

# Istation Español Curriculum

Correlated to

Texas Essential Knowledge and Skills  
Spanish Language Arts and Reading

Fourth Grade



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**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(A)</b>	Listen actively, ask relevant questions to clarify information, and make pertinent comments;		<p><b><u>El mundo de los géneros: Época Antigua</u></b></p> <p><b>• Unit 1</b></p> <ul style="list-style-type: none"> <li>– Genre Overview (play and biography)</li> <li>– Visual Hook 1 - El fracaso del ladrón (illustration)</li> <li>– Visual Hook 2 - Esclavos de Egipto (illustration)</li> <li>– D: Compare and Contrast Illustrations (themes)</li> <li>– Minipassages: Frente a la tormenta (play) &amp; La vida de Miguel de Cervantes, el verdadero Quijote (biography), (instruction)</li> <li>– D: Compare and Contrast Minipassages (themes)</li> <li>– Genre Exploratory Scenes: Don Quijote y la Hidra (play) &amp; Sócrates, una vida llena de reflexión (biography)</li> <li>– Castillo de vocabulario (play and biography, vocabulary game, instructions)</li> </ul>	<p>13</p> <p>13</p> <p>13</p> <p>13</p> <p>13</p> <p>13</p> <p>13</p>	<p><b><u>ISIP Español LA</u></b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>– Utilizar y buscar antónimos con la ayuda de un diccionario: Lección 1, Nivel 3</li> <li>– Utilizar y buscar antónimos con la ayuda de un diccionario: Lección 2, Nivel 2</li> <li>– Utilizar y buscar sinónimos con la ayuda de un diccionario: Lección 1, Nivel 3</li> <li>– Utilizar y buscar sinónimos con la ayuda de un diccionario: Lección 2, Nivel 2</li> <li>– Identificar y usar palabras homónimas (homófonas y homógrafas): Lección 1, Nivel 3</li> <li>– Identificar y usar palabras homónimas (homófonas y homógrafas): Lección 2, Nivel 2</li> </ul>

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**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.1(A)	Listen actively, ask relevant questions to clarify information, and make pertinent comments; (cont.)		<p><b><u>El mundo de los géneros: Época Antigua</u></b></p> <p><b>• Unit 1</b></p> <ul style="list-style-type: none"> <li>– P1: La aventura de los galeotes (play), (instructions &amp; digital dictionary)</li> <li>– P2: Platón, en busca de la justicia (biography), (instructions &amp; digital dictionary)</li> <li>– Castillo de conocimientos (vocabulary &amp; genre (play and biography) game, instructions)</li> <li>– RT: Lady Trieu, guerrera vietnamita (biography), (instructions &amp; digital dictionary)</li> <li>– Quiz (instructions &amp; corrective feedback)</li> <li>– Compare and Contrast Quiz (instructions &amp; corrective feedback)</li> <li>– Genre Exploratory Scene Selective Reading (play, biography, myth/legend, and informative article)</li> </ul>	<p align="center">13</p>	<p><b><u>ISIP Español LA</u></b></p> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li>– Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 1, Nivel 3</li> <li>– Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 2, Nivel 2</li> <li>– Sacar conclusiones y proporcionar evidencia de un texto para apoyar su comprensión: Lección 1, Nivel 3</li> <li>– Sacar conclusiones y proporcionar evidencia de un texto para apoyar su comprensión: Lección 2, Nivel 2</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>– Utilizar y reconocer diferentes conjunciones: Lección 1, Nivel 3</li> <li>– Utilizar y reconocer diferentes conjunciones: Lección 2, Nivel 2</li> <li>– Leer para hacer inferencias usando múltiples características de los textos: Lección 1, Nivel 3</li> </ul>

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**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(A)</b>	Listen actively, ask relevant questions to clarify information, and make pertinent comments; <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Antigua</b></u>  • <b>Unit 2</b>  – Genre Overview (myth/legend and Informative article)  – Visual Hook 1 - La idea de Beto (comic strip)  – Visual Hook 2 - Galileo y el telescopio (comic strip)  – D: Compare and Contrast Comic Strips (character and historical figure)  – Minipassages: El mito de Dédalo e Ícaro (myth) & La historia del vuelo humano (informative article), (instruction)  – D: Compare and Contrast Minipassages (character and historical figure)  – Genre Exploratory Scenes: El mito de Prometeo (myth) & La teoría de la Tierra plana: una falacia moderna (informative article)  – Castillo de vocabulario (myth & informative article, vocabulary game), (instructions)	13  13  13  13  13  13  13	<u><b>ISIP Español LA</b></u>  <b>Spelling:</b>  – Leer para hacer inferencias usando múltiples características de los textos: Lección 2, Nivel 2  – Hacer el resumen de un texto manteniendo su significado: Lección 1, Nivel 3  – Hacer el resumen de un texto manteniendo su significado: Lección 2, Nivel 2  <b>Fluency:</b>  – Lectura con fluidez: Lección 1, Nivel 3  – Lectura con fluidez: Lección 2, Nivel 2  – Lectura con fluidez: Lección 3, Nivel 3  – Lectura con fluidez: Lección 4, Nivel 2

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**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(A)</b>	Listen actively, ask relevant questions to clarify information, and make pertinent comments; <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Antigua</b></u>  • <b>Unit 2</b>  – P1: El reto de Madre Sol (myth, instructions & digital dictionary) – P2: Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article, instructions, & digital dictionary) – Castillo de conocimientos (vocabulary & genre (myth and informative article) game, instructions) – RT: El origen del fuego y su uso por los humanos (informative article, instructions, & digital dictionary) – Quiz (instructions & corrective feedback)  – Compare and Contrast Quiz (instructions & corrective feedback) – Genre Exploratory Scene Selective Reading (play, biography, myth/legend, and informative article)	   13  13  13  13  13  13	<u><b>Cycle-based</b></u>  <b>Vocabulary:</b>  <b>Cycle 13</b> – Ciclo 13, Lección 1: Vocabulario - aprender prefijos y sus significados  – Ciclo 13, Lección 2: Vocabulario - aprender prefijos y sus significados  – Ciclo 13, Lección 1: Vocabulario - antónimos  – Ciclo 13, Lección 2: Vocabulario - antónimos  – Ciclo 13, Lección 3: Vocabulario - antónimos  – Ciclo 13, Lección 4: Vocabulario - antónimos

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**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(A)</b>	Listen actively, ask relevant questions to clarify information, and make pertinent comments; <b>(cont.)</b>		<p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <p><b>• Unit 3</b></p> <ul style="list-style-type: none"> <li>– Genre Overview (poetry and persuasive text)</li> <li>– Visual Hook 1 - Alanzita (neighborhood)</li> <li>– Visual Hook 2 - Alanza (big city)</li> <li>– D: Compare and Contrast Neighborhood and Big City (author's perspective)</li> <li>– Minipassages: Rogelio Robles Respaldiza (lyric poetry) &amp; Por favor, reciclen (persuasive text), (instruction)</li> <li>– D: Compare and Contrast Minipassages (author's perspective)</li> <li>– Genre Exploratory Scenes: Rosaleda (lyric poetry) and Nuestro ambiente (free verse) &amp; Para: Mario y Perla (persuasive text)</li> <li>– Tráfico de palabras (lyric poetry and persuasive text, instructions)</li> </ul>	<p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p>	<p><b><u>Cycle-based</u></b></p> <p><b>Vocabulary:</b></p> <p><b>Cycle 13</b></p> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 1: Vocabulario - palabras homónimas</li> <li>– Ciclo 13, Lección 2: Vocabulario - palabras homónimas</li> <li>– Ciclo 13, Lección 1: Vocabulario - aprender sufijos y sus significados</li> <li>– Ciclo 13, Lección 2: Vocabulario - aprender sufijos y sus significados</li> <li>– Ciclo 13, Lección 1: Vocabulario - palabras con raíces griegas</li> <li>– Ciclo 13, Lección 2: Vocabulario - palabras con raíces griegas</li> </ul>

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**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(A)</b>	Listen actively, ask relevant questions to clarify information, and make pertinent comments; <b>(cont.)</b>		<p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <p>• <b>Unit 3</b></p> <ul style="list-style-type: none"> <li>– P1: La Raya (lyric poetry), (instructions and digital dictionary)</li> <li>– P2: Estimada profesora Piernavieja (persuasive text), (instructions &amp; digital dictionary)</li> <li>– En busca de conocimientos (vocabulary &amp; genre (lyric poetry and persuasive text) game, instructions)</li> <li>– RT: Futuros Programadores de América (persuasive text, instructions &amp; digital dictionary)</li> <li>– Quiz (instructions &amp; corrective feedback)</li> <li>– Compare and Contrast Quiz (instructions &amp; corrective feedback)</li> <li>– Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech)</li> </ul>	<p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p>	<p><b><u>Cycle-based</u></b></p> <p><b>Vocabulary:</b></p> <p><b>Cycle 14</b></p> <ul style="list-style-type: none"> <li>– Ciclo 14, Lección 1: Vocabulario - analogías con antónimos</li> <li>– Ciclo 14, Lección 2: Vocabulario - analogías con antónimos</li> <li>– Ciclo 14, Lección 1: Vocabulario - palabras homónimas</li> <li>– Ciclo 14, Lección 1: Vocabulario - usar claves de contexto</li> <li>– Ciclo 14, Lección 2: Vocabulario - usar claves de contexto</li> <li>– Ciclo 14, Lección 3: Vocabulario - usar claves de contexto</li> <li>– Ciclo 14, Lección 4: Vocabulario - usar claves de contexto</li> </ul>

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**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(A)</b>	Listen actively, ask relevant questions to clarify information, and make pertinent comments; <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Moderna</b></u>  <b>· Unit 4</b>  – Genre Overview (realistic fiction and speech)  – Visual Hook 1 - La fotosíntesis (diagram)  – Visual Hook 2 - La Estatua de la Libertad (diagram)  – D: Compare and Contrast Diagrams (author's purpose)  – Minipassages: Papazilla (realistic fiction) & Un discurso a mi papá (speech), (instruction)  – D: Compare and Contrast Minipassages (author's purpose)  – Genre Exploratory Scenes: Odi y el niño gigante (realistic fiction) & Estimado soñador (speech)  – Tráfico de palabras (realistic fiction and speech, vocabulary game, instructions)  – P1: Doña Zoraida, la bruja del barrio (realistic fiction), (instructions & digital dictionary)	14  14  14  14  14  14  14  14	<u><b>Cycle-based</b></u>  <b>Vocabulary:</b>  <b>Cycle 14</b>  – Ciclo 14, Lección 1: Vocabulario - aprender prefijos y sus significados  – Ciclo 14, Lección 2: Vocabulario - aprender prefijos y sus significados  – Ciclo 14, Lección 3: Vocabulario - aprender prefijos y sus significados  – Ciclo 14, Lección 4: Vocabulario - aprender prefijos y sus significados  <b>Cycle 15</b>  – Ciclo 15, Lección 1: Vocabulario - aprender sufijos y raíces y sus significados  – Ciclo 15, Lección 1: Vocabulario - aprender palabras derivadas  – Ciclo 15, Lección 2: Vocabulario - aprender palabras derivadas

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**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(A)</b>	Listen actively, ask relevant questions to clarify information, and make pertinent comments; <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Moderna</b></u>  <b>• Unit 4</b>  – P2: Un discurso sobre la unión (speech), (instructions & digital dictionary)  – En busca de conocimientos (vocabulary and genre (realistic fiction and speech) game, instructions)  – RT: Solidaridad (speech, instructions, & digital dictionary)  – Quiz (instructions & corrective feedback)  – Compare and Contrast Quiz (instructions & corrective feedback)  – Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech)	14  14  14  14  14	<u><b>Cycle-based</b></u>  <b>Vocabulary:</b>  <b>Cycle 15</b>  – Ciclo 15, Lección 1: Vocabulario - palabras con raíces latinas y griegas  – Ciclo 15, Lección 2: Vocabulario - palabras con raíces latinas y griegas  – Ciclo 15, Lección 3: Vocabulario - palabras con raíces latinas y griegas  – Ciclo 15, Lección 4: Vocabulario - palabras con raíces latinas y griegas  – Ciclo 15, Lección 1: Vocabulario - Usar claves de contexto  – Ciclo 15, Lección 2: Vocabulario - Usar claves de contexto  – Ciclo 15, Lección 3: Vocabulario - Usar claves de contexto

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**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

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<b>4.1(A)</b>	Listen actively, ask relevant questions to clarify information, and make pertinent comments; <b>(cont.)</b>		<b><u>El mundo de los géneros: Época Futura</u></b>  <b>• Unit 5</b>  – Genre Overview (science fiction and procedural text)  – Visual Hook 1 - El aterrizaje (comic book)  – Visual Hook 2 - Cómo resistir la gravedad (flowchart)  – D: Compare and Contrast Comic Book and Flowchart (message and main idea)  – Minipassages: La invasión (science fiction) & Cómo hacer un aerodeslizador de mesa (procedural text), (instruction)  – D: Compare and Contrast Minipassages - message and main idea  – Genre Exploratory Scenes: La Mano Amiga (science fiction) & Un jardín vertical (procedural text)  – El Tragapalabras (science fiction and procedural text, vocabulary game), (instructions & digital dictionary)  – P1: El Tubo del Tiempo (science fiction) (instructions & digital dictionary)	15  15  15  15  15  15  15  15	<b><u>Cycle-based</u></b>  <b>Vocabulary:</b>  <b>Cycle 15</b>  – Ciclo 15, Lección 4: Vocabulario - Usar claves de contexto  <b>Reading Comprehension:</b>  <b>Cycle 13</b>  – Ciclo 13, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 13, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 13, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 13, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)

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**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(A)</b>	Listen actively, ask relevant questions to clarify information, and make pertinent comments; <b>(cont.)</b>		<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 5</b>  – P2: Cómo hacer un electroimán (procedural text, instructions & digital dictionary)  – Taller de conocimientos (vocabulary & genre (science fiction and procedural text) game, instructions)  – RT: Cómo hacer un circuito solar (procedural text), (instructions & digital dictionary)  – Quiz (instructions & corrective feedback)  – Compare and Contrast Quiz (instructions & corrective feedback)  – Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text)	15  15  15  15  15	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 13</b>  – Ciclo 13, Lección 1: Identificar la idea principal y los detalles  – Ciclo 13, Lección 1: Características de los géneros de ficción (mito)  – Ciclo 13, Lección 2: Características de los géneros de no ficción (artículo informativo)  <b>Cycle 14</b>  – Ciclo 14, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 14, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 14, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(A)</b>	Listen actively, ask relevant questions to clarify information, and make pertinent comments; <b>(cont.)</b>		<b><u>El mundo de los géneros: Época Futura</u></b>  <b>• Unit 6</b>  – Genre Overview (fantasy and explanatory text)  – Visual Hook 1 - La búsqueda de Elaria (illustrated story)  – Visual Hook 2 - Red alimentaria de Yellowstone (food web)  – D: Compare and Contrast Illustrated Story and Food Web (summary)  – Minipassages: Las lágrimas de la dragona (fantasy) & La partida de los lobos de Yellowstone (explanatory text), (instruction)  – D: Compare and Contrast Minipassages (summary)  – Genre Exploratory Scenes: Colorandia (fantasy) & Cómo nace una estrella (explanatory text)  – El Tragapalabras (fantasy and explanatory text, vocabulary game), (instructions)  – P1: El regreso del reino (fantasy), (instructions & digital dictionary)	15  15  15  15  15  15  15  15	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 14</b>  – Ciclo 14, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 14, Lección 1: Encontrar la idea principal en textos de no ficción  – Ciclo 14, Lección 2: Encontrar la idea principal en textos de no ficción  – Ciclo 14, Lección 1: Lenguaje sensorial o figurado  – Ciclo 14, Lección 2: Lenguaje sensorial o figurado  – Ciclo 14, Lección 1: Características de los géneros de ficción (ficción realista)  – Ciclo 14, Lección 2: Características de los géneros de no ficción (discurso)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 1

#### 4<sup>th</sup> Grade

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(A)</b>	Listen actively, ask relevant questions to clarify information, and make pertinent comments; <b>(cont.)</b>		<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 6</b> – P2: El regreso de los lobos a Yellowstone (explanatory text), (instructions & digital dictionary) – Taller de conocimientos (vocabulary & genre (fantasy and explanatory text) game, instructions) – RT: Antídotos para la plaga del plástico (explanatory text), (instructions & digital dictionary) – Quiz (instructions & corrective feedback)  – Compare and Contrast Quiz (instructions & corrective feedback) – Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text)	                    15  15  15  15  15	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 15</b> – Ciclo 15, Lección 1: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 2: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 3: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 1: Identificar y analizar la idea principal en textos de instrucción  – Ciclo 15, Lección 2: Identificar y analizar la idea principal en textos de instrucción  – Ciclo 15, Lección 1: Resumir textos de fantasía

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(A)</b>	Listen actively, ask relevant questions to clarify information, and make pertinent comments; <b>(cont.)</b>				<p><u><b>Cycle-based</b></u></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 2: Resumir textos de fantasía</li> <li>– Ciclo 15, Lección 1: Características de los géneros de no ficción (Texto de instrucción)</li> <li>– Ciclo 15, Lección 2: Características de los géneros de no ficción (Texto de instrucción)</li> <li>– Ciclo 15, Lección 1: Características de los géneros de ficción (Fantasía)</li> <li>– Ciclo 15, Lección 2: Características de los géneros de ficción (Fantasía)</li> </ul> <p><b>Writing:</b></p> <p><b>Cycle 11</b></p> <ul style="list-style-type: none"> <li>– Ciclo 11, Lección 21: Escritura (informative writing)</li> <li>– Ciclo 11, Lección 22: Escritura (news report)</li> <li>– Ciclo 11, Lección 23: Escritura (informative letter)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(A)</b>	Listen actively, ask relevant questions to clarify information, and make pertinent comments; <b>(cont.)</b>				<u><b>Cycle-based</b></u>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 24: Escritura (diary of an adventure) – Ciclo 11, Lección 25: Escritura (letter to a hero)  <b>Cycle 12</b> – Ciclo 12, Lección 26: Escritura (descriptive writing) – Ciclo 12, Lección 27: Escritura (biography) – Ciclo 12, Lección 28: Escritura (summary) – Ciclo 12, Lección 29: Escritura (weather letter) – Ciclo 12, Lección 30: Escritura (comparative essay) – Ciclo 12, Lección 31: Escritura (email) – Ciclo 12, Lección 32: Escritura (pamphlet)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.1(A)	Listen actively, ask relevant questions to clarify information, and make pertinent comments; <b>(cont.)</b>				<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 33: Escritura (predictive writing) – Ciclo 12, Lección 34: Escritura (newspaper article) – Ciclo 12, Lección 35: Escritura (magazine article) – Ciclo 12, Lección 36: Escritura (recommendation or referral) – Ciclo 12, Lección 37: Escritura (speech) – Ciclo 12, Lección 38: Escritura (poster) – Ciclo 12, Lección 39: Escritura (imaginary story) – Ciclo 12, Lección 40: Escritura (persuasive speech)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.1(B)	Follow, restate, and give oral instructions that involve a series of related sequences of action;		<u><b>El mundo de los géneros: Época Antigua</b></u>  • <b>Unit 1</b>  – Genres Overview (play and biography)  – Visual Hook 1 - El fracaso del ladrón (illustration)  – Visual Hook 2 - Esclavos de Egipto (illustration)  – D: Compare and Contrast Illustrations (themes)  – Minipassages: Frente a la tormenta (play) & La vida de Miguel de Cervantes, el verdadero Quijote (biography), (instruction)  – D: Compare and Contrast Minipassages (themes)  – Genre Exploratory Scenes: Don Quijote y la Hidra (play) & Sócrates, una vida llena de reflexión (biography)  – Castillo de vocabulario (play and biography, game, instructions)	13  13  13  13  13  13	<u><b>ISIP Español LA</b></u>  <b>Vocabulary:</b>  – Utilizar y buscar antónimos con la ayuda de un diccionario: Lección 1, Nivel 3  – Utilizar y buscar antónimos con la ayuda de un diccionario: Lección 2, Nivel 2  – Utilizar y buscar sinónimos con la ayuda de un diccionario: Lección 1, Nivel 3  – Utilizar y buscar sinónimos con la ayuda de un diccionario: Lección 2, Nivel 2  – Identificar y usar palabras homónimas (homófonas y homógrafas): Lección 1, Nivel 3  – Identificar y usar palabras homónimas (homófonas y homógrafas): Lección 2, Nivel 2

