

Descubre el español – Antología Grade 5  
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
<b>READING: BEGINNING SKILLS</b>								
<b>Print Awareness</b>								
<Not applicable to Grade 5>								
<b>Phonological Awareness</b>								
<Not applicable to Grade 5>								
<b>Phonics</b>								
<Not applicable to Grade 5>								
<b>Strategies</b>								
<Not applicable to Grade 5>								
<b>Gr1 TEKS Phonics (not part of Gr5 TEKS)</b>								
A. decode the vowel sounds	Así se dice: B			Así se dice: B (vocales fuertes y débiles)				
<b>Gr3 TEKS Strategies (not part of Gr5 TEKS)</b>								
(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, 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,	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
<b>Gr3 TEKS Spelling and/or Phonics (not part of Gr5 TEKS)</b>								
(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 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		Así se dice: B						
- 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 escribe: B						
- "ll" and "y," as in llave and yate					Así se escribe: B (digraph ll), I			Así se escribe: I
- "g" and "j," as in gigante and jirafa			Así se dice: B					
- "c," "k," and "q," as in casa, kilo, and quince			Así se escribe: B				Así se dice: B	
- "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 escribe: B	
(E) read words with common								
- prefixes (e.g., in-, des-) <for more prefixes, see Greek roots below>	Así se dice: I (des-)	Así se escribe: I (in-)				Así se dice: A (in-, im-)	Así se dice: B (des-)	Así se escribe: I (des-, re-)
- suffixes (e.g., -mente, -dad, -oso) <for more suffixes, see Greek roots below>							Así se dice: I	

	(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		
	<b>Gr3 TEKS Written Conventions (not part of Gr5 TEKS)</b>								
	(viii) coordinating conjunctions (e.g., y, o, pero); and (B) use capitalization for:			Así se escribe: I (spelling change: y → e; o → u)	Así se escribe: A				
	(i) proper nouns	Así se escribe: B (capital letters for proper names)		Así se escribe: B (capital letters for proper names; lowercase for days, months, languages)					
	(iv) articles (e.g., un, una, lo, la, el, los, las)		Así se escribe: A (definite and indefinite articles)						
	<b>Gr3 TEKS Vocabulary Development (not part of Gr5 TEKS)</b>								
	(C) identify and use								
	– antonyms	Así se dice: I	Así se dice: I, A	Así se dice: B					Así se dice: B, I
	– synonyms		Así se dice: B	Así se dice: I		Así se dice: B, I			Así se dice: B, A
	– homophones (e.g., tubo, tuvo)						Así se escribe: I		Así se escribe: A
	<b>Gr4 TEKS Spelling (not part of Gr5 TEKS)</b>								
	(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	
	<b>Gr4 TEKS Oral and Written Conventions (not part of Gr5 TEKS)</b>								
	(ii) nouns (singular/plural, common/proper);	Así se escribe: A							
	<b>Non-TEKS items</b>								
	cognates			Así se dice: I		Así se dice: B	Así se dice: B		
	formal and informal address (tú vs. usted)	Así se dice: B							
	regionalisms					Así se dice: A (variaciones lingüísticas)			
	<b>READING</b>								
TEKS §128.16.(b) (1)	<b>Fluency</b>								
	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)	<b>Vocabulary Development</b>								
	(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 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, 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 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
	<b>READING: COMPREHENSION OF LITERARY TEXT</b>								
TEKS §128.16.(b) (3)	<b>Theme and Genre</b>								

	(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;								
	(B) describe the phenomena explained in origin myths from various cultures; and								
	(C) explain the effect of a historical event or movement on the theme of a work of literature.								
TEKS §128.16.(b)(4)	<b>Poetry</b> 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 analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.		Así se dice: I (using rhyme)						
TEKS §128.16.(b)(5)	<b>Drama</b> 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 analyze the similarities and differences between an original text and its dramatic adaptation.	Reading Selection: B, I, A Comprendo lo que lei: B, I, A							
TEKS §128.16.(b)(6)	<b>Fiction</b> (A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events; (B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and (C) explain different forms of third-person points of view in stories.		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
TEKS §128.16.(b)(7)	<b>Literary Non-Fiction</b> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.								
TEKS §128.16.(b)(8)	<b>Sensory Language</b> 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)(9)	<b>Independent Reading</b> 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 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
	<b>READING: COMPREHENSION OF INFORMATIONAL TEXT</b>								
TEKS §128.16.(b)(1)	<b>Culture and History</b> 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 conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.			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 §128.16.(b)(1)	<b>Expository Text</b>								

	(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.								
TEKS §128.16.(b)(1)	<b>Persuasive Text</b>								
	(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)	<b>Procedural Texts</b>								
	(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)	<b>Media Literacy</b>								
	(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);								
	(C) identify the point of view of media presentations; and								
	(D) analyze various digital media venues for levels of formality and informality.								
TEKS §128.16.(b)(1)	<b>WRITING</b>								
	<b>Writing Process</b>								
	(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.								
TEKS §128.16.(b)(1)	<b>Literary Texts</b>								
	(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:								
	(i) poetic techniques (e.g., alliteration, onomatopoeia);								
	(ii) figurative language (e.g., similes, metaphors); and								
	(iii) graphic elements (e.g., capital letters, line length).								

