

Descubre el español con Santillana:
Mi primera antología (Level K)

LEGEND
PA = Print Awareness
D = Decoding
R = Reading

TEKS Spanish Language Arts Correlations

1. Reading/Beginning Reading Skills/Print Awareness	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
TEKS §128.11.1. Students understand how Spanish is written and printed. Students are expected to:								
1(A) recognize that spoken words can be represented by print for communication	<input type="checkbox"/> PA	<input type="checkbox"/> PA	<input type="checkbox"/> PA	<input type="checkbox"/> PA				
1(B) identify upper- and lower-case letters	<input type="checkbox"/> D (Ss) <input type="checkbox"/> R (Jj)	<input type="checkbox"/> PA (letter e) <input type="checkbox"/> D (digraph ch) <input type="checkbox"/> R (Cc)	<input type="checkbox"/> PA (letter i) <input type="checkbox"/> D (LI) <input checked="" type="checkbox"/> R (Dd)	<input type="checkbox"/> PA (letter o) <input type="checkbox"/> D (Rr) <input type="checkbox"/> R (Tt)	<input type="checkbox"/> PA (letter u) <input type="checkbox"/> D (Yy) <input type="checkbox"/> R (Qq)	<input type="checkbox"/> PA (letter p) <input type="checkbox"/> D (Vv) <input type="checkbox"/> R (Gg)	<input type="checkbox"/> PA (letter m) <input type="checkbox"/> D (Gg) <input type="checkbox"/> R (Bb)	<input type="checkbox"/> PA (letter n) <input type="checkbox"/> D (Ff) <input type="checkbox"/> R (Cc)
1(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text	<input type="checkbox"/> PA							
1(D) recognize the difference between a letter and a printed word		<input type="checkbox"/> PA	<input type="checkbox"/> PA					
1(E) 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)	<input type="checkbox"/> PA	<input type="checkbox"/> PA	<input type="checkbox"/> PA	<input type="checkbox"/> PA	<input type="checkbox"/> PA	<input type="checkbox"/> PA		
1(F) hold a book right side up, turn pages correctly and know that reading moves from top to bottom and left to right	<input type="checkbox"/> PA							
1(G) identify different parts of the book (e.g., front and back covers, title page)							<input type="checkbox"/> PA	<input type="checkbox"/> PA
2. Reading/Beginning Reading Skills/Phonological Awareness								
TEKS §128.11.2. Students display phonological awareness. Students are expected to:								
2(A) identify a sentence made up of a group of words	<input type="checkbox"/> PA					<input type="checkbox"/> PA		
2(B) identify syllables in spoken words	<input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> D <input checked="" type="checkbox"/> R	<input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> D <input type="checkbox"/> R
2(C) orally generate rhymes in response to spoken words (e.g., ¿Qué rima con mesa?)								<input type="checkbox"/> R
2(D) distinguish orally represented rhyming pairs from non-rhyming pairs				<input type="checkbox"/> D			<input type="checkbox"/> D	
2(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., Pepe Pecas pica papas)		<input type="checkbox"/> D						
2(F) blend spoken phonemes to form syllables and words (e.g., /m/ .../a/ says ma, ma-pa says “mapa”)	<input type="checkbox"/> D	<input type="checkbox"/> D				<input type="checkbox"/> PA <input checked="" type="checkbox"/> D	<input type="checkbox"/> PA	<input type="checkbox"/> PA
2(G) isolate the initial syllabic sound in spoken words (e.g. /pa/ta, /la/ta, /ra/ta)		<input type="checkbox"/> D		<input type="checkbox"/> D			<input type="checkbox"/> D	
2(H) separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/)					<input type="checkbox"/> R	<input type="checkbox"/> D		
3. Reading/Beginning Reading Skills/Phonics								
TEKS §128.11.3. Students use the relationships between letters and sounds and morphological analysis to decode written Spanish. Students are expected to:								
3(A) decode the five vowel sounds	<input type="checkbox"/> PA (a)	<input type="checkbox"/> PA (e)	<input type="checkbox"/> PA (i)	<input type="checkbox"/> PA (o)	<input type="checkbox"/> PA (u)			
3(B) decode syllables	<input type="checkbox"/> D (s + vowel) <input type="checkbox"/> R (j + vowel)	<input type="checkbox"/> D (c + vowel) <input type="checkbox"/> R (ca, co, c)	<input type="checkbox"/> D (l + vowel) <input type="checkbox"/> R (d + vowel)	<input type="checkbox"/> D (r + vowel) <input type="checkbox"/> R (t + vowel)	<input type="checkbox"/> D (y + vowel) <input type="checkbox"/> R (que, qui)	<input type="checkbox"/> PA (p + vowel) <input checked="" type="checkbox"/> D (v + vowel) <input type="checkbox"/> R (ga, go, gu)	<input type="checkbox"/> PA (m + vowel) <input type="checkbox"/> D (ge, gi) <input checked="" type="checkbox"/> R (b + vowel)	<input type="checkbox"/> PA (n + vowel) <input type="checkbox"/> D (f + vowel) <input type="checkbox"/> R (ce, ci)
3(C) use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as “r,” “c,”		<input type="checkbox"/> R (ca, co, cu)		<input type="checkbox"/> D (hard r)		<input type="checkbox"/> R (ga, go, gu)	<input type="checkbox"/> D (hard g)	<input checked="" type="checkbox"/> R (ce, ci)
3(D) decode the written “y” when used as a conjunction, as in “mamá” y “papá”				<input type="checkbox"/> PA	<input type="checkbox"/> D	<input type="checkbox"/> PA		<input type="checkbox"/> R
3(E) decode words with silent “h”	<input type="checkbox"/> D		<input type="checkbox"/> D			<input type="checkbox"/> PA		
3(F) become familiar with the digraphs /ch/, /rr/		<input type="checkbox"/> D (ch)		<input type="checkbox"/> D (rr)				
3(G) become familiar with the concept that “ll” and “y” have the same sound (e.g., llave, ya)					<input type="checkbox"/> D	<input type="checkbox"/> R		
3(H) 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)					<input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R
3(I) recognize that new words are created when syllables are changed, added, or deleted					<input type="checkbox"/> R	<input type="checkbox"/> D		