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(B)</b>	Follow, restate, and give oral instructions that involve a series of related sequences of action; <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Antigua</b></u>  • <b>Unit 1</b>  – P1: La aventura de los galeotes (play), (instructions) – P2: Platón, en busca de la justicia (biography), (instructions) – Castillo de conocimientos (vocabulary & genre (play and biography) game, instructions) – RT: Lady Trieu, guerrera vietnamita (biography), (instructions) – Quiz (instructions & corrective feedback) – Compare and Contrast Quiz (instructions & corrective feedback) – Genre Exploratory Scene Selective Reading (play, biography, informative article, and myth/legend)	13  13  13  13  13  13	<u><b>ISIP Español LA</b></u>  <b>Spelling:</b> – Utilizar y reconocer diferentes conjunciones: Lección 1, Nivel 3 – Utilizar y reconocer diferentes conjunciones: Lección 2, Nivel 2  <b>Reading Comprehension:</b> – Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 1, Nivel 3 – Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 2, Nivel 2 – Sacar conclusiones y proporcionar evidencia de un texto para apoyar su comprensión: Lección 1, Nivel 3 – Sacar conclusiones y proporcionar evidencia de un texto para apoyar su comprensión: Lección 2, Nivel 2 – Leer para hacer inferencias usando múltiples características de los textos: Lección 1, Nivel 3 – Leer para hacer inferencias usando múltiples características de los textos: Lección 2, Nivel 2

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(B)</b>	Follow, restate, and give oral instructions that involve a series of related sequences of action; <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Antigua</b></u>  • <b>Unit 2</b>  – Genre Overview (myth/legend and informative article)  – Visual Hook 1 - La idea de Beto (comic strip)  – Visual Hook 2 - Galileo y el telescopio (comic strip)  – D: Compare and Contrast Comic Strips (character and historical figure)  – Minipassages: El mito de Dédalo e Ícaro (myth) & La historia del vuelo humano (informative article), (instruction)  – D: Compare and Contrast Minipassages (character and historical figure)  – Genre Exploratory Scenes: El mito de Prometeo (myth) & La teoría de la Tierra plana: una falacia moderna (informative article)  – Castillo de vocabulario (myth & informative article, game), (instructions)  – P1: El reto de Madre Sol (myth), (instructions)	13  13  13  13  13  13  13  13	<u><b>ISIP Español LA</b></u>  <b>Reading Comprehension:</b>  – Hacer el resumen de un texto manteniendo su significado: Lección 1, Nivel 3  – Hacer el resumen de un texto manteniendo su significado: Lección 2, Nivel 2  <b>Fluency:</b>  – Lectura con fluidez: Lección 1, Nivel 3  – Lectura con fluidez: Lección 2, Nivel 2  – Lectura con fluidez: Lección 3, Nivel 3  – Lectura con fluidez: Lección 4, Nivel 2

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

<b>STANDARDS</b>	<b>WORLD OF GENRES CONTENT</b>	<b>ASSESSMENTS</b>
TEKS = Texas Essential Knowledge and Skills SLAR = Spanish Language Arts and Reading	D = Lesson Skills & Comprehension P1 = Passage 1 P2 = Passage 2 RT = Reteach Passage N/A = Not Applicable	STAAR = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = <b>I</b> station <b>S</b> eguimiento <b>I</b> ndividualizado de <b>P</b> rogreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.1(B)	Follow, restate, and give oral instructions that involve a series of related sequences of action; <b>(cont.)</b>		<p><b>El mundo de los géneros: Época Antigua</b></p> <ul style="list-style-type: none"> <li>• Unit 2</li> <li>– P2: Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article), (instructions)</li> <li>– Castillo de conocimientos (vocabulary &amp; genre (myth and informative article) game, instructions)</li> <li>– RT: El origen del fuego y su uso por los humanos (informative article), (instructions)</li> <li>– Quiz (instructions &amp; corrective feedback)</li> <li>– Compare and Contrast Quiz (instructions &amp; corrective feedback)</li> <li>– Genre Exploratory Scene Selective Reading (play, biography, myth/legend, and informative article)</li> </ul>	         13  13  13  13  13  13	<p><b>Cycle-based</b></p> <p><b>Vocabulary:</b></p> <p><b>Cycle 13</b></p> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 1: Vocabulario - aprender prefijos y sus significados</li> <li>– Ciclo 13, Lección 2: Vocabulario - aprender prefijos y sus significados</li> <li>– Ciclo 13, Lección 1: Vocabulario - antónimos</li> <li>– Ciclo 13, Lección 2: Vocabulario - antónimos</li> <li>– Ciclo 13, Lección 3: Vocabulario - antónimos</li> <li>– Ciclo 13, Lección 4: Vocabulario - antónimos</li> </ul>

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

**STANDARDS**

TEKS = Texas Essential Knowledge and Skills

SLAR = Spanish Language Arts and Reading

**WORLD OF GENRES CONTENT**

D = Lesson Skills & Comprehension

P1 = Passage 1

P2 = Passage 2

RT = Reteach Passage

N/A = Not Applicable

**ASSESSMENTS**

STAAR = State of Texas Assessments of Academic Readiness

√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum

ISIP Español LA = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 1

#### 4<sup>th</sup> Grade

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.1(B)	Follow, restate, and give oral instructions that involve a series of related sequences of action; (cont.)		<b><u>El mundo de los géneros: Época Moderna</u></b>  • Unit 3  – Genre Overview (poetry and persuasive text)  – Visual Hook 1 - Alanzita (Neighborhood)  – Visual Hook 2 - Alanza (big city)  – D: Compare and Contrast Neighborhood and Big City (author's perspective)  – Minipassages: Rogelio Robles Respaldiza (lyric poetry) & Por favor, reciclen (persuasive text), (instruction)  – D: Compare and Contrast Minipassages (author's perspective)  – Genre Exploratory Scenes: Rosaleda (lyric poetry) and Nuestro ambiente (free verse) & Para: Mario y Perla (persuasive text)  – Tráfico de palabras (lyric poetry and persuasive text, instructions)	14 14 14 14 14 14 14	<b><u>Cycle-based</u></b>  <b>Vocabulary:</b>  <b>Cycle 13</b>  – Ciclo 13, Lección 1: Vocabulario - palabras homónimas  – Ciclo 13, Lección 2: Vocabulario - palabras homónimas  – Ciclo 13, Lección 1: Vocabulario - aprender sufijos y sus significados  – Ciclo 13, Lección 2: Vocabulario - aprender sufijos y sus significados  – Ciclo 13, Lección 1: Vocabulario - palabras con raíces griegas  – Ciclo 13, Lección 2: Vocabulario - palabras con raíces griegas

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(B)</b>	Follow, restate, and give oral instructions that involve a series of related sequences of action; <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Moderna</b></u>  • <b>Unit 3</b>  – P1: La Raya (lyric poetry), (instructions)  – P2: Estimada profesora Piernavieja (persuasive text), (instructions)  – En busca de conocimientos (vocabulary & genre (lyric poetry and persuasive text) game, instructions)  – RT: Futuros Programadores de América (persuasive text), (instructions)  – Quiz (instructions & corrective feedback)  – Compare and Contrast Quiz (instructions & corrective feedback)  – Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech)	14  14  14  14  14	<u><b>Cycle-based</b></u>  <b>Vocabulary:</b>  <b>Cycle 14</b>  – Ciclo 14, Lección 1: Vocabulario - analogías con antónimos  – Ciclo 14, Lección 2: Vocabulario - analogías con antónimos  – Ciclo 14, Lección 1: Vocabulario - palabras homónimas  – Ciclo 14, Lección 1: Vocabulario - usar claves de contexto  – Ciclo 14, Lección 2: Vocabulario - usar claves de contexto  – Ciclo 14, Lección 3: Vocabulario - usar claves de contexto  – Ciclo 14, Lección 4: Vocabulario - usar claves de contexto

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(B)</b>	Follow, restate, and give oral instructions that involve a series of related sequences of action; <b>(cont.)</b>		<p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <p><b>• Unit 4</b></p> <p>– Genre Overview (realistic fiction and speech)</p> <p>– Visual Hook 1 - La fotosíntesis (diagram)</p> <p>– Visual Hook 2 - La Estatua de la Libertad (diagram)</p> <p>– D: Compare and Contrast Diagrams (author's purpose)</p> <p>– Minipassages: Papazilla (realistic fiction) &amp; Un discurso a mi papá (speech), (instruction)</p> <p>– D: Compare and Contrast Minipassages (author's purpose)</p> <p>– Genre Exploratory Scenes: Odi y el niño gigante (realistic fiction) &amp; Estimado soñador (speech)</p> <p>– Tráfico de palabras (realistic fiction and speech, vocabulary game, instructions)</p>	<p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p>	<p><b><u>Cycle-based</u></b></p> <p><b>Vocabulary:</b></p> <p><b>Cycle 14</b></p> <p>– Ciclo 14, Lección 1: Vocabulario - aprender prefijos y sus significados</p> <p>– Ciclo 14, Lección 2: Vocabulario - aprender prefijos y sus significados</p> <p>– Ciclo 14, Lección 3: Vocabulario - aprender prefijos y sus significados</p> <p>– Ciclo 14, Lección 4: Vocabulario - aprender prefijos y sus significados</p> <p><b>Cycle 15</b></p> <p>– Ciclo 15, Lección 1: Vocabulario - aprender sufijos y raíces y sus significados</p> <p>– Ciclo 15, Lección 1: Vocabulario - aprender palabras derivadas</p>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(B)</b>	Follow, restate, and give oral instructions that involve a series of related sequences of action; ( <b>cont.</b> )		<p><u><b>El mundo de los géneros: Época Moderna</b></u></p> <p><b>• Unit 4</b></p> <ul style="list-style-type: none"> <li>– P1: Doña Zoraida, la bruja del barrio (realistic fiction), (instructions)</li> <li>– P2: Un discurso sobre la unión (speech), (instructions)</li> <li>– En busca de conocimientos (vocabulary and genre (realistic fiction and speech) game, instructions)</li> <li>– RT: Solidaridad (speech, instructions)</li> <li>– Quiz (instructions &amp; corrective feedback)</li> <li>– Compare and Contrast Quiz (instructions &amp; corrective feedback)</li> <li>– Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech)</li> </ul>	<p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p>	<p><u><b>Cycle-based</b></u></p> <p><b>Vocabulary:</b></p> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 2: Vocabulario - aprender palabras derivadas</li> <li>– Ciclo 15, Lección 1: Vocabulario - palabras con raíces latinas y griegas</li> <li>– Ciclo 15, Lección 2: Vocabulario - palabras con raíces latinas y griegas</li> <li>– Ciclo 15, Lección 3: Vocabulario - palabras con raíces latinas y griegas</li> <li>– Ciclo 15, Lección 4: Vocabulario - palabras con raíces latinas y griegas</li> <li>– Ciclo 15, Lección 1: Vocabulario - usar claves de contexto</li> <li>– Ciclo 15, Lección 2: Vocabulario - usar claves de contexto</li> </ul>

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = <b>I</b>station <b>S</b>eguimiento <b>I</b>ndividualizado de <b>P</b>rogreso Lectura Avanzada</p>

### Strand 1

#### 4<sup>th</sup> Grade

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(B)</b>	Follow, restate, and give oral instructions that involve a series of related sequences of action; <b>(cont.)</b>		<p><b><u>El mundo de los géneros: Época Futura</u></b></p> <p><b>• Unit 5</b></p> <ul style="list-style-type: none"> <li>– Genre Overview (science fiction and procedural text)</li> <li>– Visual Hook 1 - El aterrizaje (comic book)</li> <li>– Visual Hook 2 - Cómo resistir la gravedad (flowchart)</li> <li>– D: Compare and Contrast Comic Book and Flowchart (message and main idea)</li> <li>– Minipassages: La invasión (science fiction) &amp; Cómo hacer un aerodeslizador de mesa (procedural text), (instruction)</li> <li>– D: Compare and Contrast Minipassages - message and main idea</li> <li>– Genre Exploratory Scenes: La Mano Amiga (science fiction) &amp; Un jardín vertical (procedural text)</li> <li>– El Tragapalabras (science fiction and procedural text, instructions, &amp; digital dictionary)</li> </ul>	<p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p>	<p><b><u>Cycle-based</u></b></p> <p><b>Vocabulary:</b></p> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 3: Vocabulario - usar claves de contexto</li> <li>– Ciclo 15, Lección 4: Vocabulario - usar claves de contexto</li> </ul> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 13</b></p> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 13, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 13, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)</li> </ul>

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 1

#### 4<sup>th</sup> Grade

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(B)</b>	Follow, restate, and give oral instructions that involve a series of related sequences of action; <b>(cont.)</b>		<p><u><b>El mundo de los géneros: Época Futura</b></u></p> <ul style="list-style-type: none"> <li>• <b>Unit 5</b></li> <li>– P1: El Tubo del Tiempo (science fiction), (instructions)</li> <li>– P2: Cómo hacer un electroimán (procedural text), (instructions)</li> <li>– Taller de conocimientos (vocabulary &amp; genre (science fiction and procedural text) game, instructions)</li> <li>– RT: Cómo hacer un circuito solar (procedural text), (instructions)</li> <li>– Quiz (instructions &amp; corrective feedback)</li> <li>– Compare and Contrast Quiz (instructions &amp; corrective feedback)</li> <li>– Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text)</li> </ul>	15 15 15 15 15 15	<p><u><b>Cycle-based</b></u></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 13</b></p> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 13, Lección 1: Identificar la idea principal y los detalles</li> <li>– Ciclo 13, Lección 1: Características de los géneros de ficción (mito)</li> <li>– Ciclo 13, Lección 2: Características de los géneros de no ficción (artículo informativo)</li> </ul> <p><b>Cycle 14</b></p> <ul style="list-style-type: none"> <li>– Ciclo 14, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 14, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(B)</b>	Follow, restate, and give oral instructions that involve a series of related sequences of action; <b>(cont.)</b>		<b><u>El mundo de los géneros: Época Futura</u></b>  <b>• Unit 6</b>  – Genre Overview (fantasy and explanatory text)  – Visual Hook 1 - La búsqueda de Elaria (illustrated story)  – Visual Hook 2 - Red alimentaria de Yellowstone (food web)  – D: Compare and Contrast Illustrated Story and Food Web (summary)  – Minipassages: Las lágrimas de la dragona (fantasy) & La partida de los lobos de Yellowstone (explanatory text). (instruction)  – D: Compare and Contrast Minipassages (summary)  – Genre Exploratory Scenes: Colorandia (fantasy) & Cómo nace una estrella (explanatory text)  – El Tragapalabras (fantasy and explanatory text, vocabulary game, instructions)	15  15  15  15  15  15	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 14</b>  – Ciclo 14, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 14, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 14, Lección 1: Encontrar la idea principal en textos de no ficción  – Ciclo 14, Lección 2: Encontrar la idea principal en textos de no ficción  – Ciclo 14, Lección 1: Lenguaje sensorial o figurado  – Ciclo 14, Lección 2: Lenguaje sensorial o figurado  – Ciclo 14, Lección 1: Características de los géneros de ficción (ficción realista)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(B)</b>	Follow, restate, and give oral instructions that involve a series of related sequences of action; <b>(cont.)</b>		<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 6</b>  – P1: El regreso del reino (fantasy), (instructions)  – P2: El regreso de los lobos a Yellowstone (explanatory text), (instructions)  – Taller de conocimientos (vocabulary & genre (fantasy and explanatory text) game, instructions)  – RT: Antídotos para la plaga del plástico (explanatory text, instructions)  – Quiz (instructions & corrective feedback)  – Compare and Contrast Quiz (instructions & corrective feedback)  – Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text)	15  15  15  15  15  15	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 14</b> – Ciclo 14, Lección 2: Características de los géneros de no ficción (discurso)  <b>Cycle 15</b> – Ciclo 15, Lección 1: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 2: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 3: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 1: Identificar y analizar la idea principal en textos de instrucción

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **Istation Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(B)</b>	Follow, restate, and give oral instructions that involve a series of related sequences of action; <b>(cont.)</b>				<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 2: Identificar y analizar la idea principal en textos de instrucción</li> <li>– Ciclo 15, Lección 1: Resumir textos de fantasía</li> <li>– Ciclo 15, Lección 2: Resumir textos de fantasía</li> <li>– Ciclo 15, Lección 1: Características de los géneros de no ficción (Texto de instrucción)</li> <li>– Ciclo 15, Lección 2: Características de los géneros de no ficción (Texto de instrucción)</li> <li>– Ciclo 15, Lección 1: Características de los géneros de ficción (Fantasía)</li> <li>– Ciclo 15, Lección 2: Características de los géneros de ficción (Fantasía)</li> </ul> <p><b>Writing:</b></p> <p><b>Cycle 11</b></p> <ul style="list-style-type: none"> <li>– Ciclo 11, Lección 21: Escritura (informative writing)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(B)</b>	Follow, restate, and give oral instructions that involve a series of related sequences of action; <b>(cont.)</b>				<p><u><b>Cycle-based</b></u></p> <p><b>Writing:</b></p> <p><b>Cycle 11</b></p> <ul style="list-style-type: none"> <li>– Ciclo 11, Lección 22: Escritura (news report)</li> <li>– Ciclo 11, Lección 23: Escritura (informative letter)</li> <li>– Ciclo 11, Lección 24: Escritura (diary of an adventure)</li> <li>– Ciclo 11, Lección 25: Escritura (letter to a hero)</li> </ul> <p><b>Cycle 12</b></p> <ul style="list-style-type: none"> <li>– Ciclo 12, Lección 26: Escritura (descriptive writing)</li> <li>– Ciclo 12, Lección 27: Escritura (biography)</li> <li>– Ciclo 12, Lección 28: Escritura (summary)</li> <li>– Ciclo 12, Lección 29: Escritura (weather letter)</li> <li>– Ciclo 12, Lección 30: Escritura (comparative essay)</li> </ul>

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 1

#### 4<sup>th</sup> Grade

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(B)</b>	Follow, restate, and give oral instructions that involve a series of related sequences of action; <b>(cont.)</b>				<p><b><u>Cycle-based</u></b></p> <p><b>Writing:</b></p> <p><b>Cycle 12</b></p> <ul style="list-style-type: none"> <li>– Ciclo 12, Lección 31: Escritura (email)</li> <li>– Ciclo 12, Lección 32: Escritura (pamphlet)</li> <li>– Ciclo 12, Lección 33: Escritura (predictive writing)</li> <li>– Ciclo 12, Lección 34: Escritura (newspaper article)</li> <li>– Ciclo 12, Lección 35: Escritura (magazine article)</li> <li>– Ciclo 12, Lección 36: Escritura (recommendation or referral)</li> <li>– Ciclo 12, Lección 37: Escritura (speech)</li> <li>– Ciclo 12, Lección 38: Escritura (poster)</li> <li>– Ciclo 12, Lección 39: Escritura (imaginary story)</li> <li>– Ciclo 12, Lección 40: Escritura (persuasive speech)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(C)</b>	Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and		N/A		<b>Cycle-based</b>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing, drafting: concluding statement, revising final draft)
<b>4.1(D)</b>	Work collaboratively with others to develop a plan of shared responsibilities.		N/A		<b>ISIP Español LA</b>  <b>Spelling:</b> – Utilizar y reconocer diferentes conjunciones: Lección 1, Nivel 3 – Utilizar y reconocer diferentes conjunciones: Lección 2, Nivel 2  <b>Fluency:</b> – Lectura con fluidez: Lección 1, Nivel 3 – Lectura con fluidez: Lección 2, Nivel 2 – Lectura con fluidez: Lección 3, Nivel 3 – Lectura con fluidez: Lección 4, Nivel 2