TEKS §128.16.(b)(1)	<b>Personal Experiences</b> 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	
TEKS §128.16.(b)(1)	<b>Expository and Procedural Texts</b> (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 provide evidence from the text to demonstrate understanding.	A escribir: I, A 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: B, I, A Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A	A escribir: A Comprendo lo que lei: B, I, A	Comprendo lo que lei: B, I, A A escribir: I Comprendo lo que lei: B, I, A	
TEKS §128.16.(b)(1)	<b>Persuasive Texts</b> 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	
<b>ORAL AND WRITTEN CONVENTIONS</b>									
TEKS §128.16.(b)(2)	<b>Conventions</b> (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.).	Así se escribe: B (verbo ser), Así se escribe: I (verbo ser)	Así se escribe: B (verbo estar), I (infinitive form)	Así se escribe: B (regular and irregular verbs)	Así se escribe: B (verbo querer)	Así se escribe: B (tiempo del verbo), A (irregular verbs)	Así se escribe: B (tiempo del verbo), I (mandatos)	Así se escribe: B (regular and irregular verbs), I (tiempo del verbo), A (tiempo del verbo)	Así se escribe: B, A (irregular verbs)
		Así se escribe: I (descriptive adjectives), A (descriptive adjectives, noun and adjective agreement)		Así se escribe: I (making adjectives from nouns using suffix -al/-il), A (comparative adjectives: más...que)	Así se escribe: I	Así se escribe: I	Así se escribe: A (demonstrative adjectives)		
				Así se escribe: A	Así se escribe: B	Así se escribe: A (adverbios de tiempo)		Así se escribe: B, I	
						Así se escribe: A (reflexive pronouns)		Así se escribe: A	
						Así se escribe: B (conjunctions: y, pero)			
						Así se escribe: I			
		Así se escribe: A		Así se escribe: B				Así se escribe: B	
TEKS §128.16.(b)(2)	<b>Handwriting, Capitalization, and Punctuation</b> (A) use capitalization for: (i) abbreviations; (ii) initials and acronyms; and (iii) organizations;								

	(B) recognize and use punctuation marks including: (i) commas in compound sentences; and (ii) proper punctuation and spacing for quotations and em dash; and (C) use proper mechanics, including italics for titles of books.	Así se escribe: B (question marks, exclamation, period) A escribir: B, I, A	Así se escribe: B (question marks, exclamation, period) 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
TEKS §128.16.(b) (2)	<b>Spelling</b> (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); (ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol); (iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico); and (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 future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá); (C) spell words with: (i) Greek roots (e.g., tele-, foto-, grafo-, metro-); (ii) Latin roots (e.g., spec, scrib, rupt, port, dict); (iii) Greek suffixes (e.g., -ología, -fobia, -ismo, -ista); and (iv) Latin derived suffixes (e.g., -able, -ible, -ancia); (D) correctly spell words containing hiatus and diphthongs (e.g., le-er, ri-o, quie-ro, vio); (E) differentiate between commonly confused terms (e.g., porque, por qué; asimismo, así mismo; sino, si no; también, tan bien); (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.			Así se dice: A		Así se dice: I	Así se dice: I	Así se escribe: A	
				Así se dice: A Así se escribe: A				Así se escribe: A	
				Así se dice: A Así se escribe: A				Así se escribe: A	
								Así se dice: A (raíces, prefijos, sufijos)	
								Así se dice: A (raíces, prefijos, sufijos)	
					Así se dice: B (diptongo) Así se escribe: A (diptongo e hiato)		Así se dice: B (diptongo), A (hiato)		
				Así se escribe: A					
TEKS §128.16.(b) (2)	<b>RESEARCH</b> <b>Research Plan</b> (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)	<b>Gathering Sources</b> (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., charts, diagrams, timelines) into written notes; (D) identify the source of notes (e.g., author, title, page 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 sources.								
TEKS §128.16.(b) (2)	<b>Synthesizing Information</b>								

