



# Yabisi

**Correlated to Texas  
Essential Knowledge and  
Skills (TEKS)**

**Level (K-6)**



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**Level - K**

## TEKS and Yabisí K Correlation

<b>1. Reading/Print Awareness:</b>	
• recognize that spoken words can be represented by print for communication	TG pp. 15, 16, 20
• identify upper- and lower-case letters	SB pp. 50, 59, 62, 67, 172
• demonstrate the one-to-one correspondence between a spoken word and a printed word in text	TG pp. 15, 16, 116
• recognize the difference between a letter and a printed word	TG pp. 15, 16, 21
• recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping)	N/A
• hold a book right side up, turn pages correctly and know that reading moves from top to bottom and left to right	SB pp. 16, 38, 43, 64, 65, 96
• identify different parts of the book (e.g., front and back covers, title page)	TG pp. 20, 21
<b>2. Reading/Phonological Awareness:</b>	
• identify a sentence made up of a group of words	SB pp. 20, 28, 81 TG p. 21
• identify syllables in spoken words	SB pp. 86, 87 TG p. 21
• orally generate rhymes in response to spoken words (e.g., ¿Qué rima con mesa?)	N/A
• distinguish orally presented rhyming pairs of words from non-rhyming pairs	N/A
• recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., Pepe Pecas pica papas)	SB pp. 30, 31, 68, 69
• blend spoken phonemes to form syllables and words (e.g., /m/ .../a/ says ma, ma-pa says “mapa”)	SB pp. 13, 65, 68, 160
• isolate the initial syllabic sound in spoken words (e.g. /pa/ta, /la/ta, /ra/ta)	SB p. 69 TG p. 116
• separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/)	SB pp. 86, 87
<b>3. Reading/Beginning Reading Skills/Phonics:</b>	
• decode the five vowel sounds	SB pp. 28, 29, 34, 35
• decode syllables	SB pp. 59, 61, 62, 67, 69 TG p. 21
• use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as “r,” “c,” and “g”	SB pp. 30, 31, 67, 135-139
• decode the written “y” when used as a conjunction, as in “mamá” y “papá”	TG pp. 146, 147, 154
• become familiar with the concept that “h” is silent	TG pp. 83-87
• become familiar with the digraphs /ch/, /rr/	TG pp. 11-15, 23-27
• become familiar with the concept that “ll” and “y” have the same sound (e.g., llave, ya)	TG pp. 17-21, 115-119
• use knowledge of consonant/vowel sound relationships to decode syllables and words in text and independent of content (e.g. CV, VC, CVC, CVCV words)	SB pp. 35, 41, 59, 61 TG p. 21
• recognize that new words are created when syllables are changed, added, or deleted	SB pp. 111, 130, 139
<b>4. Reading/Beginning Reading/Strategies</b>	
• predict what might happen next in text based on the cover, title, and illustrations	SB pp. 8, 9, 52, 53
• ask and respond to questions about texts read aloud	TG pp. 24, 25, 68, 69, 108, 109
<b>5. Reading/Vocabulary Development</b>	
• identify and use words that name actions, directions, positions, sequences, and locations	SB pp. 48, 54, 55 TG pp. 28, 42
• become familiar with grade-appropriate vocabulary, including content and function words	TG pp. 8, 9, 20, 21, 52, 53
• recognize that compound words are made by putting two words together (e.g., saca + puntas = sacapuntas)	TG pp. 80, 137, 169, 274

<ul style="list-style-type: none"> <li>• identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures)</li> </ul>	SB pp. 25, 32, 50
<ul style="list-style-type: none"> <li>• use a picture dictionary to find words</li> </ul>	SB pp. 29, 35, 41 TG pp. 169-175
<b>6. Reading/Comprehension of Literary Text/Theme and Genre</b>	
<ul style="list-style-type: none"> <li>• identify elements in a story including setting, character, and key events</li> </ul>	TG pp. 25, 68, 69, 108, 109
<ul style="list-style-type: none"> <li>• discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience</li> </ul>	TG pp. 240, 241
<ul style="list-style-type: none"> <li>• recognize sensory details</li> </ul>	SB p. 140 TG pp. 82, 156, 235, 245
<ul style="list-style-type: none"> <li>• recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures</li> </ul>	TG pp. 44, 45, 64, 65
<b>7. Reading/Comprehension of Literary Text/Poetry</b>	
<ul style="list-style-type: none"> <li>• respond to rhythm and rhyme in poetry through identifying regular beat and similarities in word sounds</li> </ul>	TG p. 38, 47, 57, 80, 139, 159
<b>8. Reading/Comprehension of Literary Text/Fiction</b>	
<ul style="list-style-type: none"> <li>• retell a main event from a story read aloud</li> </ul>	TG pp. 24, 25, 240, 241, 276, 298
<ul style="list-style-type: none"> <li>• describe characters and the reasons for their actions</li> </ul>	TG pp. 24, 25, 69, 110
<b>9. Reading/Comprehension of Informational Text/Culture and History</b>	
<ul style="list-style-type: none"> <li>• identify the topic of an informational text heard</li> </ul>	TG p. 186
<b>10. Reading/Comprehension of Informational Text/Expository</b>	
<ul style="list-style-type: none"> <li>• identify the topic and details in text heard or read, referring to the words and/or illustrations</li> </ul>	TG pp. 24, 25, 140, 141
<ul style="list-style-type: none"> <li>• retell important facts in text, heard or read</li> </ul>	TG pp. 68, 69, 108, 109
<ul style="list-style-type: none"> <li>• discuss the ways authors group information in text</li> </ul>	TG pp. 10-13
<ul style="list-style-type: none"> <li>• use titles and illustrations to make predictions about text</li> </ul>	TG pp. 68, 69, 108, 109, 140, 141
<b>11. Reading/Comprehension of Informational Text/Procedural Texts</b>	
<ul style="list-style-type: none"> <li>• follow pictorial directions (e.g., recipes, science experiments)</li> </ul>	TG pp. 144, 211, 223, 314, 319
<ul style="list-style-type: none"> <li>• identify the meaning of specific signs (e.g., traffic signs, warning signs)</li> </ul>	SB p. 88 TG p. 264
<b>12. Reading/Media Literacy</b>	
<ul style="list-style-type: none"> <li>• identify different forms of media (e.g., advertisements, newspapers, radio programs) with adult assistance</li> </ul>	TG pp. 121, 187, 239, 248, 298
<ul style="list-style-type: none"> <li>• identify techniques used in media (e.g., sound, movement) with adult assistance</li> </ul>	TG pp. 130, 248, 298
<b>13. Writing/Writing Process</b>	
<ul style="list-style-type: none"> <li>• plan a first draft by generating ideas through class discussion (with adult assistance)</li> </ul>	SB pp. 21, 35, 85
<ul style="list-style-type: none"> <li>• develop drafts by sequencing the action or details in the story (with adult assistance)</li> </ul>	SB pp. 87, 99, 126, 127
<ul style="list-style-type: none"> <li>• revise drafts by adding details or sentences (with adult assistance)</li> </ul>	N/A
<ul style="list-style-type: none"> <li>• edit drafts by leaving spaces between letters and words (with adult assistance)</li> </ul>	N/A
<ul style="list-style-type: none"> <li>• share writing with others (with adult assistance)</li> </ul>	TG pp. 92, 94, 108, 128, 142, 160
<b>14. Writing/Literary Texts</b>	
<ul style="list-style-type: none"> <li>• dictate or write sentences to tell a story and put the sentences in chronological sequence</li> </ul>	TG pp. 296, 324, 339, 340, 341
<ul style="list-style-type: none"> <li>• write short poems</li> </ul>	TG p. 139
<b>15. Writing/Expository and Procedural Texts</b>	
<ul style="list-style-type: none"> <li>• dictate or write information for lists, captions, or invitations</li> </ul>	SB pp. 99, 117, 121 TG pp. 61, 118, 140

