

### CORRELATION OF NEW LOTE TEKS TO EN ESPAÑOL- LEVEL 8

LEVEL II, NOVICE HIGH TO INTERMEDIATE LOW PROFICIENCY	Citations
<b>(1) Interpersonal communication: speaking and writing.</b> The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	
<b>(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation;</b>	
(i) ask questions about everyday life in spoken conversation	SE p. 85, TE p. 96 (Inicio), TE p. 115 (Cierre), TE p. 236 (Inicio), TE p. 298 (Inicio)
(ii) ask questions about everyday life in written conversation	SE p. 33, SE p. 73, SE p. 112, TE p. 36 (Inicio), TE p. 57 (Desarrollo), TE p. 79 (Cierre), TE p. 103 (Cierre), TE p. 205 (Cierre), TE p. 313 (Cierre)
(iii) respond to questions about everyday life with simple elaboration in spoken conversation	SE p. 269, TE p. 36 (Inicio), TE p. 38 (Cierre), TE p. 42 (Inicio), TE p. 48 (Inicio), TE p. 58 (Inicio), TE p. 305 (Desarrollo)
(iv) respond to questions about everyday life with simple elaboration in written conversation	TE p. 53 (Cierre), Practice Book p. 37, Practice Book p. 43, Practice Book p. 57, Practice Book p. 99, Practice Book p. 127, Practice Book p. 141
<b>(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation;</b>	
(i) express personal opinions or preferences with simple supporting statements in spoken conversation	SE p. 41, SE p. 60, SE p. 121, TE p. 48 (Desarrollo), TE p. 69 (Desarrollo), TE p. 142 (Inicio), TE p. 163 (Desarrollo), TE p. 172 (Desarrollo)
(ii) express personal opinions or preferences with simple supporting statements in written conversation	Practice Book p. 15, Practice Book p. 29, Practice Book p. 43, Practice Book p. 57, Practice Book p. 85, Practice Book p. 99, Practice Book p. 127
(iii) exchange personal opinions or preferences with simple supporting statements in spoken conversation	SE p. 215, SE p. 295, SE p. 307, TE p. 140 (Desarrollo), TE p. 215 (Desarrollo), TE p. 310 (Desarrollo), TE p. 315 (Desarrollo)
(iv) exchange personal opinions or preferences with simple supporting	TE p. 139 (Cierre), TE p. 155 (Cierre), TE p. 171 (Cierre), TE p. 315 (Cierre),

statements in written conversation	Practice Book p. 71, Practice Book p. 73, Practice Book p. 87
<b>(C) ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation;</b>	
(i) ask others what they need to, should, or must do with simple supporting reasons in spoken conversation	TE p. 90 (Desarrollo), TE p. 214 (Desarrollo), TE p. 220 (Desarrollo)
(ii) ask others what they need to, should, or must do with simple supporting reasons in written conversation	Practice Book p. 37, Practice Book p. 128
(iii) tell others what they need to, should, or must do with simple supporting reasons in spoken conversation	SE p. 150, SE p. 153, TE p. 44 (Desarrollo)
(iv) tell others what they need to, should, or must do with simple supporting reasons in written conversation	TE p. 159 (Desarrollo), Practice Book p. 39, Practice Book p. 44
<b>(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;</b>	
(i) articulate requests with simple supporting statements in spoken conversation	SE p. 127, SE p. 216
(ii) articulate requests with simple supporting statements in written conversation	TE p. 397, Practice Book p. 115
(iii) offer alternatives with simple supporting statements in spoken conversation	SE p. 33, SE p. 189, TE p. 140 (Desarrollo)
(iv) offer alternatives with simple supporting statements in written conversation	TE p. 155 (Cierre), TE p. 309 (Cierre), Practice Book p. 118
(v) develop plans with simple supporting statements in spoken conversation	N/A
(vi) develop plans with simple supporting statements in written conversation	SE p. 27, SE p. 53, SE p. 107, Practice Book p. 44