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.1(D)	Work collaboratively with others to develop a plan of shared responsibilities. <b>(cont.)</b>		N/A		<u>Cycle-based</u>  <b>Vocabulary:</b>  <b>Cycle 13</b> – Ciclo 13, Lección 1: Vocabulario - aprender prefijos y sus significados – Ciclo 13, Lección 2: Vocabulario - aprender prefijos y sus significados – Ciclo 13, Lección 1: Vocabulario - antónimos – Ciclo 13, Lección 2: Vocabulario - antónimos – Ciclo 13, Lección 3: Vocabulario - antónimos – Ciclo 13, Lección 4: Vocabulario - antónimos – Ciclo 13, Lección 1: Vocabulario - palabras homónimas – Ciclo 13, Lección 2: Vocabulario - palabras homónimas – Ciclo 13, Lección 1: Vocabulario - aprender sufijos y sus significados – Ciclo 13, Lección 2: Vocabulario - aprender sufijos y sus significados – Ciclo 13, Lección 1: Vocabulario - palabras con raíces griegas – Ciclo 13, Lección 2: Vocabulario - palabras con raíces griegas

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(D)</b>	Work collaboratively with others to develop a plan of shared responsibilities. <b>(cont.)</b>		<b>N/A</b>		<p><b><u>Cycle-based</u></b></p> <p><b>Vocabulary:</b></p> <p><b>Cycle 14</b></p> <ul style="list-style-type: none"> <li>– Ciclo 14, Lección 1: Vocabulario - palabras homónimas</li> <li>– Ciclo 14, Lección 1: Vocabulario - usar claves de contexto</li> <li>– Ciclo 14, Lección 2: Vocabulario - usar claves de contexto</li> <li>– Ciclo 14, Lección 3: Vocabulario - usar claves de contexto</li> <li>– Ciclo 14, Lección 4: Vocabulario - usar claves de contexto</li> <li>– Ciclo 14, Lección 1: Vocabulario - aprender prefijos y sus significados</li> <li>– Ciclo 14, Lección 2: Vocabulario - aprender prefijos y sus significados</li> <li>– Ciclo 14, Lección 3: Vocabulario - aprender prefijos y sus significados</li> </ul> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 1: Vocabulario - aprender sufijos y raíces y sus significados</li> <li>– Ciclo 15, Lección 1: Vocabulario - aprender palabras derivadas</li> <li>– Ciclo 15, Lección 2: Vocabulario - aprender palabras derivadas</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(D)</b>	Work collaboratively with others to develop a plan of shared responsibilities. <b>(cont.)</b>		<b>N/A</b>		<p><b><u>Cycle-based</u></b></p> <p><b>Vocabulary:</b></p> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 1: Vocabulario - palabras con raíces latinas y griegas</li> <li>– Ciclo 15, Lección 2: Vocabulario - palabras con raíces latinas y griegas</li> <li>– Ciclo 15, Lección 3: Vocabulario - palabras con raíces latinas y griegas</li> <li>– Ciclo 15, Lección 4: Vocabulario - palabras con raíces latinas y griegas</li> <li>– Ciclo 15, Lección 1: Vocabulario - usar claves de contexto</li> <li>– Ciclo 15, Lección 2: Vocabulario - usar claves de contexto</li> <li>– Ciclo 15, Lección 3: Vocabulario - usar claves de contexto</li> <li>– Ciclo 15, Lección 4: Vocabulario - usar claves de contexto</li> </ul> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 13</b></p> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 13, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(D)</b>	Work collaboratively with others to develop a plan of shared responsibilities. <b>(cont.)</b>		N/A		<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 13</b></p> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 1: Identificar la idea principal y los detalles</li> <li>– Ciclo 13, Lección 1: Características de los géneros de ficción (mito)</li> <li>– Ciclo 13, Lección 2: Características de los géneros de no ficción (artículo informativo)</li> </ul> <p><b>Cycle 14</b></p> <ul style="list-style-type: none"> <li>– Ciclo 14, Lección 1: Encontrar la idea principal en textos de no ficción</li> <li>– Ciclo 14, Lección 2: Encontrar la idea principal en textos de no ficción</li> <li>– Ciclo 14, Lección 1: Lenguaje sensorial o figurado</li> <li>– Ciclo 14, Lección 2: Lenguaje sensorial o figurado</li> <li>– Ciclo 14, Lección 1: Características de los géneros de ficción (ficción realista)</li> <li>– Ciclo 14, Lección 2: Características de los géneros de no ficción (discurso)</li> </ul> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(D)</b>	Work collaboratively with others to develop a plan of shared responsibilities. <b>(cont.)</b>		<b>N/A</b>		<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 15, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 15, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 15, Lección 1: Identificar y analizar la idea principal en textos de instrucción</li> <li>– Ciclo 15, Lección 2: Identificar y analizar la idea principal en textos de instrucción</li> <li>– Ciclo 15, Lección 1: Resumir textos de fantasía</li> <li>– Ciclo 15, Lección 2: Resumir textos de fantasía</li> <li>– Ciclo 15, Lección 1: Características de los géneros de no ficción (Texto de instrucción)</li> <li>– Ciclo 15, Lección 2: Características de los géneros de no ficción (Texto de instrucción)</li> <li>– Ciclo 15, Lección 1: Características de los géneros de ficción (Fantasía)</li> <li>– Ciclo 15, Lección 2: Características de los géneros de ficción (Fantasía)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(D)</b>	Work collaboratively with others to develop a plan of shared responsibilities. <b>(cont.)</b>		<b>N/A</b>		<b><u>Cycle-based</u></b>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing) – Ciclo 11, Lección 22: Escritura (news report) – Ciclo 11, Lección 23: Escritura (informative letter) – Ciclo 11, Lección 24: Escritura (diary of an adventure) – Ciclo 11, Lección 25: Escritura (letter to a hero)  <b>Cycle 12</b> – Ciclo 12, Lección 26: Escritura (descriptive writing) – Ciclo 12, Lección 27: Escritura (biography) – Ciclo 12, Lección 28: Escritura (summary) – Ciclo 12, Lección 29: Escritura (weather letter) – Ciclo 12, Lección 30: Escritura (comparative essay) – Ciclo 12, Lección 31: Escritura (email)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 1

#### 4<sup>th</sup> Grade

**Developing and sustaining foundational language skills:** listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.1(D)</b>	Work collaboratively with others to develop a plan of shared responsibilities. <b>(cont.)</b>		<b>N/A</b>		<b><u>Cycle-based</u></b>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 32: Escritura (pamphlet) – Ciclo 12, Lección 33: Escritura (predictive writing) – Ciclo 12, Lección 34: Escritura (newspaper article) – Ciclo 12, Lección 35: Escritura (magazine article) – Ciclo 12, Lección 36: Escritura (recommendation or referral) – Ciclo 12, Lección 37: Escritura (speech) – Ciclo 12, Lección 38: Escritura (poster) – Ciclo 12, Lección 39: Escritura (imaginary story) – Ciclo 12, Lección 40: Escritura (persuasive speech)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

### Strand 1

#### 4<sup>th</sup> Grade

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.2(A)</b>	<p><b>Demonstrate and apply phonetic knowledge by:</b></p> <p>(i) Decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);</p>		<p><b><u>El mundo de los géneros: Época Antigua</u></b></p> <p><b>• Unit 1</b></p> <ul style="list-style-type: none"> <li>– Minipassages: Frente a la tormenta (play) &amp; La vida de Miguel de Cervantes, el verdadero Quijote (biography), (instruction)</li> <li>– Genre Exploratory Scenes: Don Quijote y la Hidra (play) &amp; Sócrates, una vida llena de reflexión (biography)</li> <li>– Castillo de vocabulario (play &amp; biography, game)</li> <li>– P1: La aventura de los galeotes (play), (digital dictionary)</li> <li>– P2: Platón, en busca de la justicia (biography), (digital dictionary)</li> <li>– Castillo de conocimientos (vocabulary &amp; genre (play and biography) game)</li> <li>– RT: Lady Trieu, guerrera vietnamita (biography), (digital dictionary)</li> <li>– Genre Exploratory Scene Selective Reading (play, biography, informative article, and myth/legend)</li> </ul>	<p>13</p> <p>13</p> <p>13</p> <p>13</p> <p>13</p> <p>13</p> <p>13</p> <p>13</p>	<p><b><u>ISIP Español LA</u></b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>– Utilizar y buscar antónimos con la ayuda de un diccionario: Lección 1, Nivel 3</li> <li>– Utilizar y buscar antónimos con la ayuda de un diccionario: Lección 2, Nivel 2</li> <li>– Utilizar y buscar sinónimos con la ayuda de un diccionario: Lección 1, Nivel 3</li> <li>– Utilizar y buscar sinónimos con la ayuda de un diccionario: Lección 2, Nivel 2</li> <li>– Identificar y usar palabras homónimas (homófonas y homógrafas): Lección 1, Nivel 3</li> <li>– Identificar y usar palabras homónimas (homófonas y homógrafas): Lección 2, Nivel 2</li> </ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>– Lectura con fluidez: Lección 1, Nivel 3</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.2(A)</b>	<b>Demonstrate and apply phonetic knowledge by:</b>  (i) Decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate); <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Antigua</b></u>  <b>• Unit 2</b>  – Visual Hook 1 - La idea de Beto (comic strip)  – Visual Hook 2 - Galileo y el telescopio (comic strip)  – Minipassages: El mito de Dédalo e Ícaro (myth) & La historia del vuelo humano (informative article), (instruction) – Genre Exploratory Scenes: El mito de Prometeo (myth) & La teoría de la Tierra plana: una falacia moderna (informative article)  – Castillo de vocabulario (myth & informative article, game)  – P1: El reto de Madre Sol (myth), (digital dictionary)  – P2: Desde la Tierra hasta el Sol (informative article)  – Castillo de conocimientos (vocabulary & genre (myth and informative article) game)	13  13  13  13  13  13  13	<u><b>ISIP Español LA</b></u>  <b>Fluency:</b>  – Lectura con fluidez: Lección 2, Nivel 2  – Lectura con fluidez: Lección 3, Nivel 3  – Lectura con fluidez: Lección 4, Nivel 2  <u><b>Cycle-based</b></u>  <b>Vocabulary:</b>  <b>Cycle 13</b>  – Ciclo 13, Lección 1: Vocabulario - aprender prefijos y sus significados  – Ciclo 13, Lección 2: Vocabulario - aprender prefijos y sus significados

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

### Strand 1

#### 4<sup>th</sup> Grade

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.2(A)</b>	<b>Demonstrate and apply phonetic knowledge by:</b>  (i) Decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate); <b>(cont.)</b>		<p><b><u>El mundo de los géneros: Época Antigua</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 2</b></li> <li>– RT: El origen del fuego y su uso por los humanos (informative article), (digital dictionary)</li> <li>– Genre Exploratory Scene Selective Reading (play, biography, informative article, and myth/legend)</li> </ul> <p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 3</b></li> <li>– Minipassages: Rogelio Robles Respaldiza (lyric poetry) &amp; Por favor, reciclen (persuasive text), (instruction)</li> <li>– Genre Exploratory Scenes: Rosaleda (lyric poetry) and Nuestro ambiente (free verse) &amp; Para: Mario y Perla (persuasive text)</li> <li>– Tráfico de palabras (lyric poetry and persuasive text, game)</li> <li>– P1: La Raya (lyric poetry), (digital dictionary)</li> </ul>	<p style="text-align: center;">13</p> <p style="text-align: center;">13</p> <p style="text-align: center;">14</p> <p style="text-align: center;">14</p> <p style="text-align: center;">14</p> <p style="text-align: center;">14</p>	<p><b><u>Cycle-based</u></b></p> <p><b>Vocabulary:</b></p> <p><b>Cycle 13</b></p> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 1: Vocabulario - antónimos</li> <li>– Ciclo 13, Lección 2: Vocabulario - antónimos</li> <li>– Ciclo 13, Lección 3: Vocabulario - antónimos</li> <li>– Ciclo 13, Lección 4: Vocabulario - antónimos</li> <li>– Ciclo 13, Lección 1: Vocabulario - aprender sufijos y sus significados</li> <li>– Ciclo 13, Lección 2: Vocabulario - aprender sufijos y sus significados</li> <li>– Ciclo 13, Lección 1: Vocabulario - palabras homónimas</li> </ul>

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

### Strand 1

#### 4<sup>th</sup> Grade

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.2(A)</b>	<p><b>Demonstrate and apply phonetic knowledge by:</b></p> <p>(i) Decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate); <b>(cont.)</b></p>		<p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 3</b> <ul style="list-style-type: none"> <li>– P2: Estimada profesora Piernavieja (persuasive text), (digital dictionary)</li> <li>– En busca de conocimientos (vocabulary &amp; genre (lyric poetry and persuasive text) game)</li> <li>– RT: Futuros Programadores de América (persuasive text), (digital dictionary)</li> <li>– Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech)</li> </ul> </li> <li>• <b>Unit 4</b> <ul style="list-style-type: none"> <li>– Minipassages: Papazilla (realistic fiction) &amp; Un discurso a mi papá (speech), (instruction)</li> <li>– Genre Exploratory Scenes: Odi y el niño gigante (realistic fiction) &amp; Estimado soñador (speech)</li> <li>– Tráfico de palabras (realistic fiction and speech, vocabulary game)</li> </ul> </li> </ul>	<p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p>	<p><b><u>Cycle-based</u></b></p> <p><b>Vocabulary:</b></p> <p><b>Cycle 13</b></p> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 2: Vocabulario - palabras homónimas</li> <li>– Ciclo 13, Lección 1: Vocabulario - palabras con raíces griegas</li> <li>– Ciclo 13, Lección 2: Vocabulario - palabras con raíces griegas</li> </ul> <p><b>Cycle 14</b></p> <ul style="list-style-type: none"> <li>– Ciclo 14, Lección 1: Vocabulario - analogías con antónimos</li> <li>– Ciclo 14, Lección 2: Vocabulario - analogías con antónimos</li> <li>– Ciclo 14, Lección 1: Vocabulario - palabras homónimas</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
 Alignment of SLAR TEKS and **I**station Español Activities

<b>STANDARDS</b>	<b>WORLD OF GENRES CONTENT</b>	<b>ASSESSMENTS</b>
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2  <b>RT</b> = Reteach Passage  <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = <b>I</b> station <b>S</b> eguimiento <b>I</b> ndividualizado de <b>P</b> rogreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.2(A)	<b>Demonstrate and apply phonetic knowledge by:</b>  (i) Decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate); <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Moderna</b></u>  • <b>Unit 4</b>  – P1: Doña Zoraida, la bruja del barrio (ficción realista), (digital dictionary)  – P2: Un discurso sobre la unión (discurso), (digital dictionary)  – En busca de conocimientos (vocabulary and genre (realistic fiction and speech) game)  – RT: Solidaridad (discurso), (digital dictionary)  – Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech)  <u><b>El mundo de los géneros: Época Futura</b></u>  • <b>Unit 5</b>  – Visual Hook 1 - El aterrizaje (comic book)	             14  14  14  14  14  15	<u>Cycle-based</u>  <b>Vocabulary:</b>  <b>Cycle 14</b>  – Ciclo 14, Lección 1: Vocabulario - usar claves de contexto  – Ciclo 14, Lección 2: Vocabulario - usar claves de contexto  – Ciclo 14, Lección 3: Vocabulario - usar claves de contexto  – Ciclo 14, Lección 4: Vocabulario - usar claves de contexto  – Ciclo 14, Lección 1: Vocabulario - aprender prefijos y sus significados  – Ciclo 14, Lección 2: Vocabulario - aprender prefijos y sus significados  – Ciclo 14, Lección 3: Vocabulario - aprender prefijos y sus significados

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 1

#### 4<sup>th</sup> Grade

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.2(A)</b>	<b>Demonstrate and apply phonetic knowledge by:</b>  (i) Decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate); <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Futura</b></u>  • <b>Unit 5</b>  – Visual Hook 2 - Cómo resistir la gravedad (flowchart)  – Minipassages: La invasión (science fiction) & Cómo hacer un aerodeslizador de mesa (procedural text), (instruction)  – Genre Exploratory Scenes: La Mano Amiga (science fiction) & Un jardín vertical (procedural text)  – El Tragapalabras (science fiction and procedural text, vocabulary game)  – P1: El Tubo del Tiempo (science fiction), (digital dictionary)  – P2: Cómo hacer un electroimán (procedural text), (digital dictionary)  – Taller de conocimientos (vocabulary & genre (science fiction and procedural text) game)  – RT: Cómo hacer un circuito solar (procedural text), (digital dictionary)	15  15  15  15  15  15	<u><b>Cycle-based</b></u>  <b>Vocabulary:</b>  <b>Cycle 14</b>  – Ciclo 14, Lección 4: Vocabulario - aprender prefijos y sus significados  <b>Cycle 15</b>  – Ciclo 15, Lección 1: Vocabulario - aprender sufijos y raíces y sus significados  – Ciclo 15, Lección 1: Vocabulario - aprender palabras derivadas  – Ciclo 15, Lección 2: Vocabulario - aprender palabras derivadas  – Ciclo 15, Lección 1: Vocabulario - palabras con raíces latinas y griegas  – Ciclo 15, Lección 2: Vocabulario - palabras con raíces latinas y griegas

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2  <b>RT</b> = Reteach Passage  <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum  <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 1

#### 4<sup>th</sup> Grade

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.2(A)	<b>Demonstrate and apply phonetic knowledge by:</b>  (i) Decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate); <b>(cont.)</b>		<b><u>El mundo de los géneros: ÉpoCa Futura</u></b>  <b>• Unit 5</b> – Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text)  <b>• Unit 6</b> – Visual Hook 1 - La búsqueda de Elaria (illustrated story) – Visual Hook 2 - Red alimentaria de Yellowstone (food web) – Minipassages: Las lágrimas de la dragona (fantasy) & La partida de los lobos de Yellowstone (explanatory text), (instruction) – Genre Exploratory Scenes: Colorandia (fantasy) & Cómo nace una estrella (explanatory text) – El Tragapalabras (science fiction and procedural text, vocabulary game) – P1: El regreso del reino (fantasy), (digital dictionary)	  15    15  15  15  15  15	<b><u>Cycle-based</u></b>  <b>Vocabulary:</b>  <b>Cycle 15</b>  – Ciclo 15, Lección 3: Vocabulario - palabras con raíces latinas y griegas  – Ciclo 15, Lección 4: Vocabulario - palabras con raíces latinas y griegas  – Ciclo 15, Lección 1: Vocabulario - usar claves de contexto  – Ciclo 15, Lección 2: Vocabulario - usar claves de contexto  – Ciclo 15, Lección 3: Vocabulario - usar claves de contexto  – Ciclo 15, Lección 4: Vocabulario - usar claves de contexto

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.2(A)</b>	<b>Demonstrate and apply phonetic knowledge by:</b>  (i) Decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate); <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Futura</b></u>  • <b>Unit 6</b>  – P2: El regreso de los lobos a Yellowstone (explanatory text), (digital dictionary)  – Taller de conocimientos (vocabulary & genre (fantasy and explanatory text) game)  – RT: Antídotos para la plaga del plástico (explanatory text), (digital dictionary)  – Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text)	          15          15          15          15	<u><b>All the color and black and white copies of the passages on Istation Español</b></u>  – La aventura de los galeotes (play)  – Sócrates, una vida llena de reflexión (biography)  – Lady Trieu, guerrera vietnamita (biography)  – El reto de Madre Sol (myth)  – Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)  – El origen del fuego y su uso por los humanos (informative article)  – La Raya (lyric poetry)  – Estimada profesora Piernavieja (persuasive text)  – Futuros Programadores de América (persuasive text)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 1