<b>16. Oral and Written Conventions/Conventions</b>	
<ul style="list-style-type: none"> <li>understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):</li> </ul>	
–verbs, including commands and past and future tenses when speaking	SB p. 48 TG p. 64
–nouns (singular/plural)	SB pp. 73-75, 90, 97, 113
–descriptive words	TG pp. 13, 59-61, 63, 68
–prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., en, de, por la tarde, en la mañana)	TG p. 96 PB pp. 6-8, 12, 16, 23 Anthology p. 16
–personal pronouns (e.g., yo, ellos)	Anthology pp. 10, 11, 28, 29
<ul style="list-style-type: none"> <li>speak in complete sentences to communicate</li> <li>use complete simple sentences</li> </ul>	TG pp. 165, 185, 186, 226 SB pp. 9, 65 TG pp. 152, 165, 185, 204, 240, 241
<b>17. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation</b>	
<ul style="list-style-type: none"> <li>form upper- and lower-case letters legibly, using basic conventions of print (left-to-right and top-to-bottom progression)</li> <li>capitalize the first letter in a sentence</li> <li>use punctuation at the beginning (when appropriate) and at the end of a sentence</li> </ul>	SB pp. 21, 29, 35, 84, 85, 111, 115, 129 SB pp. 11, 12, 17, 18, 27, 33, 37 SB pp. 27, 43, 49, 87, 99
<b>18. Oral and Written Conventions/Spelling</b>	
<ul style="list-style-type: none"> <li>use phonological knowledge to match sounds to individual letters or syllables</li> <li>use letter-sound correspondences to spell mono- and multi-syllabic words</li> <li>use knowledge of consonant/vowel sound relationships to spell syllables and words in text and independent of content (e.g., CV, ma; VC, un; VCV, oso; CVC, sol; CVCV, mesa)</li> <li>use “y” to represent /i/ when used as a conjunction (e.g. mamá y papá)</li> <li>write one’s own name</li> </ul>	SB pp. 88, 90, 91, 120, 122 SB pp. 98, 99, 104, 105 SB pp. 59, 71, 83, 90 SB pp. 8, 146, 147, 154 PB (front cover)
<b>19. Research/Research Plan</b>	
<ul style="list-style-type: none"> <li>ask questions about topics of class-wide interest (with adult assistance)</li> <li>decide what sources or people in the classroom, school, library, or home can answer these questions (with adult assistance)</li> </ul>	TG pp. 24, 64, 72, 80 TG pp. 65, 72, 80
<b>20. Research/Gathering Sources</b>	
<ul style="list-style-type: none"> <li>gather evidence from provided text sources with adult assistance</li> <li>use pictures in conjunction with writing when documenting research with adult assistance</li> </ul>	TG pp. 186, 215, 242, 278, 335 N/A
<b>21. Listening and Speaking/Listening</b>	
<ul style="list-style-type: none"> <li>listen attentively by facing speakers and asking questions to clarify information</li> <li>follow oral directions that involve a short related sequence of actions</li> </ul>	N/A SB pp. 43, 46-48, 56, 57
<b>22. Listening and Speaking/Speaking</b>	
<ul style="list-style-type: none"> <li>share information and ideas by speaking audibly and clearly using the conventions of language</li> </ul>	TG pp. 186, 242, 298
<b>23. Listening and Speaking/Teamwork</b>	
<ul style="list-style-type: none"> <li>follow agreed-upon rules for discussion, including taking turns and speaking one at a time</li> </ul>	TG pp. 138, 152, 190



# Yabisi

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**Level - 1**

## TEKS and Yabisí 1

<b>1. Reading/Print Awareness</b>	
1(A) recognize that spoken words are represented in written Spanish by specific sequences of letters	SB pp. 16, 17, 21, 32, 33 TG pp. 24, 25
1(B) identify upper and lower-case letters	SB pp. 32, 34, 36, 38
1(C) sequence the letters of the alphabet	TG pp. 24, 25
1(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, the em dash to indicate dialogue)	SB pp. 140, 141, 146, 147
1(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep	SB pp. 22, 23, 36, 39
1(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents)	TG pp. 1-3, 17, 22, 23
<b>2. Reading/Phonological Awareness</b>	
2(A) orally generate a series of original rhyming words using a variety of endings (e.g., -ita, -osa, -ión)	SB pp. 32, 34, 39
2(B) recognize the change in a spoken word when a specified syllable or phoneme is added, changed, or removed (e.g., “ma lo” to “ma-sa”; “to-mo” to “como”)	SB pp. 53, 97, 99
2(C) blend spoken phonemes to form syllables and words (e.g., sol, pato)	SB pp. 16-20, 32, 34, 52
2(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs	SB pp. 52, 53, 76, 78
2(E) identify syllables in spoken words, including diphthongs and <i>hiatus</i> (le-er, ri-o, quie-ro, na-die, radio, sa-po): and	SB pp. 78, 79, 83, 96
2(F) separate spoken multi-syllabic words into two to four syllables (e.g., “ra-na”, “má-quina”, “te-lé-fo-no”)	SB pp. 125, 227-229
<b>3. Reading/Beginning Reading Skills/Phonics</b>	
3(A) decode the five vowel sounds	SB pp. 16-20
3(B) decode syllables	SB pp. 32, 33, 52, 54, 74
3(C) use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as “r,” “c,” and “g”	SB pp. 118, 119, 182, 183, 204, 205
3(D) decode the written “y” when used as a conjunction (e.g., “mamá y papá”)	SB p. 275 TG pp. 281, 283
3(E) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including: (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); (iv) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro)	SB pp. 112, 113, 120, 121, 129, 131, 142, 143, 270, 271, 338, 339, 344, 347
3(F) decode words with the silent “h”	SB pp. 290, 291, 294
3(G) decode words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita	SB pp. 184, 185, 206, 207, 251, 286, 287
3(H) decode words that have the same sounds represented by different letters (e.g., “r” and “rr,” as in ratón and perro; “ll” and “y,” as in llave and yate; “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)	SB pp. 54, 55, 74-77, 118-121, 160-163, 204-207, 226, 227, 270-273, 292, 293, 314, 315
3(I) identify the stressed syllable ( <i>sílaba tónica</i> )	SB pp. 318, 319, 321
3(J) decode words with an orthographic accent (e.g., “papá” “mamá”)	SB pp. 318, 319, 321
3(K) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelata, salvavida)	TG pp. 309, 319
<b>4. Reading/Beginning Reading/Strategies</b>	
4(A) confirm predictions about what will happen next in text by “reading the part that tells”	SB pp. 48, 49, 68, 69
4(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts	TG pp. 84, 85, 106, 107
4(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using	TG pp. 84, 85, 106, 107, 128, 129

background knowledge, generating questions, rereading a portion aloud)	
<b>5. Reading/Fluency</b>	
5(A) read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension	TG pp. 64, 128, 150
<b>6. Reading/Vocabulary Development</b>	
6(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns)	SB pp. 188, 189, 276, 277
6(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., paraguas)	TG pp. 309, 319
6(C) determine what words mean from how they are used in a sentence, either heard or read	SB pp. 49, 71, 93, 115, 137
6(D) identify and sort words into conceptual categories (e.g., opposites, living things)	SB pp. 17, 43, 170 TG p. 33
6(E) alphabetize a series of words to the first or second letter and use a dictionary to find words	N/A
<b>7. Reading/Comprehension of Literary Text/Theme and Genre</b>	
7(A) connect the meaning of a well-known story or fable to personal experiences	TG pp. 29, 45, 87, 131
7(B) explain the function of recurring phrases (e.g., “Había una vez” or “Colorín Colorado, este cuento se ha acabado”) in traditional folkand fairy tales	SB p. 176
<b>8. Reading/Comprehension of Literary Text/Poetry</b>	
8(A) respond to and use rhythm, rhyme, and alliteration in poetry	SB pp. 28, 29, 148 TG pp. 240, 261
<b>9. Reading/Comprehension of Literary Text/Fiction</b>	
9(A) describe the plot (problem and solution) and retell a story’s beginning, middle, and end with attention to the sequence of events	TG pp. 64, 65, 106, 107, 128-130
9(B) describe characters in a story and the reasons for their actions and feelings	TG pp. 28, 29, 65, 66, 80, 84, 107
<b>10. Reading/Comprehension of Literary Text/Literary Nonfiction</b>	
10(A) determine whether a story is true or a fantasy and explain why	SB pp. 242-245 TG pp. 258, 261
<b>11. Reading/Comprehension of Literary Text/Sensory Language</b>	
11(A) recognize sensory details in literary text	SB pp. 44, 45, 126
<b>12. Reading/Comprehension of Literary Text/Independent Reading</b>	
12(A) read independently for a sustained period of time	Readings: ¡Quiero ser maestra!, ¡Quiero ser bombero!, ¡Quiero ser violinista!, ¡Quiero ser doctora!
<b>13. Reading/Comprehension of Informational Text/Culture and History</b>	
13(A) identify the topic and explain the author’s purpose in writing the text	SB pp. 148, 168, 190, 212
<b>14. Reading/Comprehension of Informational Text/Expository Text</b>	
14(A) restate the main idea, heard or read	SB pp. 148, 168, 190, 212
14(B) identify important facts or details in text, heard or read	TG pp. 44, 64, 65, 150, 151, 172
14(C) retell the order of events in a text by referring to the words and/or illustrations	SB pp. 72, 116 TG pp. 65, 85, 107, 261
14(D) use text features (e.g., table of contents, index, headings) to locate specific information in text	TG pp. 2, 3, 22, 23
<b>15. Reading/Comprehension of Informational Text/Procedural Text</b>	