4. Reading/Beginning Reading/Strategies		Anthology K TEKS Correlation.xlsx						
TEKS §128.11.4. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:								
4(A) predict what might happen next in text based on the cover, title, and illustrations	<input type="checkbox"/> PA	<input type="checkbox"/> R		<input type="checkbox"/> D	<input type="checkbox"/> PA <input checked="" type="checkbox"/> D	<input type="checkbox"/> PA		
4(B) ask and respond to questions about texts read aloud	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input checked="" type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R
5. Reading/Vocabulary Development								
TEKS §128.11.5. Students understand new vocabulary and use it when reading and writing. Students are expected to:								
5(A) identify and use words that name actions, directions, positions, sequences, and locations			<input type="checkbox"/> D (actions)	<input type="checkbox"/> R				<input type="checkbox"/> D (position, sequence) <input type="checkbox"/> R (actions)
5(B) become familiar with grade-appropriate vocabulary, including content and function words	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D	<input type="checkbox"/> PA <input type="checkbox"/> R	<input type="checkbox"/> PA <input checked="" type="checkbox"/> D	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R
5(C) recognize that compound words are made by putting two words together (e.g. saca + puntas = sacapuntas.)								
5(D) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures)		<input type="checkbox"/> R (clothes)			<input type="checkbox"/> D (body parts)	<input type="checkbox"/> D (seasons) <input type="checkbox"/> R (weather)	<input type="checkbox"/> D (professions) <input type="checkbox"/> R (sports: baseball)	
5(E) use a picture dictionary to find words							<input type="checkbox"/> R	
6. Reading/Comprehension of Literary Text/Theme and Genre								
TEKS §128.11.6. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:								
6(A) identify elements in a story including setting, character, and key events	<input type="checkbox"/> PA (characters) <input type="checkbox"/> D (infer) <input type="checkbox"/> R (sequence of events)	<input type="checkbox"/> PA (setting)	<input type="checkbox"/> PA (key events) <input type="checkbox"/> D (m. idea) <input checked="" type="checkbox"/> R (compare, contrast)	<input type="checkbox"/> D (characters)	<input type="checkbox"/> D (author's purpose) <input type="checkbox"/> R (narrator)	<input type="checkbox"/> PA (setting) <input type="checkbox"/> D (a. purpose) <input type="checkbox"/> R (compare, contrast)	<input type="checkbox"/> PA (fant. vs. real.) <input type="checkbox"/> D (infer) <input type="checkbox"/> R (key events)	<input type="checkbox"/> PA (a. purpose) <input type="checkbox"/> D (seq.) <input type="checkbox"/> R (narrator)
6(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience		<input type="checkbox"/> R						<input type="checkbox"/> D
6(C) recognize sensory details					<input type="checkbox"/> PA <input type="checkbox"/> R	<input type="checkbox"/> R		
6(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures		<input type="checkbox"/> R						<input type="checkbox"/> D
7. Reading/Comprehension of Literary Text/Poetry								
TEKS §128.11.7. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:								
7(A) respond to rhythm and rhyme in poetry through identifying regular beats and similarities in word sounds				<input type="checkbox"/> PA	<input type="checkbox"/> R	<input type="checkbox"/> R		<input type="checkbox"/> R
8. Reading/Comprehension of Literary Text/Fiction								
TEKS §128.11.8. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:								
8(A) retell a main event from a story read aloud	<input type="checkbox"/> PA <input type="checkbox"/> R							<input type="checkbox"/> D
8(B) describe characters and the reasons for their actions		<input type="checkbox"/> R		<input type="checkbox"/> PA <input type="checkbox"/> D				
9. Reading/Comprehension of Informational Text/Culture and History								
TEKS §128.11.9. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:								
9(A) identify the topic of an informational text heard	<input type="checkbox"/> PA		<input type="checkbox"/> D		<input type="checkbox"/> D			
10. Reading/Comprehension of Informational Text/Expository Text								
TEKS §128.11.10. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:								