<b>(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and</b>	
(i) interact in spoken conversation using culturally appropriate expressions	SE p. 28, SE p. 186, SE p. 212, SE p. 215, TE p. 115 (Cierre), TE p. 215 (Desarrollo)
(ii) interact in spoken conversation using culturally appropriate register	SE p. 28, SE p. 54, SE p. 80, SE p. 134, SE p. 160, TE p. 78 (Desarrollo), TE p. 104 (Inicio)
(iii) interact in spoken conversation using culturally appropriate gestures	SE p. 54, SE p. 80, SE p. 160, SE p. 240, TE p. 79 (Cierre), TE p. 196 (Desarrollo)
(iv) react in spoken conversation using culturally appropriate expressions	SE p. 15, SE p. 108, TE p. 40 (Inicio), TE p. 94 (Inicio), TE pp. 254-255 (Desarrollo), TE p. 260 (Inicio)
(v) react in spoken conversation using culturally appropriate register	SE p. 15, SE p. 55, SE p. 266, TE p. 44 (Inicio), TE p. 45 (Cierre), TE p. 78 (Desarrollo), TE p. 85 (Cierre)
(vi) react in spoken conversation using culturally appropriate gestures	TE p. 34 (Inicio), TE p. 45 (Cierre), TE p. 79 (Cierre), TE p. 251 (Cierre)
<b>(F) interact and react in writing using culturally appropriate expressions, register, and style.</b>	
(i) interact in writing using culturally appropriate expressions	SE p. 127, SE p. 209, TE p. 79 (Cierre), TE p. 103 (Cierre), TE p. 251 (Cierre)
(ii) interact in writing using culturally appropriate register	SE p. 209, TE p. 45 (Cierre), TE p. 78 (Desarrollo), TE p. 251 (Cierre), TE p. 305 (Cierre)
(iii) interact in writing using culturally appropriate style	SE p. 19, SE p. 112, TE p. 79 (Cierre), TE p. 281 (Cierre), TE p. 315 (Cierre)
(iv) react in writing using culturally appropriate expressions	TE p. 161 (Cierre), TE p. 171 (Cierre), Practice Book p. 101, Practice Book p. 129
(v) react in writing using culturally appropriate register	TE p. 42 (Inicio), TE p. 139 (Cierre), TE p. 164 (Inicio), Practice Book p. 17, Practice Book p. 45
(vi) react in writing using culturally appropriate style	TE p. 91 (Cierre), TE p. 139 (Cierre), Practice Book p. 31, Practice Book p. 73
<b>(2) Interpretive communication: reading and listening.</b> The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical	

structures and processes at the specified proficiency levels. The student is expected to:	
<b>(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;</b>	
(i) demonstrate an understanding of culturally authentic print materials in everyday contexts	SE pp. 198-199, TE pp. 64-65 (Desarrollo), TE pp. 226-227 (Desarrollo), TE pp. 228-229 (Desarrollo), TE pp. 234-235 (Desarrollo), TE pp. 236-237 (Desarrollo)
(ii) demonstrate an understanding of culturally authentic digital materials in everyday contexts	Interactive SE p. 15, Interactive SE p. 31, Interactive SE p. 41, Interactive SE p. 57, Interactive SE p. 67, Interactive SE p. 78, Interactive SE pp. 94-95
(iii) demonstrate an understanding of culturally authentic audio materials in everyday contexts	TE p. 35 (Desarrollo), TE p. 41 (Desarrollo), TE p. 64 (Inicio), TE p. 68 (Inicio), TE p. 69 (Cierre), TE p. 118 (Inicio), TE p. 124 (Inicio)
(iv) demonstrate an understanding of culturally authentic audiovisual materials in everyday contexts	TE p. 37 (Cierre), TE p. 68 (Inicio), TE p. 69 (Desarrollo), TE p. 80 (Inicio), TE p. 87 (Cierre), TE p. 93 (Cierre), TE p. 98 (Inicio), TE p. 114 (Inicio), TE p. 111 (Inicio)
<b>(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;</b>	
(i) identify the main idea from fiction texts	TE p. 91 (Desarrollo), TE p. 92 (Inicio), TE p. 127 (Desarrollo), TE p. 237 (Desarrollo)
(ii) identify the main idea from nonfiction texts	TE p. 82 (Inicio), TE p. 93 (Cierre), TE p. 102 (Inicio), TE p. 109 (Desarrollo), TE p. 172 (Inicio), TE p. 293 (Cierre)
(iii) identify the main idea from audio materials	TE p. 35 (Desarrollo), TE p. 41 (Desarrollo), TE p. 58 (Inicio), TE p. 64 (Inicio), TE p. 68 (Inicio), TE p. 74 (Inicio), TE p. 76 (Inicio)
(iv) identify the main idea from audiovisual materials	TE p. 95 (Desarrollo), TE p. 96 (Desarrollo), TE p. 104 (Inicio), TE p. 111 (Inicio)
(v) identify the theme from fiction texts	SE p. 78, TE p. 42 (Desarrollo), TE p. 108 (Desarrollo), TE p. 127 (Desarrollo), TE p. 300 (Inicio, Desarrollo), TE p. 301 (Cierre)
(vi) identify the theme from nonfiction texts	TE p. 38 (Desarrollo), TE p. 40 (Inicio), TE p. 138 (Desarrollo), TE p. 179 (Desarrollo), TE p. 218 (Desarrollo), TE p. 309 (Cierre)
(vii) identify the theme from audio materials	TE p. 39 (Cierre), TE p. 68 (Inicio), TE p. 69 (Cierre), TE p. 118 (Inicio), TE p. 124 (Inicio), TE p. 125 (Cierre)
(viii) identify the theme from audiovisual materials	TE p. 42 (Inicio), TE p. 83 (Desarrollo), TE p. 96 (Desarrollo), TE p. 151 (Cierre), TE p. 252 (Inicio)
(ix) identify the supporting details from fiction texts	SE p. 94, TE pp. 92-93 (Desarrollo), TE pp. 94-95 (Desarrollo), TE p. 98 (Desarrollo), TE p. 99 (Cierre), TE p. 128 (Desarrollo)