15(A) follow written multi-step directions with picture cues to assist with understanding	SB pp. 14, 15, 17, 30, 31
15(B) explain the meaning of specific signs and symbols (e.g., map features)	TG pp. 106, 166, 187
<b>16. Reading/Media Literacy</b>	
16(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance)	Multimedia activities pp. 120, 172, 181, 209
16(B) identify techniques used in media (e.g., sound, movement)	Multimedia activities pp. 24, 51, 321
<b>17. Writing/Writing Process</b>	
17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)	SB pp. 15, 44, 45
17(B) develop drafts by sequencing ideas through writing sentences	PB pp. 108, 110, 111
17(C) revise drafts by adding or deleting a word, phrase, or sentence	N/A
17(D) edit drafts for grammar, punctuation, and spelling using a teacher developed rubric	SB pp. 56, 58, 100, 101 TG pp. 67, 72, 89
17(E) publish and share writing with others	TG pp. 138, 189, 195, 211
<b>18. Writing/Literary Texts</b>	
18(A) write brief stories that include a beginning, middle, and end	TG pp. 164, 209, 228
18(B) write short poems that convey sensory details	TG pp. 36, 88, 96, 101, 141, 142
<b>19. Writing/Expository and Procedural Texts</b>	
19(A) write brief compositions about topics of interest to the student	TG pp. 164, 209, 228
19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)	PB p. 78
19(C) write brief comments on literary or informational texts	TG pp. 164, 228, 277
<b>20. Oral and Written Conventions/Conventions</b>	
20(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); (ii) nouns (singular/ plural, common/ proper); (iii) adjectives (e.g., descriptive: verde, alto); (iv) adverbs (e.g., time: before, next); (v) prepositions and prepositional phrases (“por la mañana”); (vi) personal pronouns (e.g., yo, ellos); (vii) time-order transition words (e.g., primero, luego, después)	SB pp. 28, 48, 49, 68, 69, 129, 188, 189, 232, 233, 244, 276, 277 TG pp. 44, 85, 263
20(B) speak in complete sentences with correct article-noun agreement (e.g., la pelota, el mapa, el agua, la mano, el águila)	SB pp. 95, 119, 123-125, 129, 208, 215 TG pp. 45, 88, 123
20(C) identify and read abbreviations (e.g., Sr., Sra.)	N/A
<b>21. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation</b>	
21(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences	SB pp. 144, 145, 164, 165
21(B) recognize and use basic capitalization for: (i) the beginning of sentences; (ii) names of people	SB pp. 37, 56, 57, 79, 80, 97, 99 TG p. 89
21(C) recognize and use punctuation marks at the beginning and end of exclamatory and interrogative sentences and at the end of declarative sentences	SB pp. 166, 167, 169
<b>22. Oral and Written Conventions/Spelling</b>	
22(A) use phonological knowledge to match sounds to letters and syllables to construct words	SB pp. 16-20, 32, 33, 34, 35
22(B) use syllable-sound patterns to generate a series of original rhyming words using a variety of ending patterns (e.g., -ción, -illa, -ita, -ito);	SB pp. 38, 59, 75
22(C) blend phonemes to form syllables and words (e.g., mismo, tarde)	SB pp. 75, 77, 81, 97, 99
22(D) become familiar with words using orthographic patterns including: (i) words that use syllables with hard /r/ spelled as	SB pp. 62, 74-79, 118-125, 160-165, 184-186, 198, 204, 206-209, 222, 228-231, 238,

“r” or “rr,” as in ratón and carro; (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,” as in hora and ahora; (iv) words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita; (v) words that have the same sound represented by different letters (e.g., “r” and “rr,” as in ratón and perro; “ll” and “y,” as in llave and yate; “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); (vi) words using “n” before “v” (e.g., invitar), “m” before “b” (e.g., cambiar), and “m” before “p” (e.g., importante)	270-273, 286, 287, 290-295
22(E) become familiar with words with consonant blends (e.g., bra/ bra-zo-, glo/globo-)	SB pp. 339, 343, 344
22(F) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell	SB pp. 74-76, 340-343, 346
22(G) become familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., calor, ratón)	SB pp. 318, 319 PB pp. 126, 127
22(H) become familiar with the appropriate use of accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo)	SB pp. 11, 14, 15 TG pp. 28, 29, 31
22(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)	SB pp. 47, 140, 141
22(J) use resources to find correct spellings	PB pp. 90, 91, 92
<b>23. Research/Research Plan</b>	
23(A) generate a list of topics of classwide interest and formulate open-ended questions about one or two of the topics (with adult assistance)	TG pp. 142, 144, 164, 165
23(B) decide what sources of information might be relevant to answer these questions (with adult assistance)	TG pp. 142, 144, 164, 165
<b>24. Research/Gathering Sources</b>	
24(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts (with adult assistance)	TG pp. 82, 196, 253, 325
24(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information (with adult assistance)	TG pp. 2, 3, 17, 22, 23
24(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (with adult assistance)	TG pp. 44, 65, 77, 88, 100
<b>25. Research/Synthesizing Information</b>	
25(A) revise the topic as a result of answers to initial research questions (with adult assistance)	TG pp. 142, 144, 164
<b>26. Research/Organizing and Presenting Ideas</b>	
26(A) create a visual display or dramatization to convey the results of the research (with adult assistance)	TG pp. 36, 125, 336
<b>27. Listening and Speaking/Listening</b>	
27(A) listen attentively to speakers and ask relevant questions to clarify information	SB pp. 181, 193, 197 TG pp. 206, 207, 228
27(B) follow, restate, and give oral instructions that involve a short related sequence of actions	TG pp. 37, 38, 40, 239
<b>28. Listening and Speaking/Speaking</b>	
28(A) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language	TG pp. 31, 42, 104, 106, 142, 186
<b>29. Listening and Speaking/Teamwork</b>	
29(A) follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	TG pp. 83, 101, 127, 147



# Yabisi

**Correlated to Texas  
Essential Knowledge and  
Skills (TEKS)**

**Level - 2**

## TEKS and Yabisí 2

<b>1. Reading/Beginning Reading Skills/Print Awareness</b>	
1(A) distinguish features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, commas, quotation marks, and em dash to indicate dialogue)	SB pp. 18, 19, 20, 21, 278, 279
<b>2. Reading/Beginning Reading Skills/Phonics</b>	
2(A) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures including: (i) open syllable (CV) (e.g., la/lata; to/to ma.); (ii) closed syllable (CVC) (e.g., mes, sol); (iii) diphthongs (e.g., viernes, pie, fui); (iv) hiatus (e.g., fideo, poeta); (v) consonant blends (e.g., bra/bra-zo; glo/glo-bo); (vi) consonant digraphs (e.g., ch/ chi-le; ll/lla-ve; rr/pe-rro);	SB pp. 15, 21, 32, 33, 64, 85, 116, 223, 273, 301, 303, 305, 306 TG pp. 24, 32, 108
2(B) use orthographic rules to segment and combine syllables including vowel diphthongs (e.g., pue-de, sien-te, va-ca)	SB pp. 14, 15, 40, 41, 174, 175, 183
2(C) decode words with silent “h” with increasing accuracy	SB pp. 10, 11, 35, 124, 230
2(D) become familiar with words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita	SB pp. 143, 148, 149, 196, 197, 201 TG pp. 212, 226
2(E) decode words that have same sounds represented by different letters with increased accuracy (e.g., “r” and “rr,” as in ratón and perro; “ll” and “y,” as in llave and yate; “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)	SB pp. 98, 142, 143, 145, 149, 150, 168, 169, 222, 223, 248, 249, 272, 273, 275 PB pp. 15, 45, 86, 87, 106, 107
2(F) read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso);	SB p. 49 TG pp. 29, 107, 110, 124
2(G) identify and read abbreviations (e.g., Sr., Dra.)	N/A
2(H) identify the stressed syllable ( <i>sílabo tónica</i> )	SB pp. 174, 175, 202
2(I) decode words with an orthographic accent (e.g., papá, avión)	SB pp. 174, 175, 202, 203
2(J) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, sobrecama)	SB pp. 298, 299 PB pp. 118, 119
<b>3. Reading/Beginning Reading/Strategies</b>	
3(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions	TG pp. 10, 48, 74, 98
3(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	TG pp. 26, 27, 48-50, 74, 75
3(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, rereading a portion aloud)	TG pp. 98-100, 124-126, 150-153
<b>4. Reading/Fluency</b>	
4(A) read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension	SB pp. 32-35, 82-85, 186-191
<b>5. Reading/Vocabulary Development</b>	
5(A) use prefixes and suffixes to determine the meaning of words (e.g., componer/ descomponer; obedecer/ desobedecer)	SB pp. 144, 145 TG p. 161
5(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words	SB pp. 224, 225, 236 TG p. 150
5(C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning	SB pp. 170, 171, 198, 199
5(D) alphabetize a series of words and use a dictionary or a glossary to find words	SB pp. 16, 17 TG pp. 32, 33

<b>6. Reading/Comprehension of Literary Text/Theme and Genre</b>	
6(A) identify moral lessons as themes in well-known fables, legends, myths, or stories	SB pp. 58, 59, 82-85, 270, 271 TG p. 276
6(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot	N/A
<b>7. Reading/Comprehension of Literary Text/Poetry</b>	
7(A) describe how rhyme, rhythm, and repetition interact to create images in poetry	SB pp. 10, 11, 294, 295 TG pp. 26, 27, 132, 310, 311
<b>8. Reading/Comprehension of Literary Text/Drama</b>	
8(A) identify the elements of dialogue and use them in informal plays	SB pp. 232, 267, 281, 282
<b>9. Reading/Comprehension of Literary Text/Fiction</b>	
9(A) describe similarities and differences in the plots and settings of several works by the same author	N/A
9(B) describe main characters in works of fiction, including their traits, motivations, and feelings	SB pp. 194, 195 TG pp. 74, 75, 210, 211, 230, 232
<b>10. Reading/Comprehension of Literary Text/Literary Nonfiction</b>	
10(A) distinguish between fiction and nonfiction	TG pp. 26, 27, 221, 286, 287
<b>11. Reading/Comprehension of Literary Text/Sensory Language</b>	
11(A) recognize that some words and phrases have literal and nonliteral meanings (e.g., take steps)	SB pp. 11, 18, 35
<b>12. Reading/Comprehension of Text/Independent Reading</b>	
12(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning	Readings: ¡Quiero ser arquitecto!, ¡Quiero ser pintora!, ¡Quiero ser coleccionista!, ¡Quiero ser biólogo!
<b>13. Reading/Comprehension of Informational Text/Culture and History</b>	
13(A) identify the topic and explain the author's purpose in writing the text	SB pp. 76, 140, 141, 258
<b>14. Reading/Comprehension of Informational Text/Expository Text</b>	
14(A) identify the main idea in a text and distinguish it from the topic	SB pp. 88, 89 TG pp. 104, 105
14(B) locate the facts that are clearly stated in a text	SB pp. 50, 52, 76 TG pp. 50, 98, 100
14(C) describe the order of events or ideas in a text	SB pp. 114, 115, 125, 205 TG pp. 130, 141
14(D) use text features (e.g., table of contents, index, headings) to locate specific information in text	TG pp. 1, 2, 3, 17, 22, 23
<b>15. Reading/Comprehension of Informational Text/Procedural Texts</b>	
15(A) follow written multi-step directions;	TG pp. 67, 82, 108, 109
15(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations)	TG pp. 10, 32, 58, 82
<b>16. Reading/Media Literacy</b>	
16(A) recognize different purposes of media (e.g., informational, entertainment)	TG pp. 42, 105, 142