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10(A) identify the topic and details in text heard or read, referring to the words and/or illustrations				<input type="checkbox"/> R			<input type="checkbox"/> R	
10(B) retell important facts in text, heard or read	<input type="checkbox"/> R		<input type="checkbox"/> PA	<input type="checkbox"/> R	<input type="checkbox"/> PA		<input type="checkbox"/> R	<input type="checkbox"/> D
10(C) discuss the ways authors group information in text			<input type="checkbox"/> D		<input type="checkbox"/> D			<input type="checkbox"/> PA
10(D) use titles and illustrations to make predictions about text		<input type="checkbox"/> R		<input type="checkbox"/> D	<input type="checkbox"/> PA <input type="checkbox"/> D	<input type="checkbox"/> PA		
11. Reading/Comprehension of Informational Text/Procedural								
TEKS §128.11.11. Students understand how to glean and use information in procedural texts and documents. Students are expected to:								
11(A) follow pictorial directions (e.g., recipes, science experiments)	<input type="checkbox"/> R				<input type="checkbox"/> PA <input type="checkbox"/> D			
11(B) identify the meaning of specific signs (e.g., traffic signs, warning signs)							<input type="checkbox"/> D	
12. Reading/Media Literacy								
TEKS §128.11.12. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:								
12(A) identify different forms of media (e.g., advertisements, newspapers, radio programs) with adult assistance			<input type="checkbox"/> R	<input type="checkbox"/> D	<input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> R		<input type="checkbox"/> PA <input type="checkbox"/> R
12(B) identify techniques used in media (e.g., sound, movement) with adult assistance				<input type="checkbox"/> D	<input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> R	<input type="checkbox"/> D	<input type="checkbox"/> PA <input type="checkbox"/> R
13. Writing/Writing Process								
TEKS §128.11.13. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:								
13(A) plan a first draft by generating ideas through class discussion (with adult assistance)	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R
13(B) develop drafts by sequencing the action or details in the story (with adult assistance)							<input type="checkbox"/> R	<input type="checkbox"/> D
13(C) revise drafts by adding details or sentences (with adult assistance)			<input type="checkbox"/> PA	<input type="checkbox"/> R	<input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> R		<input type="checkbox"/> PA <input type="checkbox"/> R
13(D) edit drafts by leaving spaces between letters and words (with adult assistance)					<input type="checkbox"/> R		<input type="checkbox"/> R	<input type="checkbox"/> R
13(E) share writing with others (with adult assistance)		<input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> PA		<input type="checkbox"/> R	<input type="checkbox"/> PA	
14. Writing/Literary Texts								
TEKS §128.11.14. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:								
14(A) dictate or write sentences to tell a story and put the sentences in chronological sequence							<input type="checkbox"/> R	<input type="checkbox"/> R
14(B) write short poems								<input type="checkbox"/> R
15. Writing/Expository and Procedural Texts								
TEKS §128.11.15. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:								
15(A) dictate or write information for lists, captions, or invitations		<input type="checkbox"/> D					<input type="checkbox"/> D	
16. Oral and Written Conventions/Conventions								
TEKS §128.11.16. Students understand the function of an use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:								
16(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):								
(i) verbs, including commands and past and future tenses when speaking		<input type="checkbox"/> R	<input type="checkbox"/> D					
(ii) nouns (singular/plural)		<input type="checkbox"/> D	<input type="checkbox"/> PA <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D	<input type="checkbox"/> PA		<input type="checkbox"/> PA <input type="checkbox"/> D	<input type="checkbox"/> PA