#### 4<sup>th</sup> Grade

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.2(A)</b>	<b>Demonstrate and apply phonetic knowledge by:</b>  (i) Decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate); <b>(cont.)</b>				<u><b>All the color and black and white copies of the passages on Istation Español</b></u>  – Doña Zoraida, la bruja del barrio (realistic fiction)  – Un discurso sobre la unión (speech)  – Solidaridad (speech)  – El Tubo del Tiempo (science fiction)  – Cómo hacer un electroimán (procedural text)  – Cómo hacer un circuito solar (procedural text)  – El regreso del reino (fantasy)  – El regreso de los lobos a Yellowstone (explanatory text)  – Antídotos para la plaga del plástico (explanatory text)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

### Strand 1

#### 4<sup>th</sup> Grade

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.2(A)	<p><b>Demonstrate and apply phonetic knowledge by:</b></p> <p>(iv) Decoding words with prefixes and suffixes;</p>		<p><u><b>El mundo de los géneros: Época Antigua</b></u></p> <p>• <b>Unit 1</b></p> <ul style="list-style-type: none"> <li>– Castillo de conocimientos (vocabulary &amp; genre [play and biography] game)</li> <li>– P1: La aventura de los galeotes (play), (digital dictionary)</li> <li>– P2: Platón, en busca de la justicia (biography), (digital dictionary)</li> <li>– Castillo de vocabulario (play and biography, vocabulary game)</li> <li>– RT: Lady Trieu, guerrera vietnamita (biography), (digital dictionary)</li> </ul> <p>• <b>Unit 2</b></p> <ul style="list-style-type: none"> <li>– Castillo de vocabulario (myth &amp; informative article, game)</li> </ul>	<p>13</p> <p>13</p> <p>13</p> <p>13</p> <p>13</p>	<p><u><b>Cycle-based</b></u></p> <p><b>Vocabulary:</b></p> <p><b>Cycle 13</b></p> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 1: Vocabulario - aprender prefijos y sus significados</li> <li>– Ciclo 13, Lección 2: Vocabulario - aprender prefijos y sus significados</li> <li>– Ciclo 13, Lección 1: Vocabulario - aprender sufijos y sus significados</li> <li>– Ciclo 13, Lección 2: Vocabulario - aprender sufijos y sus significados</li> <li>– Ciclo 13, Lección 2: Vocabulario - palabras con raíces griegas</li> <li>– Ciclo 13, Lección 1: Vocabulario - palabras con raíces griegas</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
TEKS = Texas Essential Knowledge and Skills SLAR = Spanish Language Arts and Reading	D = Lesson Skills & Comprehension P1 = Passage 1 P2 = Passage 2 RT = Reteach Passage N/A = Not Applicable	STAAR = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum ISIP Español LA = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.2(A)</b>	<b>Demonstrate and apply phonetic knowledge by:</b>  (iv) Decoding words with prefixes and suffixes; <b>(cont.)</b>		<b><u>El mundo de los géneros: Época Antigua</u></b>		<b><u>Cycle-based</u></b>
			• <b>Unit 2</b>		<b>Vocabulary:</b>
			– P1: El reto de Madre Sol (myth), (digital dictionary)	13	<b>Cycle 14</b>
			– P2: Desde la Tierra hasta el Sol (informative article)	13	– Ciclo 14, Lección 1: Vocabulario - aprender prefijos y sus significados
			– Castillo de vocabulario (myth and informative article, vocabulary game)	13	– Ciclo 14, Lección 2: Vocabulario - aprender prefijos y sus significados
– RT: El origen del fuego y su uso por los humanos (informative article), (digital dictionary)	13	– Ciclo 14, Lección 3: Vocabulario - aprender prefijos y sus significados			
			<b><u>El mundo de los géneros: Época Moderna</u></b>		– Ciclo 14, Lección 4: Vocabulario - aprender prefijos y sus significados
			• <b>Unit 3</b>		<b>Cycle 15</b>
			– Tráfico de palabras (lyric poetry and persuasive text, game)	14	– Ciclo 15, Lección 1: Vocabulario - aprender sufijos y raíces y sus significados
			– P1: La Raya (lyric poetry), (digital dictionary)	14	

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**  
**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.2(A)</b>	<b>Demonstrate and apply phonetic knowledge by:</b>  (iv) Decoding words with prefixes and suffixes; <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Moderna</b></u>  • <b>Unit 3</b>  – P2: Estimada profesora Piernavieja (persuasive text), (digital dictionary)  – En busca de conocimientos (vocabulary & genre (lyric poetry and persuasive text) game)  – RT: Futuros Programadores de América (persuasive text), (digital dictionary)  • <b>Unit 4</b>  – Tráfico de palabras (lyric poetry and persuasive text, vocabulary game)  – P1: Doña Zoraida, la bruja del barrio (ficción realista), (digital dictionary)  – P2: Un discurso sobre la unión (discurso), (digital dictionary)	   14   14   14   14   14   14	<u><b>All the color and black and white copies of the passages on Istation Español</b></u>  – La aventura de los galeotes (play)  – Sócrates, una vida llena de reflexión (biography)  – Lady Trieu, guerrera vietnamita (biography)  – El reto de Madre Sol (myth)  – Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)  – El origen del fuego y su uso por los humanos (informative article)  – La Raya (lyric poetry)  – Estimada profesora Piernavieja (persuasive text)  – Futuros Programadores de América (persuasive text)  – Doña Zoraida, la bruja del barrio (realistic fiction)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.2(A)	<b>Demonstrate and apply phonetic knowledge by:</b> (iv) Decoding words with prefixes and suffixes; <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Moderna</b></u>  • <b>Unit 4</b>  – En busca de conocimientos (vocabulary and genre (realistic fiction and speech) game)  – RT: Solidaridad (discurso), (digital dictionary)	14  14	<u><b>All the color and black and white copies of the passages on Istation Español</b></u>  – Un discurso sobre la unión (speech)  – Solidaridad (speech)
4.2(C)	Write legibly in cursive to complete assignments.		N/A		<u><b>Cycle-based</b></u>  <b>Writing:</b>  <b>Cycle 11</b>  – Ciclo 11, Lección 33: Escritura (editing)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.3(A)</b>	Use print or digital resources to determine meaning, syllabication, and pronunciation;	√	<p><b><u>El mundo de los géneros: Época Antigua</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1</b> <ul style="list-style-type: none"> <li>– P1: La aventura de los galeotes (play), (digital dictionary) 13</li> <li>– P2: Platón, en busca de la justicia (biography), (digital dictionary) 13</li> <li>– RT: Lady Trieu, guerrera vietnamita (biography), (digital dictionary) 13</li> <li>– Quiz (passage &amp; digital dictionary) 13</li> </ul> </li> <li>• <b>Unit 2</b> <ul style="list-style-type: none"> <li>– P1: El reto de Madre Sol (myth), (digital dictionary) 13</li> <li>– P2: Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article), (digital dictionary) 13</li> <li>– RT: El origen del fuego y su uso por los humanos (informative article), (digital dictionary) 13</li> <li>– Quiz (passage &amp; digital dictionary) 13</li> </ul> </li> </ul>		<p><b><u>ISIP Español LA</u></b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>– Utilizar y buscar antónimos con la ayuda de un diccionario: Lección 1, Nivel 3</li> <li>– Utilizar y buscar antónimos con la ayuda de un diccionario: Lección 2, Nivel 3</li> <li>– Utilizar y buscar sinónimos con la ayuda de un diccionario: Lección 1, Nivel 3</li> <li>– Utilizar y buscar sinónimos con la ayuda de un diccionario: Lección 2, Nivel 2</li> <li>– Identificar y usar palabras homónimas (homófonas y homógrafas): Lección 1, Nivel 3</li> <li>– Identificar y usar palabras homónimas (homófonas y homógrafas): Lección 2, Nivel 2</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.3(A)</b>	Use print or digital resources to determine meaning, syllabication, and pronunciation; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  <b>• Unit 3</b>  – P1: La Raya (lyric poetry), (digital dictionary)  – P2: Estimada profesora Piernavieja (persuasive text), (digital dictionary)  – RT: Futuros Programadores de América (persuasive text), (digital dictionary)  – Quiz (passage & digital dictionary)	   14  14  14  14	<b><u>Cycle-based</u></b>  <b>Vocabulary:</b>  <b>Cycle 13</b>  – Ciclo 13, Lección 1: Vocabulario - aprender prefijos y sus significados  – Ciclo 13, Lección 2: Vocabulario - aprender prefijos y sus significados  – Ciclo 13, Lección 2: Vocabulario - antónimos  – Ciclo 13, Lección 3: Vocabulario - antónimos  – Ciclo 13, Lección 4: Vocabulario - antónimos  – Ciclo 13, Lección 1: Vocabulario - palabras homónimas  – Ciclo 13, Lección 2: Vocabulario - palabras homónimas  – Ciclo 13, Lección 1: Vocabulario - aprender sufijos y sus significados

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 1

#### 4<sup>th</sup> Grade

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.3(A)</b>	Use print or digital resources to determine meaning, syllabication, and pronunciation; <b>(cont.)</b>	✓	<b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 4</b>  – P1: Doña Zoraida, la bruja del barrio (realistic fiction), (digital dictionary)  – P2: Un discurso sobre la unión (speech), (digital dictionary)  – RT: Solidaridad (speech), (digital dictionary)  <b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 5</b>  – P1: El Tubo del Tiempo (science fiction), (digital dictionary)  – P2: Cómo hacer un electroimán (procedural text), (digital dictionary, visual glossary)  – RT: Cómo hacer un circuito solar (procedural text), (digital dictionary, visual glossary)	14  14  14   15  15  15	<b><u>Cycle-based</u></b>  <b>Vocabulary:</b>  <b>Cycle 13</b>  – Ciclo 13, Lección 2: Vocabulario - aprender sufijos y sus significados  – Ciclo 13, Lección 1: Vocabulario - palabras con raíces griegas  – Ciclo 13, Lección 2: Vocabulario - palabras con raíces griegas  <b>Cycle 14</b>  – Ciclo 14, Lección 1: Vocabulario - analogías con antónimos  – Ciclo 14, Lección 2: Vocabulario - analogías con antónimos  – Ciclo 14, Lección 1: Vocabulario - palabras homónimas

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.3(A)</b>	Use print or digital resources to determine meaning, syllabication, and pronunciation; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  <b>• Unit 6</b>  – P1: El regreso del reino (fantasy), (digital dictionary) – P2: El regreso de los lobos a Yellowstone (explanatory text), (digital dictionary, visual glossary) – RT: Antídotos para la plaga del plástico (explanatory text), (digital dictionary, visual glossary)	15  15  15	<b><u>Cycle-based</u></b>  <b>Vocabulary:</b>  <b>Cycle 14</b> – Ciclo 14, Lección 1: Vocabulario - aprender prefijos y sus significados  – Ciclo 14, Lección 2: Vocabulario - aprender prefijos y sus significados  – Ciclo 14, Lección 3: Vocabulario - aprender sufijos y sus significados  – Ciclo 14, Lección 4: Vocabulario - aprender sufijos y sus significados  <b>Cycle 15</b>  – Ciclo 15, Lección 1: Vocabulario - aprender sufijos y raíces y sus significados  – Ciclo 15, Lección 1: Vocabulario - aprender palabras derivadas  – Ciclo 15, Lección 2: Vocabulario - aprender palabras derivadas

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.3(A)</b>	Use print or digital resources to determine meaning, syllabication, and pronunciation; <b>(cont.)</b>	√			<b><u>Cycle-based</u></b>  <b>Vocabulary:</b>  <b>Cycle 15</b>  – Ciclo 15, Lección 1: Vocabulario - palabras con raíces latinas y griegas  – Ciclo 15, Lección 2: Vocabulario - palabras con raíces latinas y griegas  – Ciclo 15, Lección 3: Vocabulario - palabras con raíces latinas y griegas  – Ciclo 15, Lección 4: Vocabulario - palabras con raíces latinas y griegas  – Ciclo 15, Lección 1: Vocabulario - usar claves de contexto  – Ciclo 15, Lección 2: Vocabulario - usar claves de contexto  – Ciclo 15, Lección 3: Vocabulario - usar claves de contexto  – Ciclo 15, Lección 4: Vocabulario - usar claves de contexto

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.3(A)</b>	Use print or digital resources to determine meaning, syllabication, and pronunciation; <b>(cont.)</b>	√			<b><u>All the color and black and white copies of the passages on Istation Español</u></b>  – La aventura de los galeotes (play)  – Sócrates, una vida llena de reflexión (biography)  – Lady Trieu, guerrera vietnamita (biography)  – El reto de Madre Sol (myth)  – Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)  – El origen del fuego y su uso por los humanos (informative article)  – La Raya (lyric poetry)  – Estimada profesora Piernavieja (persuasive text)  – Futuros Programadores de América (persuasive text)  – Odi y el niño gigante (realistic fiction)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.3(A)</b>	Use print or digital resources to determine meaning, syllabication, and pronunciation; <b>(cont.)</b>	√			<b><u>All the color and black and white copies of the passages on Istation Español</u></b>  – Un discurso sobre la unión (speech)  – Solidaridad (speech)  – El Tubo del Tiempo (science fiction)  – Cómo hacer un electroimán (procedural text)  – Cómo hacer un circuito solar (procedural text)  – El regreso del reino (fantasy)  – El regreso de los lobos a Yellowstone (explanatory text)  – Antídotos para la plaga del plástico (explanatory text)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.3(B)</b>	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  <b>• Unit 1</b> – Castillo de vocabulario (play and biography, vocabulary game) – P2: Platón, en busca de la justicia (biography) – Castillo de conocimientos (vocabulary & genre (play and biography) game) – RT: Lady Trieu, guerrera vietnamita (biography) – Quiz (passage)  <b>• Unit 2</b> – Castillo de vocabulario (myth & informative article, vocabulary game) – RT: El origen del fuego y su uso por los humanos (informative article) – Castillo de conocimientos (vocabulary & genre (myth and informative article) game) – Quiz (passage)	13 13 13 13 13 13 13 13	<b><u>ISIP Español LA</u></b>  <b>Vocabulary:</b> – Identificar y usar palabras homónimas (homófonas y homógrafas): Lección 1, Nivel 3 – Identificar y usar palabras homónimas (homófonas y homógrafas): Lección 2, Nivel 2  <b><u>Cycle-based</u></b>  <b>Vocabulary:</b>  <b>Cycle 13</b> – Ciclo 13, Lección 1: Vocabulario - palabras homónimas – Ciclo 13, Lección 2: Vocabulario - palabras homónimas  <b>Cycle 14</b> – Ciclo 14, Lección 1: Vocabulario - palabras homónimas – Ciclo 14, Lección 1: Vocabulario - usar claves de contexto

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.3(B)</b>	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; <b>(cont.)</b>	√	<b>El mundo de los géneros: Época Moderna</b>  • <b>Unit 3</b> – Tráfico de palabras (lyric poetry, vocabulary game) – P1: La Raya (lyric poetry) – P2: Estimada profesora Piernavieja (persuasive text) – En busca de conocimientos (persuasive text, vocabulary-genre game) – RT: Futuros Programadores de América (persuasive text) – Quiz (passage)  • <b>Unit 4</b> – Tráfico de palabras (realistic fiction and speech) – En busca de conocimientos (realistic fiction and speech, vocabulary-genre game)	  14  14  14  14  14  14  14  14  14	<b>Cycle-based</b>  <b>Vocabulary:</b>  <b>Cycle 14</b> – Ciclo 14, Lección 2: Vocabulario - usar claves de contexto – Ciclo 14, Lección 3: Vocabulario - usar claves de contexto – Ciclo 14, Lección 4: Vocabulario - usar claves de contexto  <b>Cycle 15</b> – Ciclo 15, Lección 1: Vocabulario - usar claves de contexto – Ciclo 15, Lección 2: Vocabulario - usar claves de contexto – Ciclo 15, Lección 3: Vocabulario - usar claves de contexto – Ciclo 15, Lección 4: Vocabulario - usar claves de contexto

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 1

#### 4<sup>th</sup> Grade

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.3(B)</b>	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 5</b>  – El Tragapalabras (science fiction and procedural text, vocabulary game)  – Taller de conocimientos (science fiction and procedural text)  • <b>Unit 6</b>  – El Tragapalabras (fantasy and explanatory text, vocabulary game)  – Taller de conocimientos (fantasy and explanatory text, vocabulary-genre game)	15  15  15  15	
<b>4.3(C)</b>	Identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele;	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  • <b>Unit 1</b>  – Castillo de vocabulario (play and biography, vocabulary game)  – P1: La aventura de los galeotes (play), (digital dictionary)	13  13	<b><u>Cycle-based</u></b>  <b>Vocabulary:</b>  <b>Cycle 13</b>  – Ciclo 13, Lección 1: Vocabulario - aprender prefijos y sus significados

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = <b>I</b>station <b>S</b>eguimiento <b>I</b>ndividualizado de <b>P</b>rogreso Lectura Avanzada</p>