16(B) describe techniques used to create media messages (e.g., sound, graphics)	Multimedia activities pp. 16, 124, 252
16(C) identify various written conventions for using digital media (e.g., e-mail, website, video game)	SB p. 259 TG pp. 9, 275
<b>17. Writing/Writing Process</b>	
17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)	TG pp. 55, 67, 71, 79, 90
17(B) develop drafts by sequencing ideas through writing sentences	SB p. 49 TG pp. 71, 79, 90, 39, 105
17(C) revise drafts by adding or deleting words, phrases, or sentences	TG pp. 53, 57, 182, 183
17(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric	TG pp. 57, 61, 80, 183
17(E) publish and share writing with others	TG pp. 45, 66, 79, 163, 188, 193
<b>18. Writing/Literary Texts</b>	
18(A) write brief stories that include a beginning, middle, and end	SB pp. 167, 177 TG pp. 182, 287
18(B) write short poems that convey sensory details	SB pp. 295, 305 TG pp. 311, 321
<b>19. Writing/Expository and Procedural Texts</b>	
19(A) write brief compositions about topics of interest to the student	SB pp. 234, 261 TG pp. 274, 277
19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)	SB pp. 247, 257 TG pp. 263, 275
19(C) write brief comments on literary or informational texts	SB p. 260 TG pp. 277, 285
<b>20. Writing/Persuasive Texts</b>	
20(A) write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community	SB pp. 308, 309 TG pp. 324, 325
<b>21. Oral and Written Conventions/Conventions</b>	
21(A) understand and use the following parts of speech in the context of reading, writing, and speaking: (i) regular and irregular verbs (past, present, and future in the indicative mode); (ii) nouns (singular/ plural, common/ proper); (iii) adjectives (e.g., descriptive: viejo, maravilloso); (iv) articles (e.g., un, una, la, el); (v) adverbs (e.g., time: antes, después; manner: cuidadosamente); (vi) prepositions and prepositional phrases; (vii) pronouns (e.g., él, su); (viii) time-order transition words	SB pp. 10, 11, 82-85, 172, 173, 200, 201, 226, 227, 252, 253, 276, 277, 300, 301
21(B) distinguish among declarative, interrogative, exclamatory, and imperative sentences	SB pp. 68, 69, 94, 95, 120, 121, 146, 147
<b>22. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation</b>	
22(A) write legibly leaving appropriate margins for readability	PB pp. 77, 79, 82, 85
22(B) use capitalization for: (i) proper nouns; (ii) the salutation and closing of a letter	PB pp. 12, 13, 23, 70, 71, 93
22(C) understand that months and days of the week are not capitalized	PB pp. 23, 91, 93
22(D) recognize and use punctuation marks, including beginning and ending punctuation in sentences	PB pp. 10, 12, 13, 22, 23
22(E) identify, read, and write abbreviations (e.g., Srta., Dr.)	N/A
<b>23. Oral and Written Conventions/Spelling</b>	
23(A) become familiar with words using orthographic patterns including: (i) words that use syllables with hard /r/ spelled as	SB pp. 11, 51, 98, 142, 143, 149, 150, 196,

“r” or “rr,” as in ratón and carro; (ii) words that use syllables with soft /r/ spelled as “r” and always between two vowels, as in loro and cara; (iii) words that use syllables with silent “h,” as in hora and hoy; (iv) words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita; (v) words that have the same sound represented by different letters (e.g., “r” and “rr,” as in ratón and perro; “ll” and “y,” as in llave and yate; “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); (vi) words using “n” before “v” (e.g., invitación), “m” before “b” (e.g., cambiar), and “m” before “p” (e.g., comprar)	197, 222, 223, 229, 248, 249, 251, 265, 272, 273, 275, 296, 297 PB pp. 9, 15, 45, 56, 57, 65-67, 76, 77 TG pp. 67, 186
23(B) spell words with consonant blends (e.g., bra/ bra-zo, glo/globo-)	SB pp. 15, 116 PB pp. 6, 7, 46, 47
23(C) spell the plural form of words ending in “z” by replacing the “z” with “c” before adding –es (e.g., lápiz, lápices, feliz, felices)	SB pp. 42, 43 TG pp. 46, 59
23(D) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell	SB pp. 168, 169, 174, 175
23(E) spell words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción)	SB pp. 202, 203 PB pp. 82, 83
23(F) become familiar with words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol)	SB pp. 228, 229 PB pp. 92, 93
23(G) use accents appropriately on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo)	TG pp. 60, 65, 66, 68
23(H) mark accents appropriately when conjugating verbs in the simple past in the indicative mode (e.g., corrió, jugó)	PB pp. 110, 111 TG pp. 276, 277
23(I) identify, read, and write abbreviations (e.g., Sr., Dra.)	N/A
23(J) use resources to find correct spellings	TG pp. 164, 165, 167
<b>24. Research/Research Plan</b>	
24(A) generate a list of topics of classwide interest and formulate open-ended questions about one or two of the topics	SB p. 50 TG pp. 42, 43, 66, 68, 69
24(B) decide what sources of information might be relevant to answer these questions	TG pp. 42, 43, 69
<b>25. Research/Gathering Sources</b>	
25(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts	TG pp. 105, 142, 167, 169
25(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information	TG pp. 2, 3, 22, 23, 334, 335, 339-341
25(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)	SB p. 153 TG pp. 42, 43, 61, 188, 306
<b>26. Research/Synthesizing Information</b>	
26(A) revise the topic as a result of answers to initial research questions	TG pp. 42, 43, 66, 68, 69
<b>27. Research/Organizing and Presenting Ideas</b>	
27(A) create a visual display or dramatization to convey the results of the research (with adult assistance)	TG pp. 142, 144, 145
<b>28. Listening and Speaking/Listening</b>	
28(A) listen attentively to speakers and ask relevant questions to clarify information	TG pp. 154, 156, 157
28(B) follow, restate, and give oral instructions that involve a short related sequence of actions	TG pp. 82, 108, 109, 147, 162
<b>29. Listening and Speaking/Speaking</b>	

29(A) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language	TG pp. 173, 224, 225
<b>30. Listening and Speaking/Teamwork</b>	
30(A) follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	SB p. 74 TG pp. 73, 90, 92, 93





# Yabisi

**Correlated to Texas  
Essential Knowledge and  
Skills (TEKS)**

**Level - 3**

## TEKS and Yabisí 3

<b>1. Reading/ Beginning Reading Skills/Phonics</b>	
1(A) use orthographic rules to segment and combine syllables including diphthongs (e.g., na-die, ra-dio)	SB pp. 172, 173 PB pp. 72, 73
1(B) decode words with silent “h” with increasing accuracy	SB pp. 148, 149 PB pp. 62, 63
1(C) decode words that use the syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita	SB pp. 14, 15, 38, 39, 166, 167
1(D) develop automatic recognition of words that have the same sounds represented by different letters with increased accuracy (e.g., “r” and “rr,” as in ratón and perro; “ll” and “y,” as in llave and yate; “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)	SB pp. 64, 65, 90, 91, 116, 117, 142, 143, 166, 167, 194, 195, 222, 223 TG pp. 88, 98, 150
1(E) read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso)	SB pp. 168, 169 PB pp. 68, 69
1(F) identify the syllable that is stressed ( <i>sílaba tónica</i> )	SB pp. 200, 201 TG pp. 216, 217
1(G) decode words with an orthographic accent (e.g., día, también, después)	SB pp. 200, 201, 229, 230, 253, 278, 279
1(H) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas)	SB pp. 224, 225 PB pp. 88, 89 TG pp. 240, 241
1(I) monitor accuracy in decoding words that have same sound represented by different letters	SB pp. 274, 275 PB pp. 108, 109
<b>2. Reading/Beginning Reading/Strategies</b>	
2(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions	TG pp. 24, 25, 26, 46-48, 70, 72, 150
2(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	SB pp. 13, 35, 61 TG pp. 26, 27, 48, 49, 72-74
2(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, rereading a portion aloud)	SB pp. 36, 37, 86, 87, 113, 139 TG pp. 52, 53, 98-101, 124-127, 150-153
<b>3. Reading/Fluency</b>	
3(A) read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension	TG pp. 150, 152, 176, 200-204
<b>4. Reading/Vocabulary Development</b>	
4(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	SB pp. 168, 169 PB pp. 68, 69
4(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words and homographs (e.g., <i>vino</i> -la bebida; <i>vino</i> -del verbo venir)	SB pp. 92, 93, 248, 249 PB pp. 98, 99 TG pp. 108, 109, 264, 265
4(C) identify and use antonyms, synonyms, and homophones (e.g., tubo, tuvo)	SB pp. 274, 275, 300, 301
4(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles)	SB pp. 48, 148 TG pp. 46, 106, 164, 166, 234, 264
4(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	SB p. 17 PB p. 8 TG p. 32
<b>5. Reading/Comprehension of Literary Text/Theme and Genre</b>	
5(A) paraphrase the themes and supporting details of fables, legends, myths, or stories	SB pp. 190, 191, 268, 269 TG pp. 200-205, 280-283
5(B) compare and contrast the settings in myths and traditional	SB pp. 140, 141, 270, 271