(iii) descriptive words			Anthology K TEKS Correlation.xlsx		<input type="checkbox"/> PA <input type="checkbox"/> D	<input type="checkbox"/> PA		<input type="checkbox"/> R
(iv) prepositions and prepositional phrases appropriately when speaking or writing (e.g., "en," "de," "por la tarde," "en la mañana")						<input type="checkbox"/> R	<input type="checkbox"/> R	
(v) personal pronouns (e.g., yo, ellos)							<input type="checkbox"/> R	<input type="checkbox"/> D
16(B) speak in complete sentences to communicate	<input type="checkbox"/> R			<input type="checkbox"/> D	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	
16(C) use complete sentences	<input type="checkbox"/> R				<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> R
17. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation								
TEKS §128.11.17. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:								
17(A) form upper- and lower-case letters legibly, using basic conventions of print (left-to-right and top-to-bottom progression)	<input type="checkbox"/> PA <input checked="" type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> D <input type="checkbox"/> R	
17(B) capitalize the first letter in a sentence	<input type="checkbox"/> D						<input type="checkbox"/> R	
17(C) use punctuation at the beginning (when appropriate) and at the end of a sentence				<input type="checkbox"/> R			<input type="checkbox"/> D (period)	
18. Oral and Written Conventions/Spelling								
TEKS §128.11.18. Students spell correctly. Students are expected								
18(A) use phonological knowledge to match sounds to individual letters or syllables	<input type="checkbox"/> D	<input type="checkbox"/> R						<input type="checkbox"/> R
18(B) use letter-sound correspondences to spell mono- and multi-syllabic words	<input type="checkbox"/> D				<input type="checkbox"/> R			
18(C) 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)	<input type="checkbox"/> D					<input type="checkbox"/> D		
18(D) use "y" to represent /i/ when used as a conjunction (e.g. mamá y papá)	<input type="checkbox"/> D				<input type="checkbox"/> D			
18(E) write one's own name	<input type="checkbox"/> PA						<input type="checkbox"/> R	
19. Research/Research Plan								
TEKS §128.11.19. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:								
19(A) ask questions about topics of class-wide interest (with adult assistance)	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D <input type="checkbox"/> R
19(B) decide what sources or people in the classroom, school, library, or home can answer these questions (with adult assistance)		<input type="checkbox"/> PA	<input type="checkbox"/> PA	<input type="checkbox"/> PA <input type="checkbox"/> R	<input type="checkbox"/> D <input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> D	<input type="checkbox"/> PA <input type="checkbox"/> R	<input type="checkbox"/> PA
20. Research/Gathering Sources								
TEKS §128.11.20. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:								
20(A) gather evidence from provided text sources (with adult assistance)								
20(B) use pictures in conjunction with writing when documenting research with adult assistance		<input type="checkbox"/> PA		<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> PA <input type="checkbox"/> R	<input type="checkbox"/> R	
21. Listening and Speaking/Listening								
TEKS §128.11.21. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:								
21(A) listen attentively by facing speakers and asking questions to clarify information	<input type="checkbox"/> R	<input type="checkbox"/> R				<input type="checkbox"/> D		
21(B) follow oral directions that involve a short related sequence of actions					<input type="checkbox"/> D <input type="checkbox"/> R			
22. Listening and Speaking/Speaking								
TEKS §128.11.22. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to:								

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	PA	D	R	PA	D	R	PA	D	R
22(A) share information and ideas by speaking audibly and clearly using the conventions of language									
23. Listening and Speaking/Teamwork									
TEKS §128.11.23. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:									
23(A) follow agreed-upon rules for discussion, including taking turns and speaking one at a time	R								