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.3(C)	Identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele; ( <b>cont.</b> )	√	<p><b>El mundo de los géneros: Época Antigua</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1</b> <ul style="list-style-type: none"> <li>– P2: Platón, en busca de la justicia (biography), (digital dictionary)</li> <li>– Castillo de conocimientos (play and biography, vocabulary-genre game)</li> <li>– RT: Lady Trieu, guerrera vietnamita (biography), (digital dictionary)</li> </ul> </li> <li>• <b>Unit 2</b> <ul style="list-style-type: none"> <li>– V1: Castillo de vocabulario (myth and informative article, vocabulary game)</li> <li>– P1: El reto de Madre Sol (myth), (digital dictionary)</li> <li>– P2: Desde la Tierra hasta el Sol (informative article), (digital dictionary)</li> <li>– Castillo de conocimientos (myth and informative article, vocabulary-genre game)</li> <li>– RT: El origen del fuego y su uso por los humanos (artículo informativo), (digital dictionary)</li> </ul> </li> </ul>	<p>13</p> <p>13</p> <p>13</p> <p>13</p> <p>13</p> <p>13</p> <p>13</p> <p>13</p> <p>13</p>	<p><b>Cycle-based</b></p> <p><b>Vocabulary:</b></p> <p><b>Cycle 13</b></p> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 2: Vocabulario - aprender prefijos y sus significados</li> <li>– Ciclo 13, Lección 1: Vocabulario - aprender sufijos y sus significados</li> <li>– Ciclo 13, Lección 2: Vocabulario - aprender sufijos y sus significados</li> <li>– Ciclo 13, Lección 1: Vocabulario - palabras con raíces griegas</li> <li>– Ciclo 13, Lección 2: Vocabulario - palabras con raíces griegas</li> </ul> <p><b>Cycle 14</b></p> <ul style="list-style-type: none"> <li>– Ciclo 14, Lección 1: Vocabulario - aprender prefijos y sus significados</li> <li>– Ciclo 14, Lección 2: Vocabulario - aprender prefijos y sus significados</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.3(C)</b>	Identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele; <b>(cont.)</b>	√	<p><b><u>El mundo de los géneros: Época Antigua</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 2</b></li> <li>– Quiz</li> </ul> <p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 3</b></li> <li>– Tráfico de palabras (lyric poetry and persuasive text, vocabulary game)</li> <li>– P1: La Raya (lyric poetry), (digital dictionary)</li> <li>– P2: Estimada profesora Piernavieja (persuasive text), (digital dictionary)</li> <li>– En busca de conocimientos (lyric poetry and persuasive text, vocabulary-genre game)</li> <li>– RT: Futuros Programadores de América (persuasive text), (digital dictionary)</li> </ul>	<p>13</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p>	<p><b><u>Cycle-based</u></b></p> <p><b>Vocabulary:</b></p> <p><b>Cycle 14</b></p> <ul style="list-style-type: none"> <li>– Ciclo 14, Lección 3: Vocabulario - aprender sufijos y sus significados</li> <li>– Ciclo 14, Lección 4: Vocabulario - aprender sufijos y sus significados</li> </ul> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 1: Vocabulario - aprender sufijos y raíces y sus significados</li> <li>– Ciclo 15, Lección 1: Vocabulario - aprender palabras derivadas</li> <li>– Ciclo 15, Lección 2: Vocabulario - aprender palabras derivadas</li> <li>– Ciclo 15, Lección 1: Vocabulario - palabras con raíces latinas y griegas</li> <li>– Ciclo 15, Lección 2: Vocabulario - palabras con raíces latinas y griegas</li> <li>– Ciclo 15, Lección 3: Vocabulario - palabras con raíces latinas y griegas</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.3(C)</b>	Identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 4</b> – Tráfico de palabras (realistic fiction and speech, vocabulary game) – P1: Doña Zoraida, la bruja del barrio (realistic fiction), (digital dictionary) – P2: Un discurso sobre la unión (speech), (digital dictionary) – En busca de conocimientos (realistic fiction and speech, vocabulary-genre game) – RT: Solidaridad (speech), (digital dictionary)  <b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 5</b> – P1: El Tubo del Tiempo (science fiction), (digital dictionary) – P2: Cómo hacer un electroimán (procedural text), (digital dictionary, visual glossary) – RT: Cómo hacer un circuito solar (procedural text), (digital dictionary, visual glossary)	14 14 14 14 14	<b><u>Cycle-based</u></b>  <b>Vocabulary:</b>  <b>Cycle 15</b> – Ciclo 15, Lección 4: Vocabulario - palabras con raíces latinas y griegas  <b><u>All the color and black and white copies of the passages on Istation Español</u></b>  – La aventura de los galeotes (play) – Sócrates, una vida llena de reflexión (biography) – Lady Trieu, guerrera vietnamita (biography) – El reto de Madre Sol (myth) – Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article) – El origen del fuego y su uso por los humanos (informative article) – La Raya (lyric poetry)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.3(C)</b>	Identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  <b>• Unit 6</b>  – El Tragapalabras (fantasy and explanatory text, vocabulary game)  – P1: El regreso del reino (fantasy), (digital dictionary) – P2: El regreso de los lobos a Yellowstone (explanatory text), (digital dictionary and visual glossary) – Taller de conocimientos (fantasy and explanatory text, vocabulary-genre game) – RT: Antídotos para la plaga del plástico (explanatory text), (digital dictionary, visual glossary)	15  15  15  15	<b><u>All the color and black and white copies of the passages on Istation Español</u></b>  – Estimada profesora Piernavieja (persuasive text)  – Futuros Programadores de América (persuasive text)  – Doña Zoraida, la bruja del barrio (realistic fiction)  – Un discurso sobre la unión (speech)  – Un discurso sobre la unión (speech)  – Solidaridad (speech)  – El regreso del reino (fantasy)  – El regreso de los lobos a Yellowstone (explanatory text)  – Antídotos para la plaga del plástico (explanatory text)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.3(D)</b>	Identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; and		<u><b>El mundo de los géneros: Época Antigua</b></u>  • <b>Unit 1</b>  – Castillo de vocabulario (play and biography, vocabulary game) 13  – P1: La aventura de los galeotes (play), (digital dictionary) 13  – P2: Platón, en busca de la justicia (biography), (digital dictionary) 13  – Castillo de conocimientos (play and biography, vocabulary-genre game) 13  – RT: Lady Trieu, guerrera vietnamita (biography), (digital dictionary) 13  <u><b>El mundo de los géneros: Época Moderna</b></u>  • <b>Unit 3</b>  – Tráfico de palabras (lyric poetry) 14  – P1: La Raya (lyric poetry), (digital dictionary) 14		<u><b>ISIP Español LA</b></u>  <b>Vocabulary:</b>  – Identificar y usar palabras homónimas (homófonas y homógrafas): Lección 1, Nivel 3  – Identificar palabras homónimas (homófonas y homógrafas): Lección 4, Nivel 2  <u><b>Cycle-based</b></u>  <b>Vocabulary:</b>  <b>Cycle 13</b>  – Ciclo 13, Lección 1: Vocabulario - palabras homónimas  – Ciclo 13, Lección 2: Vocabulario - palabras homónimas  <b>Cycle 14</b>  – Ciclo 14, Lección 1: Vocabulario - palabras homónimas

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.3(D)</b>	Identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; and <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Moderna</b></u>  • <b>Unit 3</b>  – En busca de conocimientos (lyric poetry and persuasive text, vocabulary-genre game)  – RT: Futuros Programadores de América (persuasive text), (digital dictionary)	14  14	<u><b>All the color and black and white copies of the passages on Istation Español</b></u>  – La aventura de los galeotes (play)  – Sócrates, una vida llena de reflexión (biography)  – Lady Trieu, guerrera vietnamita (biography)  – La Raya (lyric poetry)  – Futuros Programadores de América (persuasive text)
<b>4.3(E)</b>	Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.		<u><b>El mundo de los géneros: Época Antigua</b></u>  • <b>Unit 1</b>  – Castillo de vocabulario (play and biography, vocabulary game)  – P1: La aventura de los galeotes (play), (digital dictionary)  – P2: Platón, en busca de la justicia (biography), (digital dictionary)	13  13  13	<u><b>ISIP Español LA</b></u>  <b>Vocabulary:</b>  – Identificar y usar palabras homónimas (homófonas y homógrafas): Lección 1, Nivel 3  – Identificar palabras homónimas (homófonas y homógrafas): Lección 4, Nivel 2

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.3(E)</b>	Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien. <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Antigua</b></u>  • <b>Unit 1</b> – Castillo de conocimientos (play and biography, vocabulary-genre game) – RT: Lady Trieu, guerrera vietnamita (biography), (digital dictionary)  <u><b>El mundo de los géneros: Época Moderna</b></u>  • <b>Unit 3</b> – Tráfico de palabras (lyric poetry) – P1: La Raya (lyric poetry), (digital dictionary) – En busca de conocimientos (lyric poetry and persuasive text, vocabulary-genre game) – RT: Futuros Programadores de América (persuasive text), (digital dictionary)	   13  13       14  14  14  14	<u><b>Cycle-based</b></u>  <b>Vocabulary:</b>  <b>Cycle 13</b> – Ciclo 13, Lección 1: Vocabulario - palabras homónimas – Ciclo 13, Lección 2: Vocabulario - palabras homónimas  <b>Cycle 14</b> – Ciclo 14, Lección 1: Vocabulario - palabras homónimas  <u><b>All the color and black and white copies of the passages on Istation Español</b></u>  – La aventura de los galeotes (play) – Sócrates, una vida llena de reflexión (biography) – Lady Trieu, guerrera vietnamita (biography) – La Raya (lyric poetry) – Futuros Programadores de América (persuasive text)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.4(A)</b>	Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		<u><b>El mundo de los géneros: Época Antigua</b></u>  • <b>Unit 1</b> – Minipassages: Frente a la tormenta (play) & La vida de Miguel de Cervantes, el verdadero Quijote (biography) – Genre Exploratory Scenes: Don Quijote y la Hidra (play) & Sócrates, una vida llena de reflexión (biography)  – P1: La aventura de los galeotes (play)  – P2: Platón, en busca de la justicia (biography)  – RT: Lady Trieu, guerrera vietnamita (biography) – Genre Exploratory Scene Selective Reading (play, biography, informative article, and myth/legend)	          13          13          13          13          13	<u><b>ISIP Español LA</b></u>  <b>Fluency:</b> – Lectura con fluidez: Lección 1, Nivel 3  – Lectura con fluidez: Lección 2, Nivel 2  – Lectura con fluidez: Lección 3, Nivel 3  – Lectura con fluidez: Lección 4, Nivel 2  <u><b>All the color and black and white copies of the passages on Istation Español</b></u>  – La aventura de los galeotes (play)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **Istacion Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = <b>I</b> stacion <b>S</b> eguimiento <b>I</b> ndividualizado de <b>P</b> rogreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.4(A)</b>	Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Antigua</b></u>  • <b>Unit 2</b>  – Visual Hook 1 - La idea de Beto (comic strip)  – Visual Hook 2 - Galileo y el telescopio (comic strip)  – Minipassages: El mito de Dédalo e Ícaro (myth) & La historia del vuelo humano (informative article)  – Genre Exploratory Scenes: El mito de Prometeo (myth) & La teoría de la Tierra plana: una falacia moderna (informative article)  – P1: El reto de Madre Sol (myth)  – P2: Desde la Tierra hasta el Sol (informative article)  – RT: El origen del fuego y su uso por los humanos (informative article)  – Genre Exploratory Scene Selective Reading (play, biography, informative article, and myth/legend)	13   13  13  13  13  13	<u><b>All the color and black and white copies of the passages on Istacion Español</b></u>  – Sócrates, una vida llena de reflexión (biography)  – Lady Trieu, guerrera vietnamita (biography)  – El reto de Madre Sol (myth)  – Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)  – El origen del fuego y su uso por los humanos (informative article)  – La Raya (lyric poetry)  – Estimada profesora Piernavieja (persuasive text)  – Futuros Programadores de América (persuasive text)  – Doña Zoraida, la bruja del barrio (realistic fiction)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

**Strand 1**

**4<sup>th</sup> Grade**  
**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.4(A)</b>	Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. <b>(cont.)</b>		<p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <p><b>• Unit 3</b></p> <ul style="list-style-type: none"> <li>– Minipassages: Rogelio Robles Respaldiza (lyric poetry) &amp; Por favor, reciclen (persuasive text)</li> <li>– Genre Exploratory Scenes: Rosaleda (lyric poetry) and Nuestro ambiente (free verse) &amp; Para: Mario y Perla (persuasive text)</li> <li>– P1: La Raya (lyric poetry)</li> <li>– P2: Estimada profesora Piernavieja (persuasive text)</li> <li>– RT: Futuros Programadores de América (persuasive text)</li> <li>– Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech)</li> </ul>	          14          14          14          14          14	<p><b><u>All the color and black and white copies of the passages on Istation Español</u></b></p> <ul style="list-style-type: none"> <li>– Un discurso sobre la unión (speech)</li> <li>– Solidaridad (speech)</li> <li>– El Tubo del Tiempo (science fiction)</li> <li>– Cómo hacer un electroimán (procedural text)</li> <li>– Cómo hacer un circuito solar (procedural text)</li> <li>– El regreso del reino (fantasy)</li> <li>– El regreso de los lobos a Yellowstone (explanatory text)</li> <li>– Antídotos para la plaga del plástico (explanatory text)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.4(A)</b>	Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. <b>(cont.)</b>		<p><u><b>El mundo de los géneros: Época Moderna</b></u></p> <ul style="list-style-type: none"> <li>• <b>Unit 4</b></li> <li>– Minipassages: Papazilla (realistic fiction) &amp; Un discurso a mi papá (speech) 14</li> <li>– Genre Exploratory Scenes: Odi y el niño gigante (realistic fiction) &amp; Estimado soñador (speech) 14</li> <li>– P1: Doña Zoraida, la bruja del barrio (ficción realista) 14</li> <li>– P2: Un discurso sobre la unión (discurso) 14</li> <li>– RT: Solidaridad (discurso) 14</li> <li>– Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech) 14</li> </ul>		

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.4(A)</b>	Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Futura</b></u>  <ul style="list-style-type: none"> <li>• <b>Unit 5</b></li> <li>– Visual Hook 1 - El aterrizaje (comic book) 15</li> <li>– Visual Hook 2 - Cómo resistir la gravedad (flowchart) 15</li> <li>– Minipassages: La invasión (science fiction) &amp; Cómo hacer un aerodeslizador de mesa (procedural text) 15</li> <li>– Genre Exploratory Scenes: La Mano Amiga (science fiction) &amp; Un jardín vertical (procedural text) 15</li> <li>– P1: El Tubo del Tiempo (science fiction) 15</li> <li>– P2: Cómo hacer un electroimán (procedural text) 15</li> <li>– RT: Cómo hacer un circuito solar (procedural text) 15</li> <li>– Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text) 15</li> </ul>		

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

### Strand 1

#### 4<sup>th</sup> Grade

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.4(A)</b>	Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. <b>(cont.)</b>		<p><b>El mundo de los géneros: Época Futura</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 6</b></li> <li>– Visual Hook 1 - La búsqueda de Elaria (illustrated story)</li> <li>– Visual Hook 2 - Red alimentaria de Yellowstone (food web)</li> <li>– Minipassages: Las lágrimas de la dragona (fantasy) &amp; La partida de los lobos de Yellowstone (explanatory text)</li> <li>– Genre Exploratory Scenes: Colorandia (fantasy) &amp; Cómo nace una estrella (explanatory text)</li> <li>– P1: El regreso del reino (fantasy)</li> <li>– P2: El regreso de los lobos a Yellowstone (explanatory text)</li> <li>– RT: Antídotos para la plaga del plástico (explanatory text)</li> <li>– Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text)</li> </ul>	<p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p>	

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade appropriate texts independently. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.5(A)</b>	Self-select text and read independently for a sustained period of time.		<b><u>El mundo de los géneros: Época Antigua</u></b>  • <b>Unit 1</b>  – Minipassages: Frente a la tormenta (play) & La vida de Miguel de Cervantes, el verdadero Quijote (biography) – Genre Exploratory Scenes: Don Quijote y la Hidra (play) & Sócrates, una vida llena de reflexión (biography)  – P1: La aventura de los galeotes (play)  – P2: Platón, en busca de la justicia (biography)  – RT: Lady Trieu, guerrera vietnamita (biography)  – Genre Exploratory Scene Selective Reading (play, biography, informative article, and myth/legend)	          13          13          13          13          13	<b><u>ISIP Español LA</u></b>  <b>Fluency:</b>  – Lectura con fluidez: Lección 1, Nivel 3  – Lectura con fluidez: Lección 2, Nivel 2  – Lectura con fluidez: Lección 3, Nivel 3  – Lectura con fluidez: Lección 4, Nivel 2

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade appropriate texts independently. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.5(A)</b>	Self-select text and read independently for a sustained period of time. <b>(cont.)</b>		<b><u>El mundo de los géneros: Época Antigua</u></b>  • <b>Unit 2</b>  – Visual Hook 1 - La idea de Beto (comic strip)  – Visual Hook 2 - Galileo y el telescopio (comic strip)  – Minipassages: El mito de Dédalo e Ícaro (myth) & La historia del vuelo humano (informative article)  – Genre Exploratory Scenes: El mito de Prometeo (myth) & La teoría de la Tierra plana: una falacia moderna (informative article)  – P1: El reto de Madre Sol (myth)  – P2: Desde la Tierra hasta el Sol (informative article)  – RT: El origen del fuego y su uso por los humanos (informative article)	13              13              13              13              13              13	<b><u>Cycle-based</u></b>  <b>Vocabulary:</b>  <b>Cycle 13</b>  – Ciclo 13, Lección 1: Vocabulario - antónimos  – Ciclo 13, Lección 2: Vocabulario - antónimos  <b>Cycle 14</b>  – Ciclo 14, Lección 1: Vocabulario - usar claves de contexto  – Ciclo 14, Lección 2: Vocabulario - usar claves de contexto

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 1

#### 4<sup>th</sup> Grade

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade appropriate texts independently. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.5(A)	Self-select text and read independently for a sustained period of time. (cont.)		<p><b><u>El mundo de los géneros: Época Antigua</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 2</b> <ul style="list-style-type: none"> <li>– Genre Exploratory Scene Selective Reading (play, biography, informative article, and myth/legend)</li> </ul> </li> </ul> <p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 3</b> <ul style="list-style-type: none"> <li>– Minipassages: Rogelio Robles Respaldiza (lyric poetry) &amp; Por favor, reciclen (persuasive text)</li> <li>– Genre Exploratory Scenes: Rosaleda (lyric poetry) and Nuestro ambiente (free verse) &amp; Para: Mario y Perla (persuasive text)</li> <li>– P1: La Raya (lyric poetry)</li> <li>– P2: Estimada profesora Piernavieja (persuasive text)</li> </ul> </li> </ul>	          13          14          14          14          14	<p><b><u>Cycle-based</u></b></p> <p><b>Vocabulary:</b></p> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 1: Vocabulario - aprender palabras derivadas</li> <li>– Ciclo 15, Lección 2: Vocabulario - aprender palabras derivadas</li> </ul> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 13</b></p> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 13, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade appropriate texts independently. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.5(A)</b>	Self-select text and read independently for a sustained period of time. <b>(cont.)</b>		<b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 3</b>  – RT: Futuros Programadores de América (persuasive text) 14 – Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech) 14  • <b>Unit 4</b>  – Minipassages: Papazilla (realistic fiction) & Un discurso a mi papá (speech) 14 – Genre Exploratory Scenes: Odi y el niño gigante (realistic fiction) & Estimado soñador (speech) 14 – P1: Doña Zoraida, la bruja del barrio (ficción realista) 14 – P2: Un discurso sobre la unión (discurso) 14		<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 13</b> – Ciclo 13, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 13, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 13, Lección 1: Identificar la idea principal y los detalles  – Ciclo 13, Lección 1: Características de los géneros de ficción (Mito)  – Ciclo 13, Lección 2: Características de los géneros de no ficción (Artículo informativo)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills	<b>D</b> = Lesson Skills & Comprehension	<b>STAAR</b> = State of Texas Assessments of Academic Readiness
<b>SLAR</b> = Spanish Language Arts and Reading	<b>P1</b> = Passage 1	√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum
	<b>P2</b> = Passage 2	<b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada
	<b>RT</b> = Reteach Passage	
	<b>N/A</b> = Not Applicable	

**Strand 1**

**4<sup>th</sup> Grade**  
**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade appropriate texts independently. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.5(A)	Self-select text and read independently for a sustained period of time. (cont.)		<p><u><b>El mundo de los géneros: Época Moderna</b></u></p> <p>• <b>Unit 4</b></p> <p>– RT: Solidaridad (discurso)</p> <p>– Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech)</p> <p><u><b>El mundo de los géneros: Época Futura</b></u></p> <p>• <b>Unit 5</b></p> <p>– Visual Hook 1 - El aterrizaje (comic book)</p> <p>– Visual Hook 2 - Cómo resistir la gravedad (flowchart)</p> <p>– Minipassages: La invasión (science fiction) &amp; Cómo hacer un aerodeslizador de mesa (procedural text)</p>	<p>14</p> <p>14</p> <p>15</p> <p>15</p> <p>15</p>	<p><u><b>Cycle-based</b></u></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 14</b></p> <p>– Ciclo 14, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</p> <p>– Ciclo 14, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)</p> <p>– Ciclo 14, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)</p> <p>– Ciclo 14, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)</p> <p>– Ciclo 14, Lección 1: Encontrar la idea principal en textos de no ficción</p> <p>– Ciclo 14, Lección 2: Encontrar la idea principal en textos de no ficción</p>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

<b>STANDARDS</b>	<b>WORLD OF GENRES CONTENT</b>	<b>ASSESSMENTS</b>
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade appropriate texts independently. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.5(A)</b>	Self-select text and read independently for a sustained period of time. <b>(cont.)</b>		<p><b><u>El mundo de los géneros: Época Futura</u></b></p> <p>• <b>Unit 5</b></p> <ul style="list-style-type: none"> <li>– Genre Exploratory Scenes: La Mano Amiga (science fiction) &amp; Un jardín vertical (procedural text)</li> <li>– P1: El Tubo del Tiempo (science fiction)</li> <li>– P2: Cómo hacer un electroimán (procedural text)</li> <li>– RT: Cómo hacer un circuito solar (procedural text)</li> <li>– Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text)</li> </ul> <p>• <b>Unit 6</b></p> <ul style="list-style-type: none"> <li>– Visual Hook 1 - La búsqueda de Elaria (illustrated story)</li> <li>– Visual Hook 2 - Red alimentaria de Yellowstone (food web)</li> </ul>	 15  15  15  15  15  15  15	<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 14</b></p> <ul style="list-style-type: none"> <li>– Ciclo 14, Lección 1: Lenguaje sensorial o figurado</li> <li>– Ciclo 14, Lección 2: Lenguaje sensorial o figurado</li> <li>– Ciclo 14, Lección 1: Características de los géneros de ficción (Ficción realista)</li> <li>– Ciclo 14, Lección 2: Características de los géneros de no ficción (Discurso)</li> </ul> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 15, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade appropriate texts independently. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.5(A)</b>	Self-select text and read independently for a sustained period of time. <b>(cont.)</b>		<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 6</b>  – Minipassages: Las lágrimas de la dragona (fantasy) & La partida de los lobos de Yellowstone (explanatory text) – Genre Exploratory Scenes: Colorandia (fantasy) & Cómo nace una estrella (explanatory text), (intro)  – P1: El regreso del reino (fantasy)  – P2: El regreso de los lobos a Yellowstone (explanatory text)  – RT: Antídotos para la plaga del plástico (explanatory text)  – Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text)	          15          15          15          15	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 15</b>  – Ciclo 15, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 1: Identificar y analizar la idea principal en textos de instrucción  – Ciclo 15, Lección 2: Identificar y analizar la idea principal en textos de instrucción  – Ciclo 15, Lección 1: Resumir textos de fantasía  – Ciclo 15, Lección 2: Resumir textos de fantasía