folktales	
<b>6. Reading/Comprehension of Literary Text/Poetry</b>	
6(A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse)	SB pp. 242, 243, 244, 245, 255, 256 TG pp. 260, 261, 271, 272
<b>7. Reading/Comprehension of Literary Text/Drama</b>	
7(A) explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed	SB pp. 160, 161, 164, 165 TG pp. 176-178, 180, 181
<b>8. Reading/Comprehension of Literary Text/Literary Fiction</b>	
8(A) sequence and summarize the plot's main events and explain their influence on future events	SB pp. 88, 89 TG pp. 98-101, 104, 105, 150-153
8(B) describe the interaction of characters including their relationships and the changes they undergo	TG pp. 26, 27, 72, 74, 76
8(C) identify whether the narrator or speaker of a story is first or third person	SB pp. 23, 24, 134-137, 151, 152 TG p. 167
<b>9. Reading/Comprehension of Literary Text/Literary Nonfiction</b>	
9(A) explain the difference in point of view between a biography and autobiography	N/A
<b>10. Reading/Comprehension of Literary Text/Sensory Language</b>	
10(A) identify language that creates a graphic visual experience and appeals to the senses	SB pp. 228-233, 240, 241, 255, 256
<b>11. Reading/Comprehension of Text/Independent Reading</b>	
11(A) 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)	SB pp. 88, 89, 112, 113, 114, 115 TG pp. 104, 105, 124-127, 128, 129
<b>12. Reading/Comprehension of Informational Text/Culture and History</b>	
12(A) identify the topic and locate the author's stated purposes in writing the text	SB pp. 36, 37, 86, 88, 89 TG pp. 52, 53, 104, 105
<b>13. Reading/Comprehension of Informational Text/Expository Text</b>	
13(A) identify the details or facts that support the main idea	SB pp. 88, 89 TG pp. 100, 101, 104, 105, 229-233
13(B) draw conclusions from the facts presented in text and support those assertions with textual evidence	SB pp. 13, 34, 35 TG pp. 27, 48, 49
13(C) identify explicit cause and effect relationships among ideas in texts	SB pp. 35, 77 TG pp. 43, 67, 93
13(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text	SB pp. 161, 184, 189 TG p. 150
<b>14. Reading/Comprehension of Informational Text/Persuasive Text</b>	
14(A) identify what the author is trying to persuade the reader to think or do	SB pp. 36, 37 TG pp. 52, 53, 89, 115, 208
<b>15. Reading/Comprehension of Informational Text/Procedural Texts</b>	
15(A) follow and explain a set of written multistep-directions	SB pp. 24, 47, 73
15(B) locate and use specific information in graphic features of text	SB pp. 118, 149, 156, 157

<b>16. Reading/Media Literacy</b>	
16(A) understand how communication changes when moving from one genre of media to another	TG pp. 53, 142, 296, 297
16(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound)	Multimedia activities pp. 17, 49, 87
16(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)	SB p. 177 TG pp. 9, 193
<b>17. Writing/Writing Process</b>	
17(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)	SB pp. 73, 151, 203 TG p. 273
17(B) develop drafts by categorizing ideas and organizing them into paragraphs	SB pp. 73, 151, 203
17(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience	SB pp. 47, 73, 125, 255
17(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric	SB pp. 47, 73, 125, 255
17(E) publish written work for a specific audience	TG pp. 43, 49, 50, 53, 63, 101
<b>18. Writing/Literary Texts</b>	
18(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting	SB pp. 141, 151, 203, 281
18(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)	SB p. 255 TG pp. 86, 123, 228, 261
<b>19. Writing</b>	
19(A) write about important personal experiences	SB pp. 73, 99
<b>20. Writing/Expository and Procedural Texts</b>	
20(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	SB pp. 99, 151, 203, 281
20(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)	SB pp. 45, 297, 307, 313 TG p. 323
20(C) write responses to literary or expository texts that demonstrate an understanding of the text	TG pp. 167, 219, 247
<b>21. Writing/Persuasive Texts</b>	
21(A) write persuasive essays for appropriate audiences that establish a position and use supporting details	SB pp. 207, 259, 285, 311
<b>22. Oral and Written Conventions/Conventions</b>	
22(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); (ix) time-order transition words and transitions that indicate a conclusion (e.g., finalmente, por último)	SB pp. 32, 33, 120, 121, 135, 151, 154, 170, 171, 198, 199, 226, 227, 250, 251, 277, 294, 302, 303 PB pp. 50, 51, 70, 71, 80, 81, 90, 91, 100, 101, 110, 111, 120, 121 TG p. 128
22(B) use the complete subject and the complete predicate in a sentence	SB pp. 18, 19, 21 TG pp. 34, 35
22(C) use complete simple and compound sentences	SB pp. 18, 19, 21, 43
22(D) identify, read, and write abbreviations (e.g., Ave, Dra., Atte.)	N/A
<b>23. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation</b>	

23(A) write legibly in cursive script with spacing between words in a sentence	SB pp. 22, 46, 72, 98
23(B) use capitalization for: (i) geographical names and places; (ii) historical periods; (iii) official titles of people	SB pp. 21, 49, 232, 233, 257, 309
23(C) recognize and use punctuation marks including commas	SB pp. 20, 21, 44, 45, 96, 97
23(D) use correct mechanics including paragraph indentations or “sangrías”	SB pp. 21, 47, 48 PB pp. 6, 16, 22, 43
<b>24. Oral and Written Conventions/Spelling</b>	
24(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; (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); (iv) words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita; (v) words that have the same sound represented by different letters (e.g., “r” and “rr,” as in ratón and perro; “ll” and “y,” as in llave and yate; “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); (vi) words using “n” before “v” (e.g., invitación), “m” before “b” (e.g., cambiar), and “m” before “p” (e.g., comprar)	SB pp. 14, 15, 38, 39, 64, 65, 90, 91, 98, 116, 117, 142, 143, 148, 149, 166, 167, 194, 195, 222, 223, 246, 247 PB pp. 6, 7, 16, 17, 26, 27, 36, 37, 46, 47, 56, 57, 62, 63, 66, 67, 77, 86, 87, 96, 97
24(B) spell words with consonant blends with increased accuracy (e.g., bra/bra-zo-, glo/glo-bo-)	SB pp. 116, 117, 144 TG p. 160
24(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; raíz, raíces)	SB pp. 142, 150
24(D) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell	SB pp. 172, 173, 181, 200, 201 PB p. 75
24(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); (ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol)	SB pp. 228, 229, 252, 253 PB pp. 92, 93, 102, 103
24(F) become familiar with words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico)	SB pp. 278, 279 PB pp. 112, 113
24(G) become familiar with the concept of hiatus and diphthongs and the implications for orthographic accents (e.g., leer, rí-o; quie-ro, vio)	SB pp. 272, 273, 304, 305 PB pp. 106, 107, 116, 117
24(H) use with increased accuracy accents on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo)	TG pp. 25, 70, 280-282, 306-309
24(I) differentiate the meaning or function of a word based on the diacritical accent (e.g., se/ sé, el/él, mas/ más)	SB pp. 203, 304 TG pp. 23, 29
24(J) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá)	SB pp. 276, 277, 302, 303 PB pp. 111, 118
24(K) use print and electronic resources to find and check correct spellings	SB pp. 16, 17 PB pp. 8, 9
<b>25. Research/Research Plan</b>	
25(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	TG pp. 42, 43, 65-67
25(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question	TG pp. 149, 191, 273
<b>26. Research/Gathering Sources</b>	
26(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; (ii) data from experts, reference texts, and online searches; (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate	SB pp. 205, 257 TG pp. 149, 156, 191, 193, 209, 273

26(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics)	SB pp. 264, 266, 267, 290, 293
26(C) take simple notes and sort evidence into provided categories or an organizer	TG pp. 228-233, 309-311
26(D) identify the author, title, publisher, and publication year of sources	TG pp. 1, 17, 127
26(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources	N/A
<b>27. Research/Synthesizing Information</b>	
27(A) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic)	TG pp. 43, 149, 156, 191, 193, 209, 273
<b>28. Research/Organizing and Presenting Ideas</b>	
28(A) draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used	SB pp. 27, 51 TG pp. 67, 118
<b>29. Listening and Speaking/Listening</b>	
29(A) listen attentively to speakers, ask relevant questions, and make pertinent comments	TG pp. 118, 119, 124-127
29(B) follow, restate, and give oral instructions that involve a series of related sequences of action	TG pp. 268, 290
<b>30. Listening and Speaking/Speaking</b>	
30(A) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	SB pp. 24, 48, 74 TG pp. 28, 32, 40, 47, 51
<b>31. Listening and Speaking/Teamwork</b>	
31(A) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others	TG pp. 28, 32, 40, 47, 51, 97, 155