(x) identify the supporting details from nonfiction texts	SE p. 40, TE pp. 64-65 (Desarrollo), TE p. 104 (Desarrollo), TE p. 138 (Desarrollo), TE p. 152 (Desarrollo), TE p. 270 (Desarrollo)
(xi) identify the supporting details from audio materials	TE p. 39 (Cierre), TE p. 68 (Inicio), TE p. 69 (Cierre), TE p. 118 (Inicio), TE p. 264 (Inicio)
(xii) identify the supporting details from audiovisual materials	TE p. 44 (Inicio), TE p. 63 (Cierre), TE p. 151 (Cierre), TE p. 252 (Inicio)
<b>(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and</b>	
(i) infer meaning of unfamiliar words or phrases in highly contextualized texts	SE p. 10, SE pp. 14-15, SE p. 38, TE p. 34 (Inicio), TE p. 36 (Inicio), TE p. 38 (Inicio), TE p. 148 (Inicio), TE p. 176 (Inicio), TE p. 212 (Inicio)
(ii) infer meaning of unfamiliar words or phrases in highly contextualized audio materials	TE p. 41 (Desarrollo), TE p. 79 (Desarrollo), TE p. 177 (Cierre), TE p. 208 (Inicio), TE p. 220 (Inicio)
(iii) infer meaning of unfamiliar words or phrases in highly contextualized audiovisual materials	TE p. 42 (Inicio), TE p. 44 (Inicio), TE p. 69 (Desarrollo), TE p. 114 (Inicio)
<b>(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.</b>	
(i) identify cultural practices from authentic print materials	TE pp. 36-37 (Inicio, Desarrollo), TE pp. 38-39 (Inicio, Desarrollo), TE p. 42 (Inicio, Desarrollo), TE pp. 64-65 (Inicio, Desarrollo), TE pp. 66-67 (Desarrollo)
(ii) identify cultural practices from authentic digital materials	Interactive SE p. 10 (Al comenzar), Interactive SE p. 36 (Al comenzar), Interactive SE p. 38 (Al comenzar), Interactive SE p. 88 (Al comenzar)
(iii) identify cultural practices from authentic audio materials	TE p. 58 (Inicio), TE p. 64 (Inicio), TE p. 68 (Inicio), TE p. 69 (Cierre), TE p. 76 (Inicio), TE p. 77 (Desarrollo), TE p. 80 (Inicio), TE p. 87 (Cierre)
(iv) identify cultural practices from authentic audiovisual materials	TE p. 66 (Inicio), TE p. 69 (Desarrollo), TE p. 87 (Cierre), TE p. 94 (Inicio), TE p. 104 (Inicio), TE p. 208 (Inicio), TE p. 226 (Inicio)
<b>(3) Presentational communication: speaking and writing.</b> The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	
<b>(A) express and support an opinion or preference orally and in writing with supporting statements;</b>	
(i) express an opinion or preference orally with supporting statements	TE p. 37 (Desarrollo), TE p. 77 (Desarrollo), TE p. 149 (Desarrollo, Cierre),

	TE p. 156 (Desarrollo), TE p. 166 (Inicio), TE p. 190 (Inicio), TE p. 197 (Cierre)
(ii) express an opinion or preference in writing with supporting statements	SE p. 53, SE p. 173 (Educación..), TE p. 164 (Desarrollo), TE p. 281 (Cierre), TE p. 307 (Cierre)
(iii) support an opinion or preference orally with supporting statements	SE p. 116, SE p. 132, SE p. 173, SE p. 266, TE p. 59 (Cierre), TE p. 81 (Cierre), TE p. 125 (Desarrollo), TE p. 150 (Desarrollo)
(iv) support an opinion or preference in writing with supporting statements	SE p. 133, SE p. 239, SE p. 265, SE p. 271, TE p. 151 (Desarrollo), TE p. 167 (Cierre), TE p. 219 (Cierre), TE p. 299 (Cierre), TE p. 309 (Cierre)
<b>(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.</b>	
(i) describe people orally using a series of sequenced sentences with essential details	SE p. 26, SE p. 28, TE p. 42 (Inicio, Desarrollo), TE p. 67 (Desarrollo), TE p. 246 (Desarrollo)
(ii) describe objects orally using a series of sequenced sentences with essential details	SE p. 28, TE p. 68 (Inicio)
(iii) describe situations orally using a series of sequenced sentences with essential details	TE p. 67 (Desarrollo), TE p. 94 (Desarrollo), TE p. 104 (Desarrollo), TE p. 123 (Desarrollo), TE p. 181 (Desarrollo)
(iv) describe people in writing using a series of sequenced sentences with simple elaboration	SE p. 27, SE p. 40, SE p. 53, TE p. 53 (Cierre), TE p. 85 (Desarrollo)
(v) describe objects in writing using a series of sequenced sentences with simple elaboration	SE p. 27, TE p. 53 (Cierre), TE p. 137 (Desarrollo), TE p. 155 (Desarrollo), TE p. 183 (Cierre)
(vi) describe situations in writing using a series of sequenced sentences with simple elaboration	SE p. 53, SE p. 211, TE p. 53 (Cierre), TE p. 85 (Desarrollo)