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade appropriate texts independently. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.5(A)</b>	Self-select text and read independently for a sustained period of time. <b>(cont.)</b>				<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 1: Características de los géneros de no ficción (Texto de instrucción)</li> <li>– Ciclo 15, Lección 2: Características de los géneros de no ficción (Texto de instrucción)</li> <li>– Ciclo 15, Lección 1: Características de los géneros de ficción (Fantasía)</li> <li>– Ciclo 15, Lección 2: Características de los géneros de ficción (Fantasía)</li> </ul> <p><b><u>All the color and black and white copies of the passages on Istation Español</u></b></p> <ul style="list-style-type: none"> <li>– La aventura de los galeotes (play)</li> <li>– Sócrates, una vida llena de reflexión (biography)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**

**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade appropriate texts independently. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.5(A)</b>	Self-select text and read independently for a sustained period of time. <b>(cont.)</b>				<u><b>All the color and black and white copies of the passages on Istation Español</b></u>  – Lady Trieu, guerrera vietnamita (biography)  – El reto de Madre Sol (myth)  – Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)  – El origen del fuego y su uso por los humanos (informative article)  – La Raya (lyric poetry)  – Estimada profesora Piernavieja (persuasive text)  – Futuros Programadores de América (persuasive text)  – Doña Zoraida, la bruja del barrio (realistic fiction)  – Un discurso sobre la unión (speech)  – Solidaridad (speech)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 1**

**4<sup>th</sup> Grade**  
**Developing and sustaining foundational language skills:** listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade appropriate texts independently. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.5(A)</b>	Self-select text and read independently for a sustained period of time. <b>(cont.)</b>				<u><b>All the color and black and white copies of the passages on Istation Español</b></u>  – El Tubo del Tiempo (science fiction)  – Cómo hacer un electroimán (procedural text)  – Cómo hacer un circuito solar (procedural text)  – El regreso del reino (fantasy)  – El regreso de los lobos a Yellowstone (explanatory text)  – Antídotos para la plaga del plástico (explanatory text)

## SPANISH LANGUAGE ARTS AND READING STANDARDS

### Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 2

#### 4<sup>th</sup> Grade

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(A)</b>	Establish purpose for reading assigned and self-selected texts;		<b><u>El mundo de los géneros: Época Antigua</u></b>  <b>• Unit 1</b>  – Minipassages: Frente a la tormenta (play) & La vida de Miguel de Cervantes, el verdadero Quijote (biography), (notes)  – Genre Exploratory Scenes: Don Quijote y la Hidra (play) & Sócrates, una vida llena de reflexión (biography), (intro)  – P1: La aventura de los galeotes (play), (tips)  – P2: Platón, en busca de la justicia (biography), (tips)  – RT: Lady Trieu, guerrera vietnamita (biography), (tips)  – Genre Exploratory Scene Selective Reading (play, biography, myth/legend, and informative article), (intro)	                      13                      13                      13                      13                      13	<b><u>ISIP Español LA</u></b>  <b>Reading Comprehension:</b>  – Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 1, Nivel 3  – Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 2, Nivel 2  – Sacar conclusiones y proporcionar evidencia de un texto para apoyar su comprensión: Lección 1, Nivel 3  – Sacar conclusiones y proporcionar evidencia de un texto para apoyar su comprensión: Lección 2, Nivel 2  – Leer para hacer inferencias usando múltiples características de los textos: Lección 1, Nivel 3  – Leer para hacer inferencias usando múltiples características de los textos: Lección 2, Nivel 2  – Hacer el resumen de un texto manteniendo su significado: Lección 1, Nivel 3  – Hacer el resumen de un texto manteniendo su significado: Lección 2, Nivel 2

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(A)</b>	Establish purpose for reading assigned and self-selected texts; <b>(cont.)</b>		<p><b><u>El mundo de los géneros: Época Antigua</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 2</b></li> <li>– Visual Hook 1 - La idea de Beto (comic strip)</li> <li>– Visual Hook 2 - Galileo y el telescopio (comic strip)</li> <li>– Minipassages: El mito de Dédalo e Ícaro (myth) &amp; La historia del vuelo humano (informative article), (notes)</li> <li>– Genre Exploratory Scenes: El mito de Prometeo (myth) &amp; La teoría de la Tierra plana: una falacia moderna (informative article), (intro)</li> <li>– P1: El reto de Madre Sol (myth), (tips)</li> <li>– P2: Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article), (tips)</li> <li>– RT: El origen del fuego y su uso por los humanos (informative article), (tips)</li> <li>– Genre Exploratory Scene Selective Reading (play, biography, myth/legend, and informative article), (intro)</li> </ul>	<ul style="list-style-type: none"> <li>13</li> <li>13</li> <li>13</li> <li>13</li> <li>13</li> <li>13</li> <li>13</li> <li>13</li> </ul>	<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 13</b></p> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 13, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 13, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 13, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 13, Lección 1: Identificar la idea principal y los detalles</li> <li>– Ciclo 13, Lección 1: Características de los géneros de ficción (Mito)</li> <li>– Ciclo 13, Lección 2: Características de los géneros de no ficción (Artículo informativo)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
 Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(A)</b>	Establish purpose for reading assigned and self-selected texts; <b>(cont.)</b>		<b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 3</b>  – Minipassages: Rogelio Robles Respaldiza (lyric poetry) & Por favor, reciclen (persuasive text), (notes)  – Genre Exploratory Scenes: Rosaleda (lyric poetry) and Nuestro ambiente (free verse) & Para: Mario y Perla (persuasive text), (intro)  – P1: La Raya (lyric poetry), (tips)  – P2: Estimada profesora Piernavieja (persuasive text), (tips)  – RT: Futuros Programadores de América (persuasive text), (tips)  – Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech), (intro)	14                 14                 14                 14                 14	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 14</b>  – Ciclo 14, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 14, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 14, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 14, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 14, Lección 1: Encontrar la idea principal en textos de no ficción  – Ciclo 14, Lección 2: Encontrar la idea principal en textos de no ficción  – Ciclo 14, Lección 1: Características de los géneros de ficción (Ficción realista)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = <b>I</b> station Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 2

#### 4<sup>th</sup> Grade

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.6(A)	Establish purpose for reading assigned and self-selected texts; <b>(cont.)</b>		<b><u>El mundo de los géneros: Época Moderna</u></b>  <b>• Unit 4</b>  – Minipassages: Papazilla (realistic fiction) & Un discurso a mi papá (speech), (notes) – Genre Exploratory Scenes: Odi y el niño gigante (realistic fiction) & Estimado soñador (speech), (intro) – P1: Doña Zoraida, la bruja del barrio (realistic fiction), (tips)  – P2: Un discurso sobre la unión (speech), (tips)  – RT: Solidaridad (speech), (tips)  – Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech), (intro)	14  14  14  14  14  14	<b>Cycle-based</b>  <b>Reading Comprehension:</b>  <b>Cycle 14</b>  – Ciclo 14, Lección 2: Características de los géneros de no ficción (Discurso)  <b>Cycle 15</b>  – Ciclo 15, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 1: Identificar y analizar la idea principal en textos de instrucción

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(A)</b>	Establish purpose for reading assigned and self-selected texts; <b>(cont.)</b>		<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 5</b>  – Visual Hook 1 - El aterrizaje (comic book)  – Visual Hook 2 - Cómo resistir la gravedad (flowchart)  – Minipassages: La invasión (science fiction) & Cómo hacer un aerodeslizador de mesa (procedural text), (notes)  – Genre Exploratory Scenes: La Mano Amiga (science fiction) & Un jardín vertical (procedural text), (intro)  – P1: El Tubo del Tiempo (science fiction), (tips)  – P2: Cómo hacer un electroimán (procedural text), (tips)  – RT: Cómo hacer un circuito solar (procedural text), (tips)  – Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text), (intro)	15  15  15  15  15  15  15	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 15</b>  – Ciclo 15, Lección 2: Identificar y analizar la idea principal en textos de instrucción  – Ciclo 15, Lección 1: Resumir textos de fantasía  – Ciclo 15, Lección 2: Resumir textos de fantasía  – Ciclo 15, Lección 1: Características de los géneros de no ficción (Texto de instrucción)  – Ciclo 15, Lección 2: Características de los géneros de no ficción (Texto de instrucción)  – Ciclo 15, Lección 1: Características de los géneros de ficción (Fantasía)  – Ciclo 15, Lección 2: Características de los géneros de ficción (Fantasía)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**

Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.6(A)	Establish purpose for reading assigned and self-selected texts; (cont.)		<p><b><u>El mundo de los géneros: Época Futura</u></b></p> <p><b>· Unit 6</b></p> <ul style="list-style-type: none"> <li>– Visual Hook 1 - La búsqueda de Elaria (illustrated story)</li> <li>– Visual Hook 2 - Red alimentaria de Yellowstone (food web)</li> <li>– Minipassages: Las lágrimas de la dragona (fantasy) &amp; La partida de los lobos de Yellowstone (explanatory text), (notes)</li> <li>– Genre Exploratory Scenes: Colorandia (fantasy) &amp; Cómo nace una estrella (explanatory text), (intro)</li> <li>– P1: El regreso del reino (fantasy), (tips)</li> <li>– P2: El regreso de los lobos a Yellowstone (explanatory text), (tips)</li> <li>– RT: Antídotos para la plaga del plástico (explanatory text), (tips)</li> <li>– Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text), (intro)</li> </ul>	15 15 15 15 15 15 15	<p><b><u>All the color and black and white copies of the passages on Istation Español</u></b></p> <ul style="list-style-type: none"> <li>– La aventura de los galeotes (play)</li> <li>– Sócrates, una vida llena de reflexión (biography)</li> <li>– Lady Trieu, guerrera vietnamita (biography)</li> <li>– El reto de Madre Sol (myth)</li> <li>– Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)</li> <li>– El origen del fuego y su uso por los humanos (informative article)</li> <li>– La Raya (lyric poetry)</li> <li>– Estimada profesora Piernavieja (persuasive text)</li> <li>– Futuros Programadores de América (persuasive text)</li> </ul>

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 2

#### 4<sup>th</sup> Grade

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(A)</b>	Establish purpose for reading assigned and self-selected texts; <b>(cont.)</b>				<p><u><b>All the color and black and white copies of the passages on Istation Español</b></u></p> <ul style="list-style-type: none"> <li>– Odi y el niño gigante (realistic fiction)</li> <li>– Un discurso sobre la unión (speech)</li> <li>– Solidaridad (speech)</li> <li>– El Tubo del Tiempo (science fiction)</li> <li>– Cómo hacer un electroimán (procedural text)</li> <li>– Cómo hacer un circuito solar (procedural text)</li> <li>– El regreso del reino (fantasy)</li> <li>– El regreso de los lobos a Yellowstone (explanatory text)</li> <li>– Antídotos para la plaga del plástico (explanatory text)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(B)</b>	Generate questions about text before, during, and after reading to deepen understanding and gain information;		N/A	N/A	<b><u>Cycle-based</u></b>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing)  <b>Cycle 12</b> – Ciclo 12, Lección 32: Escritura (pamphlet)
<b>4.6(C)</b>	Make, correct, or confirm predictions using text features, characteristics of genre, and structures;	√	N/A	N/A	<b><u>ISIP Español LA</u></b>  <b>Reading Comprehension:</b> – Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 1, Nivel 3 – Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 2, Nivel 2  <b><u>Writing TDLs</u></b>  <b>Cycle 12</b> – Ciclo 12, Lección 33: Escritura (predictive writing) – Ciclo 12, Lección 39: Escritura (imaginary story)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = <b>I</b> station <b>S</b> eguimiento <b>I</b> ndividualizado de <b>P</b> rogreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.6(E)	Make connections to personal experiences, ideas in other texts, and society;	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  • <b>Unit 1</b> – Minipassages: Frente a la tormenta (play) & La vida de Miguel de Cervantes, el verdadero Quijote (biography) – D: Compare and Contrast Minipassages (themes) – P1: La aventura de los galeotes (play) – P2: Platón, en busca de la justicia (biography) – RT: Lady Trieu, guerrera vietnamita (biography) – Quiz – Compare and Contrast Quiz	13  13  13  13  13  13	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 13</b> – Ciclo 13, Lección 1: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 13, Lección 2: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 13, Lección 3: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 13, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  <b>Cycle 14</b> – Ciclo 14, Lección 1: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 14, Lección 2: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 14, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.6(E)	Make connections to personal experiences, ideas in other texts, and society; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  • <b>Unit 2</b>  – Visual Hook 1 - La idea de Beto (comic strip)  – Visual Hook 2 - Galileo y el telescopio (comic strip)  – D: Compare and Contrast Comic Strips (character and historical figure)  – Minipassages: El mito de Dédalo e Ícaro (myth) & La historia del vuelo humano (informative article)  – D: Compare and Contrast Minipassages (character and historical figure)  – P1: El reto de Madre Sol (myth)  – P2: Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)  – RT: El origen del fuego y su uso por los humanos (informative article)  – Quiz  – Compare and Contrast Quiz	13 13 13 13 13 13 13 13 13	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 14</b>  – Ciclo 14, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  <b>Cycle 15</b>  – Ciclo 15, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  <b><u>All the color and black and white copies of the passages on Istation Español</u></b>  – La aventura de los galeotes (play)  – Sócrates, una vida llena de reflexión (biography)



**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **Istation Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.6(E)	Make connections to personal experiences, ideas in other texts, and society; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 4</b>  – Minipassages: Papazilla (realistic fiction) & Un discurso a mi papá (speech), (notes)  – D: Compare and Contrast Minipassages (author's purpose)  – Genre Exploratory Scenes: Odi y el niño gigante (realistic fiction)  – P1: Doña Zoraida, la bruja del barrio (realistic fiction)  – P2: Un discurso sobre la unión (speech)  – RT: Solidaridad (speech)  – Quiz  – Compare and Contrast Quiz  – Genre Exploratory Scene Selective Reading (realistic fiction)	14  14  14  14  14  14  14  14	<b><u>All the color and black and white copies of the passages on Istation Español</u></b>  – El Tubo del Tiempo (science fiction)  – Cómo hacer un electroimán (procedural text)  – Cómo hacer un circuito solar (procedural text)  – El regreso del reino (fantasy)  – El regreso de los lobos a Yellowstone (explanatory text)  – Antídotos para la plaga del plástico (explanatory text)

## SPANISH LANGUAGE ARTS AND READING STANDARDS

### Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = <b>I</b>station Seguimiento Individualizado de <b>P</b>rogreso Lectura Avanzada</p>

### Strand 2

#### 4<sup>th</sup> Grade

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(E)</b>	Make connections to personal experiences, ideas in other texts, and society; <b>(cont.)</b>	√	<p><b><u>El mundo de los géneros: Época Futura</u></b></p> <p><b>• Unit 5</b></p> <p>– Visual Hook 1 - El aterrizaje (comic book)</p> <p>– Visual Hook 2 - Cómo resistir la gravedad (flowchart)</p> <p>– D: Compare and Contrast Comic Book and Flowchart (message and main idea)</p> <p>– Minipassages: La invasión (science fiction) &amp; Cómo hacer un aerodeslizador de mesa (procedural text)</p> <p>– D: Compare and Contrast Minipassages (message and main idea)</p> <p>– P1: El Tubo del Tiempo (science fiction)</p> <p>– P2: Cómo hacer un electroimán (procedural text)</p> <p>– RT: Cómo hacer un circuito solar (procedural text)</p> <p>– Quiz</p> <p>– Compare and Contrast Quiz</p>	<p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p>	

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.6(E)	Make connections to personal experiences, ideas in other texts, and society; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  <b>• Unit 6</b> – Visual Hook 1 - La búsqueda de Elaria (illustrated story) – Visual Hook 2 - Red alimentaria de Yellowstone (food web) – D: Compare and Contrast Illustrated Story and Food Web (summary) – Minipassages: Las lágrimas de la dragona (fantasy) & La partida de los lobos de Yellowstone (explanatory text), (notes) – D: Compare and Contrast Minipassages (summary) – P1: El regreso del reino (fantasy) – P2: El regreso de los lobos a Yellowstone (explanatory text) – RT: Antídotos para la plaga del plástico (explanatory text) – Quiz – Compare and Contrast Quiz	15 15 15 15 15 15 15 15	

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**  
**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(F)</b>	Make inferences and use evidence to support understanding;	√	<u><b>El mundo de los géneros: Época Antigua</b></u>  • <b>Unit 1</b> – P1: La aventura de los galeotes (play) – P2: Platón, en busca de la justicia (biography) – RT: Lady Trieu, guerrera vietnamita (biography) – Quiz – Compare and Contrast Quiz  • <b>Unit 2</b> – Minipassages: El mito de Dédalo e Ícaro (myth) & La historia del vuelo humano (informative article) – D: Compare and Contrast Minipassages (character and historical figure) – P1: El reto de Madre Sol (myth) – P2: Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)	  13  13  13  13  13  13  13	<u><b>ISIP Español LA</b></u>  <b>Reading Comprehension:</b> – Leer para hacer inferencias usando múltiples características de los textos: Lección 1, Nivel 3 – Leer para hacer inferencias usando múltiples características de los textos: Lección 2, Nivel 2  <b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 13</b> – Ciclo 13, Lección 1: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 13, Lección 2: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 13, Lección 3: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 13, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 13, Lección 1: Características de los géneros de ficción (mito)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 2

#### 4<sup>th</sup> Grade

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(F)</b>	Make inferences and use evidence to support understanding; <b>(cont.)</b>	√	<p><b><u>El mundo de los géneros: Época Antigua</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 2</b></li> <li>– RT: El origen del fuego y su uso por los humanos (informative article)</li> <li>– Quiz</li> <li>– Compare and Contrast Quiz</li> </ul> <p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 3</b></li> <li>– P1: La Raya (lyric poetry)</li> <li>– P2: Estimada profesora Piernavieja (texto persuasivo)</li> <li>– RT: Futuros Programadores de América (texto persuasivo)</li> <li>– Quiz</li> <li>– Compare and Contrast Quiz</li> </ul>	13 13 13  14 14 14 14 14	<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 13</b></p> <p>– Ciclo 13, Lección 2: Características de los géneros de no ficción (artículo informativo)</p> <p><b>Cycle 14</b></p> <p>– Ciclo 14, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</p> <p>– Ciclo 14, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)</p> <p>– Ciclo 14, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)</p> <p>– Ciclo 14, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)</p> <p>– Ciclo 14, Lección 1: Características de los géneros de ficción (ficción realista)</p> <p>– Ciclo 14, Lección 2: Características de los géneros de no ficción (discurso)</p>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(F)</b>	Make inferences and use evidence to support understanding; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 4</b> – P1: Doña Zoraida, la bruja del barrio (realistic fiction) – P2: Un discurso sobre la unión (discurso) – RT: Solidaridad (discurso) – Quiz – Compare and Contrast Quiz  <b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 5</b> – P1: El Tubo del Tiempo (science fiction) – P2: Cómo hacer un electroimán (procedural text) – RT: Cómo hacer un circuito solar (procedural text)	14 14 14 14 14	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 15</b> – Ciclo 15, Lección 1: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 2: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 3: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 1: Identificar y analizar la idea principal en textos de instrucción – Ciclo 15, Lección 2: Identificar y analizar la idea principal en textos de instrucción – Ciclo 15, Lección 1: Resumir textos de fantasía – Ciclo 15, Lección 2: Resumir textos de fantasía – Ciclo 15, Lección 1: Características de los géneros de no ficción (Texto de instrucción)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(F)</b>	Make inferences and use evidence to support understanding; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 5</b> – Quiz – Compare and Contrast Quiz  • <b>Unit 6</b> – P1: El regreso del reino (fantasy) – P2: El regreso de los lobos a Yellowstone (explanatory text) – RT: Antídotos para la plaga del plástico (explanatory text) – Quiz – Compare and Contrast Quiz	15  15  15  15  15  15	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 15</b> – Ciclo 15, Lección 2: Características de los géneros de no ficción (Texto de instrucción) – Ciclo 15, Lección 1: Características de los géneros de ficción (Fantasía) – Ciclo 15, Lección 2: Características de los géneros de ficción (Fantasía)  <b><u>All the color and black and white copies of the passages on Istation Español</u></b> – La aventura de los galeotes (play) – Sócrates, una vida llena de reflexión (biography) – Lady Trieu, guerrera vietnamita (biography) – El reto de Madre Sol (myth) – Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article) – El origen del fuego y su uso por los humanos (informative article)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 2