# Yabisi

**Correlated to Texas  
Essential Knowledge and  
Skills (TEKS)**

**Level - 4**

## TEKS and Yabisí 4

<b>1. Reading/Fluency</b>	
1(A) read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension	TG pp. 26-29, 68-71, 114, 115
<b>2. Reading/Vocabulary Development</b>	
2(A) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes	TG pp. 36, 37, 248, 249
2(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words	SB pp. 174, 175 TG pp. 190, 191
2(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy: girl as male:___ or girl: woman as boy:___)	SB pp. 268, 269 PB pp. 94, 95
2(D) identify the meaning of common idioms	TG pp. 68, 102, 256
2(E) use a dictionary or glossary to determine the meanings, spelling, and syllabication of unknown words	SB pp. 16, 17 PB pp. 6, 7
<b>3. Reading/Comprehension of Literary Text/Theme and Genre</b>	
3(A) summarize and explain the lesson or message of a work of fiction as its theme	TG pp. 31, 68, 90, 114
3(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature	SB pp. 64, 86, 87 TG p. 102
<b>4. Reading/Comprehension of Literary Text/Poetry</b>	
4(A) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse)	SB pp. 42, 142-147, 148, 149 TG pp. 158-163
<b>5. Reading/Comprehension of Literary Text/Drama</b>	
5(A) describe the structural elements particular to dramatic literature	SB pp. 32, 33, 166-171, 188, 189 TG pp. 48, 49, 182-187
<b>6. Reading/Comprehension of Literary Text/Fiction</b>	
6(A) sequence and summarize the plot's main events and explain their influence on future events	TG pp. 26, 27, 68, 70, 134, 135
6(B) describe the interaction of characters including their relationships and the changes they undergo	SB pp. 14, 56 TG pp. 26, 27, 48, 70, 90, 91, 93
6(C) identify whether the narrator or speaker of a story is first or third person	SB p. 65 TG pp. 48, 80, 90, 114, 115, 134
<b>7. Reading/Comprehension of Literary Text/Nonfiction</b>	
7(A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography	SB pp. 22, 23, 132, 133 TG pp. 26, 27, 68, 70, 134, 148, 149
<b>8. Reading/Comprehension of Literary Text/Sensory Language</b>	
8(A) identify the author's use of similes and metaphors to produce imagery	SB p. 157 TG pp. 115, 125, 158, 163, 173, 258, 260
<b>9. Reading/Comprehension of Text/Independent Reading</b>	
9(A) 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)	Readings: El sapo en la mata está mejor que en la lata, La extraordinaria idea de Tito, La casa que sueño, El lago adoquinado
<b>10. Reading/Comprehension of Informational Text/Culture and History</b>	



10(A) explain the difference between a stated and an implied purpose for an expository text	SB pp. 125, 266, 267 TG pp. 114, 115, 124
<b>11. Reading/Comprehension of Informational Text/Expository Text</b>	
11(A) summarize the main idea and supporting details in text in ways that maintain meaning	SB pp. 34, 49, 65, 133, 148, 231, 275 TG pp. 31, 164, 176
11(B) distinguish fact from opinion in a text and explain how to verify what is a fact	TG pp. 26, 27, 49, 68- 71
11(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison	SB pp. 23, 56, 65, 100 TG p. 72
11(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information	SB pp. 56, 100, 124 TG pp. 29, 72
<b>12. Reading/Comprehension of Informational Text/Persuasive Text</b>	
12(A) explain how an author uses language to present information to influence what the reader thinks or does	SB pp. 43, 125, 275 TG pp. 58, 115, 124
<b>13. Reading/Comprehension of Informational Text/Procedural Texts</b>	
13(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe)	SB pp. 71, 93, 115, 237 TG pp. 109, 131
13(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations)	SB pp. 14, 28, 56, 92, 222, 233 TG p. 50
<b>14. Reading/Media Literacy</b>	
14(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior	SB pp. 108, 109 TG pp. 124, 125, 128
14(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects)	SB pp. 108- 110 TG pp. 125, 126
14(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)	SB pp. 39, 60 PB pp. 20, 44, 76, 84 TG p. 113
<b>15. Writing/Writing Process</b>	
15(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)	SB pp. 109, 133, 181, 207, 231
15(B) develop drafts by categorizing ideas and organizing them into paragraphs	SB pp. 109, 133, 207, 231
15(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience	SB pp. 23, 65, 109
15(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric	SB pp. 23, 65, 109, 133, 207 TG p. 81
15(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience	TG pp. 133, 154, 207
<b>16. Writing/Literary Texts</b>	
16(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting	SB pp. 56, 65, 87 TG pp. 72, 73, 80, 102
16(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)	SB pp. 43, 49, 155 TG pp. 155, 156
<b>17. Writing</b>	
17(A) write about important personal experiences	SB pp. 213, 231, 275 TG pp. 87, 131, 247
<b>18. Writing/ Expository and Procedural Texts</b>	
18(A) create brief compositions that: (i) establish a central idea	SB pp. 70, 71, 163, 187, 213

in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations; (iii) contain a concluding statement	TG p. 247
18(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)	SB pp. 155, 163 PB pp. 36, 60, 61, 66
18(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding	SB pp. 56, 57, 124, 172 TG pp. 70, 93, 134-136, 183
<b>19. Writing/ Persuasive Texts</b>	
19(A) write persuasive essays for appropriate audiences that establish a position and use supporting details	SB pp. 69, 115, 211
<b>20. Oral and Written Conventions/Conventions</b>	
20(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, including adjective phrases: vestido de domingo) and their comparative and superlative forms (e.g., más que, la más); (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) reflexive pronouns (e.g., me, te, se, nos); (vii) correlative conjunctions (e.g., o/o, ni/ni); (viii) time-order transition words and transitions that indicate a conclusion	SB pp. 38-40, 82, 83, 128, 129, 176-178, 250, 251, 270, 271 PB pp. 23, 32-35, 48-51, 64-67, 88-91, 96-98 TG pp. 98, 114, 145, 266, 267, 286
20(B) use the complete subject and the complete predicate in a sentence	SB pp. 18, 19, 40 PB pp. 10, 11, 16, 17
20(C) use complete simple and compound sentences with correct subject-verb agreement	SB pp. 19, 20 PB pp. 10, 11
<b>21. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation</b>	
21(A) write legibly by selecting cursive script or manuscript printing as appropriate	PB pp. 9, 10, 16, 19, 25-27, 36, 37
21(B) use capitalization for: (i) historical events and documents; (ii) the first words of titles of books, stories, and essays	SB p. 85 PB pp. 36, 37 TG pp. 1, 110, 112, 114, 132, 134
21(C) recognize and use punctuation marks including commas in compound sentences; colons, semi-colons, ellipses, the hyphen, and em dash	SB pp. 131, 155, 179 PB pp. 52, 53, 60, 61, 68, 69
21(D) identify and read abbreviations (e.g., Sr., Atte.)	N/A
<b>22. Oral and Written Conventions/Spelling</b>	
22(A) write with increasing accuracy using accent marks 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)	SB pp. 10, 49, 54, 63 PB pp. 28, 29 TG pp. 19, 26, 55, 56, 79, 160
22(B) spell words with hiatus and diphthongs (e.g., le-er, rí-o; quiero, vio)	SB p. 21 PB pp. 12, 13
22(C) spell base words and roots with affixes (e.g., ex-, pre-, post-, -able)	SB pp. 36, 37, 48 PB pp. 14, 15 TG pp. 52, 53, 64
22(D) 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); (iv) Latin derived suffixes (e.g., -able, -ible, -ancia)	SB pp. 26, 28, 41, 48, 94, 104, 105, 138, 189 TG pp. 64, 133, 222
22(E) differentiate the meaning or function of a word based on the diacritical accent (e.g., dé,de; tú,tu)	N/A
22(F) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future	SB pp. 177-179

tenses (e.g., corrió, jugó, tenía, gustaría, vendrá)	PB pp. 64, 66, 67, 72, 73
22(G) use spelling patterns, rules, and print and electronic resources to determine and check correct spellings	SB pp. 16, 17, 25, 28 TG pp. 29, 53
<b>23. Research/Research Plan</b>	
23(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	TG pp. 38, 41, 43, 61, 62
23(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question	TG pp. 38, 60, 211 SB p. 43
<b>24. Research/Gathering Sources</b>	
24(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; (ii) data from experts, reference texts, and online searches; (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate	TG pp. 38, 60, 85, 106, 211 SB p. 43
24(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics)	SB pp. 94, 98, 99, 102, 103
24(C) take simple notes and sort evidence into provided categories or an organizer	TG pp. 104, 150, 180
24(D) identify the author, title, publisher, and publication year of sources	SB p. 148 TG pp. 1, 50, 116, 140
24(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources	N/A
<b>25. Research/Synthesizing Information</b>	
25(A) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic)	TG pp. 38, 60, 85, 106, 211
<b>26. Research/Organizing and Presenting Ideas</b>	
26(A) draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used	TG pp. 41, 45, 63, 273
<b>27. Listening and Speaking/Listening</b>	
27(A) listen attentively to speakers, ask relevant questions, and make pertinent comments	TG pp. 60-62, 83, 85, 105
27(B) follow, restate, and give oral instructions that involve a series of related sequences of action	SB pp. 71, 93, 115, 144
<b>28. Listening and Speaking/Speaking</b>	
28(A) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively	SB p. 149 TG pp. 49, 71, 138, 237
<b>29. Listening and Speaking/Teamwork</b>	
29(A) participate in teacher-and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others	TG pp. 60-62, 83, 85, 105



