luego, antes; manner: cuidadosamente); (vi) prepositions and prepositional phrases; (vii) possessive pronouns (e.g., su, sus, mi, mis, suyo); (viii) coordinating conjunctions (e.g., y, o, pero); and		Así se escribe: B		Así se escribe: I	Así se escribe: B	Así se escribe: B, A	Así se escribe: B	
		Así se escribe: B, I, A	Así se escribe: B, A	Así se escribe: B, A	Así se escribe: A	Así se dice: A (nouns with suffix -ero)			
		Así se escribe: B, A		Así se escribe: B, I	Así se escribe: A			Así se escribe: B	Así se escribe: A
			Así se escribe: I	Así se escribe: B, A				Así se escribe: B	Así se escribe: A
					Así se escribe: B	Así se escribe: A	Así se escribe: I		
				Así se escribe: I				Así se escribe: B (personal pronouns)	Así se escribe: A
						Así se escribe: I	Así se dice: B		Así se escribe: I

	(ix) time-order transition words and transitions that indicate a conclusion (e.g., finalmente, por último);								
	(B) use the complete subject and the complete predicate in a sentence;				Así se escribe: B	Así se escribe: B			
	(C) use complete simple and compound sentences; and								
	(D) identify, read, and write abbreviations (e.g., Ave, Dra., Atte.).								
TEKS §128.14.(b) (23)	Handwriting, Capitalization, and Punctuation								
	(A) write legibly in cursive script with spacing between words in a sentence;								
	(B) use capitalization for:								
	(i) geographical names and places;	Así se escribe: B, I A escribir: I		Así se escribe: I A escribir: I			Así se escribe: B A escribir: B, I	Así se escribe: A A escribir: A	Así se escribe: B
	(ii) historical periods; and								
	(iii) official titles of people;								
	(C) recognize and use punctuation marks including commas; and	A escribir: B, I, A	Así se escribe: A A escribir: B, I, A	Así se escribe: B A escribir: B, I, A	A escribir: B, I, A	A escribir: B, I, A	Así se escribe: I A escribir: B, I, A	A escribir: B, I, A	Así se escribe: B A escribir: B, I, A
	(D) use correct mechanics including paragraph indentations or "sangrias."								
TEKS §128.14.(b) (24)	Spelling								
	(A) spell words with increased accuracy using orthographic rules, including:								
	(i) words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;	Así se dice: A	Así se dice: B, A					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;								
	(iii) words that use syllables with silent "h" (e.g., ahora, almohada);	Así se escribe: A						Así se dice: I	
	(iv) words that use...								
	- que-, qui-, as in queso and queso								Así se dice: B
	- gue-, gui-, as in guiso and juguete						Así se dice: A		
	- güe-, güi-, as in paraguero and agüita						Así se dice: A		
	(v) words that have the same sound represented by different letters:								
	- "r" and "rr," as in ratón and perro	Así se dice: A	Así se dice: B, A					Así se escribe: I	Así se dice: A
	- "ll" and "yy," as in llave and yate			Así se dice: A		Así se dice: B			Así se dice: A
	- "g" and "j," as in gigante and jirafa			Así se dice: B, I					
	- "c," "k," and "q," as in casa, kilo, and quince								
	- "c," "s," and "z," as in cereal, semilla, and zapato	Así se dice: A	Así se escribe: A		Así se dice: B				
	- "j" and "x," as in cojin and México								Así se dice: I
	- "f" and "v," as in imán and doy								
	- "b" and "v," as in burro and vela				Así se dice: I			Así se dice: B	
	(vi) words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar);	Así se escribe: I							
	(B) spell words with consonant blends with increased accuracy (e.g., bra/bra-zo-, glo/glo-bo-);								
	(C) spell with increased accuracy the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., capaz, capaces; raiz, raices);			Así se escribe: A	Así se escribe: A	Así se escribe: I			Así se escribe: B
	(D) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;								
	(E) write with increased accuracy using accent marks, including:								
	(i) words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción); and					Así se dice: A			
	(ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);						Así se dice: A	Así se dice: A	
	(F) become familiar with words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);								Así se escribe: I
	(G) become familiar with the concept of hiatus and diphthongs and the implications for orthographic accents (e.g., le-er, ri-o; quie-ro, vio);				Así se dice: I, A		Así se dice: B, A		
	(H) use with increased accuracy accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);								
	(I) differentiate the meaning or function of a word based on the diacritical accent (e.g., se/sé, el/él, mas/más);			Así se escribe: I					
	(J) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá)					Así se escribe: I		Así se escribe: B, A	Así se escribe: B
	(K) use print and electronic resources to find and check correct spellings.								
TEKS §128.14.(b) (25)	RESEARCH								
	Research Plan								
	(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and								
	(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.								
TEKS §128.14.(b) (26)	Gathering Sources								
	(A) follow the research plan to collect information from multiple sources of information, both oral and written, including:								
	(i) student-initiated surveys, on-site inspections, and interviews;								