#### 4<sup>th</sup> Grade

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(F)</b>	Make inferences and use evidence to support understanding; <b>(cont.)</b>	√			<p><b><u>All the color and black and white copies of the passages on Istation Español</u></b></p> <ul style="list-style-type: none"> <li>– La Raya (lyric poetry)</li> <li>– Estimada profesora Piernavieja (persuasive text)</li> <li>– Futuros Programadores de América (persuasive text)</li> <li>– Doña Zoraida, la bruja del barrio (realistic fiction)</li> <li>– Un discurso sobre la unión (speech)</li> <li>– Solidaridad (speech)</li> <li>– El Tubo del Tiempo (science fiction)</li> <li>– Cómo hacer un electroimán (procedural text)</li> <li>– Cómo hacer un circuito solar (procedural text)</li> <li>– El regreso del reino (fantasy)</li> <li>– El regreso de los lobos a Yellowstone (explanatory text)</li> <li>– Antídotos para la plaga del plástico (explanatory text)</li> </ul>

## SPANISH LANGUAGE ARTS AND READING STANDARDS

### Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

### Strand 2

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(G)</b>	Evaluate details read to determine key ideas;	√	<p><b><u>El mundo de los géneros: Época Antigua</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1</b></li> <li>– P1: La aventura de los galeotes (play) <span style="float: right;">13</span></li> <li>– P2: Platón, en busca de la justicia (biography) <span style="float: right;">13</span></li> <li>– RT: Lady Trieu, guerrera vietnamita (biography) <span style="float: right;">13</span></li> <li>– Compare and Contrast Quiz <span style="float: right;">13</span></li> <li>• <b>Unit 2</b></li> <li>– P1: El reto de Madre Sol (myth) <span style="float: right;">13</span></li> <li>– P2: Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article) <span style="float: right;">13</span></li> <li>– RT: El origen del fuego y su uso por los humanos (informative article) <span style="float: right;">13</span></li> <li>– Quiz <span style="float: right;">13</span></li> <li>– Compare and Contrast Quiz <span style="float: right;">13</span></li> </ul>		<p><b><u>ISIP Español LA</u></b></p> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li>– Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 1, Nivel 3</li> <li>– Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 2, Nivel 2</li> <li>– Hacer el resumen de un texto manteniendo su significado: Lección 1, Nivel 3</li> <li>– Hacer el resumen de un texto manteniendo su significado: Lección 2, Nivel 2</li> </ul> <p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 13</b></p> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 13, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 13, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**  
**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(G)</b>	Evaluate details read to determine key ideas; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  <ul style="list-style-type: none"> <li>• <b>Unit 3</b></li> <li>– P1: La Raya (lyric poetry)</li> <li>– P2: Estimada profesora Piernavieja (texto persuasivo)</li> <li>– RT: Futuros Programadores de América (texto persuasivo)</li> <li>– Quiz</li> <li>– Compare and Contrast Quiz</li> <li><b><u>El mundo de los géneros: Época Futura</u></b></li> <li>• <b>Unit 5</b></li> <li>– Visual Hook 1 - El aterrizaje (comic book)</li> <li>– Visual Hook 2 - Cómo resistir la gravedad (flowchart)</li> <li>– D: Compare and Contrast Comic Book and Flowchart (message and main idea)</li> </ul>	 14 14 14 14 14 15 15 15	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 13</b> – Ciclo 13, Lección 4: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 13, Lección 1: Identificar la idea principal y los detalles  <b>Cycle 14</b> – Ciclo 14, Lección 1: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 14, Lección 2: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 14, Lección 3: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 14, Lección 4: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 14, Lección 1: Encontrar la idea principal en textos de no ficción – Ciclo 14, Lección 2: Encontrar la idea principal en textos de no ficción

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(G)</b>	Evaluate details read to determine key ideas; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 5</b> – Minipassages: La invasión (science fiction) & Cómo hacer un aerodeslizador de mesa (procedural text) – D: Compare and Contrast Minipassages - message and main idea – P1: El Tubo del Tiempo (science fiction) – P2: Cómo hacer un electroimán (procedural text) – RT: Cómo hacer un circuito solar (procedural text) – Quiz – Compare and Contrast Quiz  • <b>Unit 6</b> – Visual Hook 1 - La búsqueda de Elaria (illustrated story) – Visual Hook 2 - Red alimentaria de Yellowstone (food web)	15 15 15 15 15 15 15 15	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 15</b> – Ciclo 15, Lección 1: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 2: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 3: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 1: Identificar y analizar la idea principal en textos de instrucción – Ciclo 15, Lección 2: Identificar y analizar la idea principal en textos de instrucción  – Ciclo 15, Lección 1: Resumir textos de fantasía – Ciclo 15, Lección 2: Resumir textos de fantasía

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**  
**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(G)</b>	Evaluate details read to determine key ideas; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 6</b>  – D: Compare and Contrast Illustrated Story and Food Web (summary) – Minipassages: Las lágrimas de la dragona (fantasy) & La partida de los lobos de Yellowstone (explanatory text) – D: Compare and Contrast Minipassages (summary)  – P1: El regreso del reino (fantasy)  – P2: El regreso de los lobos a Yellowstone (explanatory text)  – RT: Antídotos para la plaga del plástico (explanatory text)  – Quiz  – Compare and Contrast Quiz	    15  15  15  15  15  15	<b><u>Cycle-based</u></b>  <b>Writing:</b>  <b>Cycle 11</b>  – Ciclo 11, Lección 22: Escritura (news report)  <b>Cycle 12</b>  – Ciclo 12, Lección 35: Escritura (magazine article)  <b><u>All the color and black and white copies of the passages on Istation Español</u></b>  – La aventura de los galeotes (play)  – Sócrates, una vida llena de reflexión (biography)  – Lady Trieu, guerrera vietnamita (biography)  – El reto de Madre Sol (myth)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **Istation Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(G)</b>	Evaluate details read to determine key ideas. <b>(cont.)</b>	✓			<b><u>All the color and black and white copies of the passages on Istation Español.</u></b>  – Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article) – El origen del fuego y su uso por los humanos (informative article) – La Raya (lyric poetry) – Estimada profesora Piernavieja (persuasive text) – Futuros Programadores de América (persuasive text) – Doña Zoraida, la bruja del barrio (realistic fiction) – Un discurso sobre la unión (speech) – Solidaridad (speech) – El Tubo del Tiempo (science fiction) – Cómo hacer un electroimán (procedural text) – Cómo hacer un circuito solar (procedural text) – El regreso del reino (fantasy) – El regreso de los lobos a Yellowstone (explanatory text) – Antídotos para la plaga del plástico (explanatory text)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(H)</b>	Synthesize information to create new understanding;		N/A	N/A	<p><b><u>Cycle-based</u></b></p> <p><b>Writing:</b></p> <p><b>Cycle 11</b></p> <ul style="list-style-type: none"> <li>– Ciclo 11, Lección 21: Escritura (informative writing)</li> <li>– Ciclo 11, Lección 22: Escritura (news report and fiction story)</li> <li>– Ciclo 11, Lección 23: Escritura (informative letter)</li> <li>– Ciclo 11, Lección 24: Escritura (diary of an adventure)</li> <li>– Ciclo 11, Lección 25: Escritura (letter to a hero)</li> </ul> <p><b>Cycle 12</b></p> <ul style="list-style-type: none"> <li>– Ciclo 12, Lección 26: Escritura (descriptive writing)</li> <li>– Ciclo 12, Lección 27: Escritura (biography)</li> <li>– Ciclo 12, Lección 29: Escritura (weather letter)</li> <li>– Ciclo 12, Lección 30: Escritura (comparative essay)</li> <li>– Ciclo 12, Lección 31: Escritura (email)</li> </ul>

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 2

#### 4<sup>th</sup> Grade

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.6(H)	Synthesize information to create new understanding; (cont.)		N/A	N/A	<p><b><u>Cycle-based</u></b></p> <p><b>Writing:</b></p> <p><b>Cycle 12</b></p> <ul style="list-style-type: none"> <li>– Ciclo 12, Lección 32: Escritura (pamphlet)</li> <li>– Ciclo 12, Lección 33: Escritura (predictive writing)</li> <li>– Ciclo 12, Lección 34: Escritura (newspaper article)</li> <li>– Ciclo 12, Lección 35: Escritura (magazine article)</li> <li>– Ciclo 12, Lección 36: Escritura (recommendation or referral)</li> <li>– Ciclo 12, Lección 37: Escritura (speech)</li> <li>– Ciclo 12, Lección 38: Escritura (poster)</li> <li>– Ciclo 12, Lección 39: Escritura (imaginary story)</li> <li>– Ciclo 12, Lección 40: Escritura (persuasive speech)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

<b>STANDARDS</b>	<b>WORLD OF GENRES CONTENT</b>	<b>ASSESSMENTS</b>
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = <b>I</b> station Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(l)</b>	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.		<b><u>El mundo de los géneros: Época Antigua</u></b>  <b>• Unit 1</b> – Minipassages: Frente a la tormenta (play) & La vida de Miguel de Cervantes, el verdadero Quijote (biography), (notes) – D: Compare and Contrast Minipassages (themes) – Genre Exploratory Scenes: Don Quijote y la Hidra (play) & Sócrates, una vida llena de reflexión (biography) – P1: La aventura de los galeotes (play), (tips)  – P2: Platón, en busca de la justicia (biography), (tips)  – RT: Lady Trieu, guerrera vietnamita (biography), (tips)  – Quiz  – Compare and Contrast Quiz  – Genre Exploratory Scene Selective Reading (play, biography, myth/legend, and informative article)	13                     13                     13                    13                    13                    13	<b><u>ISIP Español LA</u></b>  <b>Reading Comprehension:</b> – Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 1, Nivel 3  – Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 2, Nivel 2  – Sacar conclusiones y proporcionar evidencia de un texto para apoyar su comprensión: Lección 1, Nivel 3  – Sacar conclusiones y proporcionar evidencia de un texto para apoyar su comprensión: Lección 2, Nivel 2  – Leer para hacer inferencias usando múltiples características de los textos: Lección 1, Nivel 3  – Leer para hacer inferencias usando múltiples características de los textos: Lección 2, Nivel 2  – Hacer el resumen de un texto manteniendo su significado: Lección 1, Nivel 3  – Hacer el resumen de un texto manteniendo su significado: Lección 2, Nivel 2

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(l)</b>	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. <b>(cont.)</b>		<p><b><u>El mundo de los géneros: Época Antigua</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 2</b></li> <li>– Visual Hook 1 - La idea de Beto (comic strip)</li> <li>– Visual Hook 2 - Galileo y el telescopio (comic strip)</li> <li>– D: Compare and Contrast Comic Strips (character and historical figure)</li> <li>– Minipassages: El mito de Dédalo e Ícaro (myth) &amp; La historia del vuelo humano (informative article), (notes)</li> <li>– D: Compare and Contrast Minipassages (character and historical figure)</li> <li>– Genre Exploratory Scenes: El mito de Prometeo (myth) &amp; La teoría de la Tierra plana: una falacia moderna (informative article)</li> <li>– P1: El reto de Madre Sol (myth)</li> <li>– P2: Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)</li> <li>– RT: El origen del fuego y su uso por los humanos (informative article)</li> <li>– Quiz</li> </ul>	13 13 13 13 13 13 13 13 13 13	<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 13</b></p> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 13, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 13, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 13, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 13, Lección 1: Identificar la idea principal y los detalles</li> <li>– Ciclo 13, Lección 1: Características de los géneros de ficción (Mito)</li> <li>– Ciclo 13, Lección 2: Características de los géneros de no ficción (Artículo informativo)</li> </ul>

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and **I**station Español Activities

<p style="text-align: center;"><b>STANDARDS</b></p> <p>TEKS = Texas Essential Knowledge and Skills</p> <p>SLAR = Spanish Language Arts and Reading</p>	<p style="text-align: center;"><b>WORLD OF GENRES CONTENT</b></p> <p>D = Lesson Skills &amp; Comprehension</p> <p>P1 = Passage 1</p> <p>P2 = Passage 2</p> <p>RT = Reteach Passage</p> <p>N/A = Not Applicable</p>	<p style="text-align: center;"><b>ASSESSMENTS</b></p> <p>STAAR = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p>ISIP Español LA = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>
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### Strand 2

#### 4<sup>th</sup> Grade

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.6(l)	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. (cont.)		<p><b><u>El mundo de los géneros: Época Antigua</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 2</b> <ul style="list-style-type: none"> <li>– Compare and Contrast Quiz</li> <li>– Genre Exploratory Scene Selective Reading (play, biography, myth/legend, and informative article)</li> </ul> </li> </ul> <p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 3</b> <ul style="list-style-type: none"> <li>– Minipassages: Rogelio Robles Respaldiza (lyric poetry) &amp; Por favor, reciclen (persuasive text), (notes)</li> <li>– D: Compare and Contrast Minipassages (author’s perspective)</li> <li>– Genre Exploratory Scenes: Rosaleda (lyric poetry) and Nuestro ambiente (free verse) &amp; Para: Mario y Perla (persuasive text)</li> <li>– P1: La Raya (lyric poetry), (tips)</li> </ul> </li> </ul>	<p>13</p> <p>13</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p>	<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 14</b></p> <ul style="list-style-type: none"> <li>– Ciclo 14, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 14, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 14, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 14, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 14, Lección 1: Encontrar la idea principal en textos de no ficción</li> <li>– Ciclo 14, Lección 2: Encontrar la idea principal en textos de no ficción</li> <li>– Ciclo 14, Lección 1: Características de los géneros de ficción (Ficción realista)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(l)</b>	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. <b>(cont.)</b>		<p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 3</b> <ul style="list-style-type: none"> <li>– P2: Estimada profesora Piernavieja (persuasive text), (tips)      14</li> <li>– RT: Futuros Programadores de América (persuasive text), (tips)      14</li> <li>– Quiz      14</li> <li>– Compare and Contrast Quiz      14</li> <li>– Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech)      14</li> </ul> </li> <li>• <b>Unit 4</b> <ul style="list-style-type: none"> <li>– Minipassages: Papazilla (realistic fiction) &amp; Un discurso a mi papá (speech), (notes)      14</li> <li>– D: Compare and Contrast Minipassages (author's purpose)      14</li> <li>– Genre Exploratory Scenes: Odi y el niño gigante (realistic fiction) &amp; Estimado soñador (speech)      14</li> <li>– P1: Doña Zoraida, la bruja del barrio (realistic fiction), (tips)      14</li> </ul> </li> </ul>		<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 14</b></p> <ul style="list-style-type: none"> <li>– Ciclo 14, Lección 2: Características de los géneros de no ficción (Discurso)</li> </ul> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 15, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 15, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 15, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 15, Lección 1: Identificar y analizar la idea principal en textos de instrucción</li> <li>– Ciclo 15, Lección 2: Identificar y analizar la idea principal en textos de instrucción</li> <li>– Ciclo 15, Lección 1: Resumir textos de fantasía</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(l)</b>	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Moderna</b></u>  • <b>Unit 4</b>  – P2: Un discurso sobre la unión (speech), (tips)  – RT: Solidaridad (speech), (tips)  – Quiz  – Compare and Contrast Quiz  – Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech)  • <b>Unit 5</b>  – Visual Hook 1 - El aterrizaje (comic book)  – Visual Hook 2 - Cómo resistir la gravedad (flowchart)  – D: Compare and Contrast Comic Book and Flowchart (message and main idea)  – Minipassages: La invasión (science fiction) & Cómo hacer un aerodeslizador de mesa (procedural text), (notes)	14  14  14  14  14  15  15  15  15	<u><b>Cycle-based</b></u>  <b>Reading Comprehension:</b>  <b>Cycle 15</b>  – Ciclo 15, Lección 2: Resumir textos de fantasía  – Ciclo 15, Lección 1: Características de los géneros de no ficción (Texto de instrucción)  – Ciclo 15, Lección 2: Características de los géneros de no ficción (Texto de instrucción)  – Ciclo 15, Lección 1: Características de los géneros de ficción (Fantasía)  – Ciclo 15, Lección 2: Características de los géneros de ficción (Fantasía)  <u><b>All the color and black and white copies of the passages on Istation Español</b></u>  – La aventura de los galeotes (play)  – Sócrates, una vida llena de reflexión (biography)  – Lady Trieu, guerrera vietnamita (biography)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **Ist**ation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
TEKS = Texas Essential Knowledge and Skills SLAR = Spanish Language Arts and Reading	D = Lesson Skills & Comprehension P1 = Passage 1 P2 = Passage 2 RT = Reteach Passage N/A = Not Applicable	STAAR = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.6(l)</b>	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. <b>(cont.)</b>		<b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 5</b>  – D: Compare and Contrast Minipassages (message and main idea) – Genre Exploratory Scenes: La Mano Amiga (science fiction) & Un jardín vertical (procedural text)  – P1: El Tubo del Tiempo (science fiction), (tips)  – P2: Cómo hacer un electroimán (procedural text), (tips)  <b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 5</b>  – RT: Cómo hacer un circuito solar (procedural text), (tips)  – Quiz  – Compare and Contrast Quiz	15    15  15  15    15  15  15	<b><u>All the color and black and white copies of the passages on Istation Español.</u></b>  – El reto de Madre Sol (myth)  – Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)  – El origen del fuego y su uso por los humanos (informative article)  – La Raya (lyric poetry)  – Estimada profesora Piernavieja (persuasive text)  – Futuros Programadores de América (persuasive text)  – Odi y el niño gigante (realistic fiction)  – Un discurso sobre la unión (speech)  – Solidaridad (speech)  – El Tubo del Tiempo (science fiction)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2  <b>RT</b> = Reteach Passage  <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**  
**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.6(l)	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. <b>(cont.)</b>		<b><u>El mundo de los géneros: Época Futura</u></b> • <b>Unit 6</b> – Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text) – Visual Hook 1 - La búsqueda de Elaria (illustrated story) – Visual Hook 2 - Red alimentaria de Yellowstone (food web) – D: Compare and Contrast Illustrated Story and Food Web (summary) – Minipassages: Las lágrimas de la dragona (fantasy) & La partida de los lobos de Yellowstone (explanatory text), (notes) – D: Compare and Contrast Minipassages (summary) – Genre Exploratory Scenes: Colorandia (fantasy) & Cómo nace una estrella (explanatory text) – P1: El regreso del reino (fantasy), (tips) – P2: El regreso de los lobos a Yellowstone (explanatory text), (tips) – RT: Antídotos para la plaga del plástico (explanatory text), (tips)	                 15 15 15 15 15 15 15 15 15 15	<b><u>All the color and black and white copies of the passages on Istation Español</u></b>  – Cómo hacer un electroimán (procedural text) – Cómo hacer un circuito solar (procedural text) – El regreso del reino (fantasy) – El regreso de los lobos a Yellowstone (explanatory text) – Antídotos para la plaga del plástico (explanatory text)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = <b>I</b> station <b>S</b> eguimiento <b>I</b> ndividualizado de <b>P</b> rogreso Lectura Avanzada