# Yabisi

**Correlated to Texas  
Essential Knowledge and  
Skills (TEKS)**

**Level - 5**

## TEKS and Yabisí 5

<b>1. Reading/Fluency</b>	
1(A) read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension	SB pp. 10-13, 32-37, 76-79
<b>2. Reading/Vocabulary Development</b>	
2(A) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes	SB pp. 104, 105, 176, 177, 205
2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words	SB pp. 244, 245 PB pp. 86, 87
2(C) produce analogies with known antonyms and synonyms	SB pp. 268, 269 PB pp. 94, 95
2(D) identify and explain the meaning of common idioms, adages, and other sayings	SB pp. 128, 129 TG p. 144
2(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	SB pp. 16, 17, 25, 28, 52, 153 TG pp. 32, 33
<b>3. Reading/Comprehension of Literary Text/Theme and Genre</b>	
3(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures	SB pp. 15, 22, 39 TG p. 38
3(B) describe the phenomena explained in origin myths from various cultures	SB pp. 88, 89 TG pp. 104, 105
3(C) explain the effect of a historical event or movement on the theme of a work of literature	SB pp. 174, 175, 182, 183, 185 TG pp. 184, 198, 201
<b>4. Reading/Comprehension of Literary Text/Poetry</b>	
4(A) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems	SB pp. 158, 159, 219, 220 TG pp. 174, 175
<b>5. Reading/Comprehension of Literary Text/Drama</b>	
5(A) analyze the similarities and differences between an original text and its dramatic adaptation	N/A
<b>6. Reading/Comprehension of Literary Text/Fiction</b>	
6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events	SB pp. 14, 15, 38, 39, 58, 59 TG pp. 26, 28, 29, 48-53, 72, 73
6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts	SB pp. 14, 52, 58, 80, 102, 150 TG pp. 29, 141
6(C) explain different forms of third-person points of view in stories	SB pp. 80, 89, 126 TG p. 150
<b>7. Reading/Comprehension of Literary Text/Literary Nonfiction</b>	
7(A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life	SB pp. 274, 275 TG p. 291
<b>8. Reading/Comprehension of Literary Text/Sensory Language</b>	
8(A) evaluate the impact of sensory details, imagery, and figurative language in literary text	SB pp. 10-13, 158, 219, 220
<b>9. Reading/Comprehension of Literary Text/Independent Reading</b>	
9(A) 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	Readings: Un tallito verde, La linda señora tortuga, Juntos jugamos, Lucas el guardabosques y el Julián de Chiví

log or journal; participate in book talks)	
<b>10. Reading/Comprehension of Informational Text/Culture and History</b>	
10(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved	SB pp. 66, 67, 182, 183, 206, 207 TG pp. 82, 83, 199, 223
<b>11. Reading/Comprehension of Informational Text/Expository Text</b>	
11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order	SB pp. 23, 58, 80, 150 TG pp. 29, 189
11(B) determine the facts in text and verify them through established methods	SB pp. 38, 39 TG pp. 48-53
11(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	SB pp. 15, 38, 111, 135, 209, 242 TG pp. 201, 213, 290
11(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information	SB pp. 38, 58, 102, 126, 150
11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres	SB pp. 58, 80, 150 TG pp. 29, 189
<b>12. Reading/Comprehension of Informational Text/Persuasive Text</b>	
12(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument	SB pp. 66, 67, 278 TG pp. 82, 83, 223, 266, 295
12(B) recognize exaggerated, contradictory, or misleading statements in text	N/A
<b>13. Reading/Comprehension of Informational Text/Procedural Texts</b>	
13(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures	SB p. 113 TG pp. 88, 100, 160
13(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams	SB pp. 14, 38, 62, 106, 165, 213 TG p. 31
<b>14. Reading/Media Literacy</b>	
14(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news)	SB pp. 40, 65, 176, 244 TG p. 294
14(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news)	SB pp. 206, 207, 278 TG pp. 222, 223, 294
14(C) identify the point of view of media presentations	Multimedia activities pp. 41, 110, 137
14(D) analyze various digital media venues for levels of formality and informality	SB pp. 26, 114, 161 TG p. 177
<b>15. Writing/Writing Process</b>	
15(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	SB pp. 23, 63, 83, 105
15(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	SB pp. 47, 67, 127, 207
15(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	SB pp. 47, 89, 111, 251

purpose, audience, and genre have been addressed	
15(D) edit drafts for grammar, mechanics, and spelling	SB pp. 47, 89, 111, 251
15(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences	TG pp. 105, 127, 151, 175
<b>16. Writing/Literary Texts</b>	
16(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; (iii) dialogue that develops the story	SB pp. 23, 89, 111
16(B) write poems using: (i) poetic techniques (e.g., alliteration, onomatopoeia); (ii) figurative language (e.g., similes, metaphors); (iii) graphic elements (e.g., capital letters, line length)	SB pp. 94, 159
<b>17. Writing</b>	
17(A) write a personal narrative that conveys thoughts and feelings about an experience	SB pp. 111, 135, 231
<b>18. Writing/Expository and Procedural Texts</b>	
18(A) create multi-paragraph essays to convey information about a 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; (iv) use a variety of sentence structures and transitions to link paragraphs	SB pp. 67, 93, 165, 207, 251
18(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)	SB p. 231 PB pp. 19, 45, 63, 87
18(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding	TG pp. 39, 63, 105, 151, 199
<b>19. Writing/Persuasive Texts</b>	
19(A) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives	SB pp. 67, 93, 165, 207, 251
<b>20. Oral and Written Conventions/Conventions</b>	
20(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 <i>francés</i> , dólar <i>americano</i> ) 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); (viii) transitional words (e.g., también, por lo tanto)	SB pp. 10-13, 56, 57, 65, 155, 179, 180, 202, 203, 246, 247, 270, 271 PB pp. 58, 59, 64-67, 72-75, 88-91, 96-99
20(B) become familiar with regular and irregular verbs in the present and past tenses in the subjunctive mode (e.g., que diga, que dijera)	TG pp. 33, 40, 116, 144
20(C) use the complete subject and the complete predicate in a sentence	SB pp. 18, 19, 62, 63, 106, 107 PB pp. 10, 11, 24-27, 34, 37, 41, 42
20(D) use complete simple and compound sentences with correct subject-verb agreement	SB pp. 18-21, 42-44 PB pp. 8-11, 16-19
20(E) identify and read abbreviations (e.g., Sr., Atte)	SB pp. 45, 53 TG p. 60
<b>21. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation</b>	
21(A) use capitalization for: (i) abbreviations; (ii) initials and	SB pp. 45, 53

acronyms; (iii) organizations	TG p. 60 PB pp. 20, 21
21(B) recognize and use punctuation marks including: (i) commas in compound sentences; (ii) proper punctuation and spacing for quotations and em dash	SB pp. 87, 109, 133, 157 PB pp. 36, 37, 44, 45, 52, 53, 60, 61
21(C) use proper mechanics, including italics for titles of books	SB pp. 10, 14, 24, 32
<b>22. Oral and Written Conventions/Spelling</b>	
22(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); (iv) words that have a prosodic or orthographic accent on the fourth-to-last syllable (palabras sobresdrújulas)	SB pp. 21, 22, 29, 32, 108, 110, 171, 265 PB pp. 12, 13 TG pp. 36, 236
22(B) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá)	SB pp. 21, 22, 24, 29, 32, 108, 110, 220
22(C) spell words with: (i) Greek roots (e.g., tele-, foto-, grafo-, metro-); (ii) Latin roots (e.g., spec, scribe, rupt, port, dict); (iii) Greek suffixes (e.g., -ología, -fobia, -ismo, -ista); (iv) Latin derived suffixes (e.g., -able, -ible, -ancia)	SB pp. 26, 53, 77, 104, 105, 191 TG pp. 34, 128, 170
22(D) correctly spell words containing hiatus and diphthongs (e.g., le-er, rí-o; quiero, vio)	SB pp. 11, 13, 24, 35, 46, 129
22(E) differentiate between commonly confused terms (e.g., porque, por qué; asimismo, así mismo; sino, si no; también, tan bien)	SB pp. 152, 153 PB pp. 54, 55
22(F) use spelling patterns, rules and print and electronic resources to determine and check correct spellings	SB pp. 16, 17, 28, 52, 153 TG pp. 32, 33, 41, 44
22(G) know how to use the spell-check function in word processing while understanding its limitations	N/A
<b>23. Research/Research Plan</b>	
23(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic	SB pp. 31, 165 TG pp. 110, 177, 179
23(B) generate a research plan for gathering relevant information about the major research question	SB pp. 45, 67, 129
<b>24. Research/Gathering Sources</b>	
24(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	SB pp. 17, 67 TG p. 39
24(B) differentiate between primary and secondary sources	N/A
24(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	TG pp. 110, 132, 180, 291
24(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format	SB pp. 14, 80, 102, 174, 222, 266 TG p. 30
24(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources	N/A
<b>25. Research/Synthesizing Information</b>	
25(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions	TG pp. 201, 202, 293, 295
25(B) evaluate the relevance, validity, and reliability of sources for the research	SB pp. 16, 17, 25, 29, 159 TG pp. 9, 32, 33, 44
<b>26. Research/Organizing and Presenting Ideas</b>	
26(A) compiles important information from multiple sources	SB pp. 16, 17, 25, 29, 159 TG pp. 9, 32, 33, 44



26(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions	SB pp. 67, 251 TG p. 25
26(C) presents the findings in a consistent format	SB pp. 67, 251 TG p. 25
26(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited)	SB p. 109 TG pp. 10, 13, 124
<b>27. Listening and Speaking/Listening</b>	
27(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective	TG pp. 176, 184-188, 210-213
27(B) follow, restate, and give oral instructions that include multiple action steps	SB p. 113 TG pp. 88, 100, 160, 194
27(C) determine both main and supporting ideas in the speaker's message	SB pp. 23, 58, 80 TG pp. 44, 189
<b>28. Listening and Speaking/Speaking</b>	
28(A) give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	SB pp. 200, 224, 248, 268, 292
<b>29. Listening and Speaking/Teamwork</b>	
29(A) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement	TG pp. 26, 129, 130, 153, 177, 178



# Yabisi

**Correlated to Texas  
Essential Knowledge and  
Skills (TEKS)**

**Level - 6**

## TEKS and Yabisí 6 Correlation

<b>1. Reading/Fluency</b>	
1(A) read aloud grade-level text with accuracy, expression, appropriate phrasing, and comprehension	SB pp. 10, 11, 12, 13
1(B) use prosody when reading aloud grade-level text based on the reading purpose and the nature of the text	SB pp. 32, 33, 34, 35, 54, 55
<b>2. Reading/Vocabulary Development</b>	
2(A) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes	SB pp. 10, 11, 12, 54, 55
2(B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple-meaning words	SB pp. 16, 17, 150, 151
2(C) complete analogies that describe part to whole or whole to part (e.g., motor: carro como aire: __ or carro: motor como llanta: __)	SB pp. 174, 175, 183 TG pp. 190, 191
2(D) 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	TG pp. 24, 33, 44, 48
<b>3. Reading/Comprehension of Literary Text/Theme and Genre</b>	
3(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic	SB pp. 14, 15, 53
3(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures	N/A
3(C) compare and contrast the historical and cultural settings of two literary works	TG pp. 104, 128, 142, 150
<b>4. Reading/Comprehension of Literary Text/Poetry</b>	
4(A) explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem	SB pp. 42, 70, 156, 157 TG pp. 40, 172, 174
<b>5. Reading/Comprehension of Literary Text/Drama</b>	
5(A) explain the similarities and differences in the setting, characters, and plot of a play, including original works in Spanish, and those in a film based upon the same story line	SB pp. 64, 65, 66
<b>6. Reading/Comprehension of Literary Text/Fiction</b>	
6(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction	SB pp. 36, 37, 45, 56, 57
6(B) recognize dialect and conversational voice and explain how authors use dialect to convey character	Readers: El mundo de Lopito, Lo que el viento me contó, La ciudad de vidrio
6(C) describe different forms of point-of-view, including first- and third person	SB pp. 44, 45, 65 TG pp. 26, 60, 81
<b>7. Reading/Comprehension of Literary Text/Nonfiction</b>	
7(A) identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography	SB pp. 22, 23, 240-243, 245, 252, 253
<b>8. Reading/Comprehension of Literary Text/Sensory Language</b>	
8(A) explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains	SB pp. 174, 175, 180, 181 TG pp. 196, 197
<b>9. Reading/Comprehension of Informational Text/Culture and History</b>	
9(A) compare and contrast the stated or implied purposes of different authors writing on the same topic	N/A

<b>10. Reading/Comprehension of Informational Text/Expository Text</b>	
10(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions	SB pp. 56, 206, 207, 208
10(B) explain whether facts included in an argument are used for or against an issue	SB pp. 69, 117, 230, 231
10(C) explain how different organizational patterns (e.g., proposition and-support, problem and-solution) develop the main idea and the author's viewpoint	SB pp. 230, 231 TG p. 246
10(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres	SB pp. 47, 68, 69 TG p. 85
<b>11. Reading/Comprehension of Informational Text/Persuasive Text</b>	
11(A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence	N/A
11(B) identify simply faulty reasoning used in persuasive texts	SB pp. 274, 275, 276
<b>12. Reading/Comprehension of Informational Text/Procedural Texts</b>	
12(A) follow multitasked instructions to complete a task, solve a problem, or perform procedures	SB pp. 82, 141 TG p. 56
12(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams	SB pp. 29, 36, 50, 60 TG pp. 39, 61
<b>13. Reading/Media Literacy</b>	
13(A) explain messages conveyed in various forms of media	SB pp. 21, 206, 207
13(B) recognize how various techniques influence viewers' emotions	SB pp. 274, 275, 276
13(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages	SB pp. 198, 199, 206, 207
13(D) analyze various digital media venues for levels of formality and informality	SB pp. 40, 206, 207, 227
<b>14. Writing/Writing Process</b>	
14(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	SB pp. 23, 61, 89, 113
14(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	SB pp. 61, 89, 113, 135, 181
14(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	SB pp. 89, 181, 231, 275
14(D) edit drafts for grammar, mechanics, and spelling	SB pp. 61, 89, 113, 135
14(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences	TG pp. 81, 151, 247
<b>15. Writing/Literary Texts</b>	
15(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; (iii) dialogue that develops the story	PB pp. 35, 87 SB pp. 45, 89, 113
15(B) write poems using: (i) poetic techniques (e.g., alliteration, onomatopoeia); (ii) figurative language (e.g., similes, metaphors);	SB pp. 42, 70, 173

(iii) graphic elements (e.g., capital letters, line length)	
<b>16. Writing</b>	
16(A) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences	SB pp. 45, 89, 135
<b>17. Writing/Expository and Procedural Texts</b>	
17(A) create multiparagraph essays to convey information about a 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; (iv) use a variety of sentence structures and transitions to link paragraphs	SB pp. 207, 231, 253, 275
17(B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing)	SB pp. 133, 187, 275 TG pp. 37
17(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding	PB pp. 30, 31, 48, 49
17(D) produce a multimedia presentation involving text and graphics using available technology	Multimedia activities pp. 18, 38, 201, 249
<b>18. Writing/Persuasive Texts</b>	
18(A) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives	SB pp. 207, 247, 291
<b>19. Oral and Written Conventions/Conventions</b>	
19(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) non-count nouns (e.g., cardúmen, jaulía); (iii) predicate adjectives (Ella es <i>inteligente</i> .) and their comparative forms (e.g., muy, más); (iv) conjunctive adverbs (e.g., consecuentemente, además, de hecho); (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); (viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., por el contrario, además de)	SB pp. 130, 131, 152, 153, 176, 177, 178, 202, 203, 204, 226, 248, 249, 250
19(B) become familiar with regular and irregular verbs in the present and past tenses in the subjunctive mode (e.g., que haya, que hubiera)	SB pp. 176, 177, 178, 202, 203, 204
19(C) differentiate between the active and passive voice and know how to use them both	N/A
19(D) use complete simple and compound sentences with correct subject-verb agreement	SB pp. 270, 272 PB pp. 96, 97
<b>20. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation</b>	
20(A) use capitalization for: (i) abbreviations; (ii) initials and acronyms; (iii) organizations	SB pp. 63, 179 PB pp. 68, 69
20(B) recognize and use punctuation marks including: (i) commas in compound sentences; (ii) proper punctuation and spacing for quotations and em dash; (iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements)	SB pp. 63, 271, 272 PB pp. 28, 29
20(C) use proper mechanics, including italics for titles of books	SB p. 179 PB pp. 68, 69
<b>21. Oral and Written Conventions/Spelling</b>	
21(A) spell words with more advanced orthographic patterns and	SB pp. 155, 163

rules, including: (i) words that have a prosodic or orthographic 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); (iv) words that have a prosodic or orthographic accent on the fourth-to last syllable (palabras sobresdrújulas)	PB pp. 60, 62 TG p. 170
21(B) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá);	PB pp. 65, 72, 73, 74
21(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); (iv) Latin derived suffixes (e.g., -able, -ible, -ancia)	SB pp. 38, 39, 106, 107, 128, 129, 205 PB pp. 14, 15
21(D) correctly spell words containing hiatus and diphthongs (e.g., le-er, rí-o; quiero, vio)	SB pp. 59, 129, 205 TG p. 167
21(E) differentiate between commonly confused terms (e.g., porque, por qué; tampoco, tan poco; mediodía, medio día; quehacer; que hacer);	SB pp. 224, 225 PB pp. 78, 79
21(F) use spelling patterns, rules, and print and electronic resources to determine and check correct spellings	SB pp. 23, 65, 245, 251, 273
21(G) know how to use the spell-check function in word processing while understanding its limitations	N/A
<b>22. Research/Research Plan</b>	
22(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic	TG pp. 46, 53, 65, 71
22(B) generate a research plan for gathering relevant information about the major research question	TG pp. 107, 115, 249
<b>23. Research/Gathering Sources</b>	
23(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	TG pp. 51, 52, 71, 72, 95, 96, 114
23(B) differentiate between primary and secondary sources	N/A
23(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	N/A
23(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format	TG pp. 30, 72, 96, 120, 164, 214
23(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources	TG pp. 95, 114, 131
<b>24. Research/Synthesizing Information</b>	
24(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions	N/A
24(B) evaluate the relevance and reliability of sources for the research	TG pp. 95, 114, 131
<b>25. Research/Organizing and Presenting Ideas</b>	
25(A) compiles important information from multiple sources	TG pp. 51, 52, 71, 72, 95, 96, 114
25(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions	SB pp. 25, 91, 137
25(C) presents the findings in a consistent format	TG pp. 65, 110, 178, 295
25(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited)	SB pp. 63, 71 TG pp. 78, 79
<b>26. Listening and Speaking/Listening</b>	
26(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose	SB pp. 66, 67, 90 TG pp. 83, 85, 106

or perspective	
26(B) follow and give oral instructions that include multiple action steps	SB pp. 28, 71, 82, 141
26(C) paraphrase the major ideas and supporting evidence in formal and informal presentations	SB pp. 136, 158, 182, 208, 232
<b>27. Listening and Speaking/Speaking</b>	
27(A) give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	SB pp. 46, 66, 90, 114, 136, 182
<b>28. Listening and Speaking/Teamwork</b>	
28(A) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement	TG pp. 41, 43, 65, 69, 107, 143