**Strand 2**

**4<sup>th</sup> Grade**

**Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.6(l)	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. <b>(cont.)</b>		<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 6</b>  – Quiz  – Compare and Contrast Quiz  – Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text)	   15  15  15	

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(A)</b>	Describe personal connections to a variety of sources, including self-selected texts;		<u><b>El mundo de los géneros: Época Moderna</b></u>  • <b>Unit 4</b>  – Genre Exploratory Scenes: Odi y el niño gigante (realistic fiction) – Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech)	14  14	<b>N/A</b>
<b>4.7(B)</b>	Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;		<b>N/A</b>	<b>N/A</b>	<u><b>ISIP Español LA</b></u>  <b>Reading Comprehension:</b>  – Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 1, Nivel 3  – Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 2, Nivel 2  – Sacar conclusiones y proporcionar evidencia de un texto para apoyar su comprensión: Lección 1, Nivel 3  – Sacar conclusiones y proporcionar evidencia de un texto para apoyar su comprensión: Lección 2, Nivel 2  – Leer para hacer inferencias usando múltiples características de los textos: Lección 1, Nivel 3

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(B)</b>	Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; <b>(cont.)</b>		N/A	N/A	<b><u>ISIP Español LA</u></b>  <b>Reading Comprehension:</b> – Leer para hacer inferencias usando múltiples características de los textos: Lección 2, Nivel 2 – Hacer el resumen de un texto manteniendo su significado: Lección 1, Nivel 3 – Hacer el resumen de un texto manteniendo su significado: Lección 2, Nivel 2  <b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 13</b> – Ciclo 13, Lección 1: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 13, Lección 2: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 13, Lección 3: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 13, Lección 4: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 13, Lección 1: Identificar la idea principal y los detalles – Ciclo 13, Lección 1: Características de los géneros de ficción (Mito)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 3

#### 4<sup>th</sup> Grade

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(B)</b>	Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; <b>(cont.)</b>		N/A	N/A	<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 13</b></p> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 2: Características de los géneros de no ficción (Artículo informativo)</li> </ul> <p><b>Cycle 14</b></p> <ul style="list-style-type: none"> <li>– Ciclo 14, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 14, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 14, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 14, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 14, Lección 1: Encontrar la idea principal en textos de no ficción</li> <li>– Ciclo 14, Lección 2: Encontrar la idea principal en textos de no ficción</li> <li>– Ciclo 14, Lección 1: Lenguaje sensorial o figurado</li> <li>– Ciclo 14, Lección 2: Lenguaje sensorial o figurado</li> <li>– Ciclo 14, Lección 1: Características de los géneros de ficción (Ficción realista)</li> <li>– Ciclo 14, Lección 2: Características de los géneros de no ficción (Discurso)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(B)</b>	Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; <b>(cont.)</b>		N/A	N/A	<u><b>Cycle-based</b></u> <b>Reading Comprehension:</b> <b>Cycle 15</b> – Ciclo 15, Lección 1: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 2: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 3: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 4: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 1: Identificar y analizar la idea principal en textos de instrucción – Ciclo 15, Lección 2: Identificar y analizar la idea principal en textos de instrucción – Ciclo 15, Lección 1: Resumir textos de fantasía – Ciclo 15, Lección 2: Resumir textos de fantasía – Ciclo 15, Lección 1: Características de los géneros de no ficción (Texto de instrucción) – Ciclo 15, Lección 2: Características de los géneros de no ficción (Texto de instrucción) – Ciclo 15, Lección 1: Características de los géneros de ficción (Fantasía) – Ciclo 15, Lección 2: Características de los géneros de ficción (Fantasía)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(B)</b>	Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; <b>(cont.)</b>		N/A	N/A	<u><b>Cycle-based</b></u> <b>Writing:</b> <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing) – Ciclo 11, Lección 22: Escritura (news report) – Ciclo 11, Lección 23: Escritura (informative letter) – Ciclo 11, Lección 24: Escritura (diary of an adventure) – Ciclo 11, Lección 25: Escritura (letter to a hero) <b>Cycle 12</b> – Ciclo 12, Lección 26: Escritura (descriptive writing) – Ciclo 12, Lección 27: Escritura (biography) – Ciclo 12, Lección 28: Escritura (summary) – Ciclo 12, Lección 29: Escritura (weather letter) – Ciclo 12, Lección 30: Escritura (comparative essay) – Ciclo 12, Lección 31: Escritura (email)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 3

#### 4<sup>th</sup> Grade

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(B)</b>	Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. <b>(cont.)</b>		N/A	N/A	<b><u>Cycle-based</u></b> <b>Writing:</b> <b>Cycle 12</b> – Ciclo 12, Lección 32: Escritura (pamphlet) – Ciclo 12, Lección 33: Escritura (predictive writing) – Ciclo 12, Lección 34: Escritura (newspaper article) – Ciclo 12, Lección 35: Escritura (magazine article) – Ciclo 12, Lección 36: Escritura (recommendation or referral) – Ciclo 12, Lección 37: Escritura (speech) – Ciclo 12, Lección 38: Escritura (poster) – Ciclo 12, Lección 39: Escritura (imaginary story) – Ciclo 12, Lección 40: Escritura (persuasive speech)
<b>4.7(C)</b>	Use text evidence to support an appropriate response;	√	<b><u>El mundo de los géneros: Época Antigua</u></b> • <b>Unit 1</b> – Visual Hook 1 - El fracaso del ladrón (illustration)	13	<b><u>ISIP Español LA</u></b> <b>Reading Comprehension:</b> – Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 1, Nivel 3

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(C)</b>	Use text evidence to support an appropriate response; (cont.)	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  • <b>Unit 1</b> – Visual Hook 2 - Esclavos de Egipto (illustration) – D: Compare and Contrast Illustrations (themes) – Minipassages: Frente a la tormenta (play) & La vida de Miguel de Cervantes, el verdadero Quijote (biography) – D: Compare and Contrast Minipassages (themes) – P1: La aventura de los galeotes (play) – P2: Platón, en busca de la justicia (biography) – RT: Lady Trieu, guerrera vietnamita (biography) – Quiz (passage & digital dictionary) – Compare and Contrast Quiz (passage & digital dictionary)  • <b>Unit 2</b> – Visual Hook 1 - La idea de Beto (comic strip) – Visual Hook 2 - Galileo y el telescopio (comic strip)	13 13 13 13 13 13 13 13 13 13	<b><u>ISIP Español LA</u></b>  <b>Reading Comprehension:</b> – Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 2, Nivel 2 – Sacar conclusiones y proporcionar evidencia de un texto para apoyar su comprensión: Lección 1, Nivel 3 – Sacar conclusiones y proporcionar evidencia de un texto para apoyar su comprensión: Lección 2, Nivel 2 – Leer para hacer inferencias usando múltiples características de los textos: Lección 1, Nivel 3 – Leer para hacer inferencias usando múltiples características de los textos: Lección 2, Nivel 2 – Hacer el resumen de un texto manteniendo su significado: Lección 1, Nivel 3 – Hacer el resumen de un texto manteniendo su significado: Lección 2, Nivel 2  <b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 13</b> – Ciclo 13, Lección 1: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 13, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(C)</b>	Use text evidence to support an appropriate response; (cont.)	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  • <b>Unit 2</b> – D: Compare and Contrast Comic Strips (character and historical figure) – Minipassages: El mito de Dédalo e Ícaro (myth) & La historia del vuelo humano (informative article) – D: Compare and Contrast Minipassages (character and historical figure) – P1: El reto de Madre Sol (myth) – P2: Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article) – RT: El origen del fuego y su uso por los humanos (informative article) – Quiz (passage & digital dictionary) – Compare and Contrast Quiz (passage & digital dictionary)  <b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 3</b> – Minipassages: Rogelio Robles Respaldiza (lyric poetry) & Por favor, reciclen (persuasive text) – D: Compare and Contrast Minipassages (author's perspective)	13 13 13 13 13 13 13 13 14 14	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 13</b> – Ciclo 13, Lección 3: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 13, Lección 4: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 13, Lección 1: Identificar la idea principal y los detalles – Ciclo 13, Lección 1: Características de los géneros de ficción (Mito) – Ciclo 13, Lección 2: Características de los géneros de no ficción (Artículo informativo)  <b>Cycle 14</b> – Ciclo 14, Lección 1: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 14, Lección 2: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 14, Lección 3: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 14, Lección 4: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 14, Lección 1: Encontrar la idea principal en textos de no ficción

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 3

#### 4<sup>th</sup> Grade

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(C)</b>	Use text evidence to support an appropriate response; (cont.)	✓	<p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 3</b> <ul style="list-style-type: none"> <li>– P1: La Raya (lyric poetry) 14</li> <li>– P2: Estimada profesora Piernavieja (persuasive text) 14</li> <li>– RT: Futuros Programadores de América (persuasive text), Quiz Items 14</li> <li>– Quiz (passage &amp; digital dictionary) 14</li> <li>– Compare and Contrast Quiz (passage &amp; digital dictionary) 14</li> </ul> </li> <li>• <b>Unit 4</b> <ul style="list-style-type: none"> <li>– Visual Hook 1 - La fotosíntesis (diagram) 14</li> <li>– Visual Hook 2 - La Estatua de la Libertad (diagram) 14</li> <li>– D: Compare and Contrast Diagrams (author's purpose) 14</li> <li>– Minipassages: Papazilla (realistic fiction) &amp; Un discurso a mi papá (speech) 14</li> <li>– D: Compare and Contrast Minipassages (author's purpose) 14</li> <li>– P1: Doña Zoraida, la bruja del barrio (realistic fiction) 14</li> <li>– P2: Un discurso sobre la unión (speech) 14</li> </ul> </li> </ul>		<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 14</b></p> <ul style="list-style-type: none"> <li>– Ciclo 14, Lección 2: Encontrar la idea principal en textos de no ficción</li> <li>– Ciclo 14, Lección 1: Lenguaje sensorial o figurado</li> <li>– Ciclo 14, Lección 2: Lenguaje sensorial o figurado</li> <li>– Ciclo 14, Lección 1: Características de los géneros de ficción (Ficción realista)</li> <li>– Ciclo 14, Lección 2: Características de los géneros de no ficción (Discurso)</li> </ul> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 15, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 15, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 15, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 15, Lección 1: Identificar y analizar la idea principal en textos de instrucción</li> <li>– Ciclo 15, Lección 2: Identificar y analizar la idea principal en textos de instrucción</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(C)</b>	Use text evidence to support an appropriate response; (cont.)	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 4</b> – RT: Solidaridad (speech) – Quiz (passage & digital dictionary) – Compare and Contrast Quiz (passage & digital dictionary)  <b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 5</b> – Visual Hook 1 - El aterrizaje (comic book) – Visual Hook 2 - Cómo resistir la gravedad (flowchart) – D: Compare and Contrast Comic Book and Flowchart (message and main idea) – Minipassages: La invasión (science fiction) & Cómo hacer un aerodeslizador de mesa (procedural text), (instruction) – D: Compare and Contrast Minipassages - message and main idea – P1: El Tubo del Tiempo (science fiction) – P2: Cómo hacer un electroimán (procedural text)	14 14 14  15 15 15 15 15 15	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 15</b> – Ciclo 15, Lección 1: Resumir textos de fantasía – Ciclo 15, Lección 2: Resumir textos de fantasía  – Ciclo 15, Lección 1: Características de los géneros de no ficción (Texto de instrucción) – Ciclo 15, Lección 2: Características de los géneros de no ficción (Texto de instrucción) – Ciclo 15, Lección 1: Características de los géneros de ficción (Fantasía) – Ciclo 15, Lección 2: Características de los géneros de ficción (Fantasía)  <b><u>All the color and black and white copies of the passages on Istation Español</u></b>  – La aventura de los galeotes (play)  – Sócrates, una vida llena de reflexión (biography)  – Lady Trieu, guerrera vietnamita (biography)  – El reto de Madre Sol (myth)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(C)</b>	Use text evidence to support an appropriate response; (cont.)	√	<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 5</b> – RT: Cómo hacer un circuito solar (procedural text), Quiz Items – Quiz (passage & digital dictionary) – Compare and Contrast Quiz (passage & digital dictionary)  • <b>Unit 6</b> – Visual Hook 1 - La búsqueda de Elaria (illustrated story) – Visual Hook 2 - Red alimentaria de Yellowstone (food web) – D: Compare and Contrast Illustrated Story and Food Web (summary) – Minipassages: Las lágrimas de la dragona (fantasy) & La partida de los lobos de Yellowstone (explanatory text) – D: Compare and Contrast Minipassages (summary)  – P1: El regreso del reino (fantasy) – P2: El regreso de los lobos a Yellowstone (explanatory text) – RT: Antídotos para la plaga del plástico (explanatory text)	                      15 15 15 15 15 15 15 15 15 15 15 15 15 15	<b><u>All the color and black and white copies of the passages on Istation Español</u></b>  – Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article) – El origen del fuego y su uso por los humanos (informative article) – La Raya (lyric poetry) – Estimada profesora Piernavieja (persuasive text) – Futuros Programadores de América (persuasive text) – Doña Zoraida, la bruja del barrio (realistic fiction) – Un discurso sobre la unión (speech) – Solidaridad (speech) – El Tubo del Tiempo (science fiction) – Cómo hacer un electroimán (procedural text) – Cómo hacer un circuito solar (procedural text) – El regreso del reino (fantasy) – El regreso de los lobos a Yellowstone (explanatory text)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(C)</b>	Use text evidence to support an appropriate response; (cont.)	√	<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 5</b>  – Quiz (passage & digital dictionary)  – Compare and Contrast Quiz (passage & digital dictionary)	15  15	<b><u>All the color and black and white copies of the passages on Istation Español</u></b>  – Antídotos para la plaga del plástico (explanatory text)
<b>4.7(D)</b>	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	√	<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 6</b>  – Visual Hook 1 - La búsqueda de Elaria (illustrated story) – Visual Hook 2 - Red alimentaria de Yellowstone (food web) – D: Compare and Contrast Illustrated Story and Food Web (summary) – Minipassages: Las lágrimas de la dragona (fantasy) & La partida de los lobos de Yellowstone (explanatory text) – D: Compare and Contrast Minipassages (summary)  – P1: El regreso del reino (fantasy), (tips)  – P2: El regreso de los lobos a Yellowstone (explanatory text), (tips)  – RT: Antídotos para la plaga del plástico (explanatory text), (tips)	15 15 15 15 15 15 15	<b><u>ISIP Español LA</u></b>  <b>Reading Comprehension:</b>  – Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 1, Nivel 3 – Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 2, Nivel 2  – Hacer el resumen de un texto manteniendo su significado: Lección 1, Nivel 3  – Hacer el resumen de un texto manteniendo su significado: Lección 2, Nivel 2  <b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 15</b>  – Ciclo 15, Lección 1: Resumir textos de fantasía

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(D)</b>	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 6</b>  – Quiz	15	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 15</b> – Ciclo 15, Lección 2: Resumir textos de fantasía  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 28: Escritura (summary)  <b><u>All the color and black and white copies of the passages on Istation Español</u></b>  – La aventura de los galeotes (play) – Sócrates, una vida llena de reflexión (biography) – Lady Trieu, guerrera vietnamita (biography) – El reto de Madre Sol (myth) – Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article) – El origen del fuego y su uso por los humanos (informative article) – La Raya (lyric poetry)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(D)</b>	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; <b>(cont.)</b>	√			<u><b>All the color and black and white copies of the passages on Istation Español</b></u>  – Estimada profesora Piernavieja (persuasive text) – Futuros Programadores de América (persuasive text) – Doña Zoraida, la bruja del barrio (realistic fiction) – Un discurso sobre la unión (speech) – Solidaridad (speech) – El Tubo del Tiempo (science fiction) – Cómo hacer un electroimán (procedural text) – Cómo hacer un circuito solar (procedural text) – El regreso del reino (fantasy) – El regreso de los lobos a Yellowstone (explanatory text) – Antídotos para la plaga del plástico (explanatory text)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.7(E)	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;		N/A	N/A	<p><b><u>Cycle-based</u></b></p> <p><b>Writing:</b></p> <p><b>Cycle 11</b></p> <ul style="list-style-type: none"> <li>– Ciclo 11, Lección 21: Escritura (informative writing)</li> <li>– Ciclo 11, Lección 22: Escritura (news report)</li> <li>– Ciclo 11, Lección 23: Escritura (informative letter)</li> <li>– Ciclo 11, Lección 24: Escritura (diary of an adventure)</li> <li>– Ciclo 11, Lección 25: Escritura (letter to a hero)</li> </ul> <p><b>Cycle 12</b></p> <ul style="list-style-type: none"> <li>– Ciclo 12, Lección 26: Escritura (descriptive writing)</li> <li>– Ciclo 12, Lección 27: Escritura (biography)</li> <li>– Ciclo 12, Lección 28: Escritura (summary)</li> <li>– Ciclo 12, Lección 29: Escritura (weather letter)</li> <li>– Ciclo 12, Lección 30: Escritura (comparative essay)</li> <li>– Ciclo 12, Lección 31: Escritura (email)</li> </ul>

## SPANISH LANGUAGE ARTS AND READING STANDARDS

### Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 3

#### 4<sup>th</sup> Grade

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(E)</b>	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; <b>(cont.)</b>		N/A	N/A	<b><u>Cycle-based</u></b>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 32: Escritura (pamphlet) – Ciclo 12, Lección 33: Escritura (predictive writing) – Ciclo 12, Lección 34: Escritura (newspaper article) – Ciclo 12, Lección 35: Escritura (magazine article) – Ciclo 12, Lección 36: Escritura (recommendation or referral) – Ciclo 12, Lección 37: Escritura (speech) – Ciclo 12, Lección 38: Escritura (poster) – Ciclo 12, Lección 39: Escritura (imaginary story) – Ciclo 12, Lección 40: Escritura (persuasive speech)
<b>4.7(F)</b>	Respond using newly acquired vocabulary as appropriate; and		<b><u>El mundo de los géneros: Época Antigua</u></b>  • <b>Unit 1</b> – Castillo de vocabulario (play and biography, vocabulary game)	13	<b><u>ISIP Español LA</u></b>  <b>Vocabulary:</b> – Utilizar y buscar antónimos con la ayuda de un diccionario: Lección 1, Nivel 3

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
TEKS = Texas Essential Knowledge and Skills SLAR = Spanish Language Arts and Reading	D = Lesson Skills & Comprehension P1 = Passage 1 P2 = Passage 2 RT = Reteach Passage N/A = Not Applicable	STAAR = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = <b>I</b> station <b>S</b> eguimiento <b>I</b> ndividualizado de <b>P</b> rogreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**  
**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.  
 The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(F)</b>	Respond using newly acquired vocabulary as appropriate; and <b>(cont.)</b>	√	<u><b>El mundo de los géneros: Época Antigua</b></u>  <ul style="list-style-type: none"> <li>• <b>Unit 1</b> <ul style="list-style-type: none"> <li>– P1: La aventura de los galeotes (play) 13</li> <li>– P2: Platón, en busca de la justicia (biography) 13</li> <li>– Castillo de conocimientos (vocabulary &amp; genre (play and biography) game, instructions) 13</li> <li>– RT: Lady Trieu, guerrera vietnamita (biography) 13</li> <li>– Quiz 13</li> </ul> </li> <li>• <b>Unit 2</b> <ul style="list-style-type: none"> <li>– Castillo de vocabulario (myth &amp; informative article, vocabulary game) 13</li> <li>– P1: El reto de Madre Sol (myth) 13</li> <li>– P2: Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article) 13</li> <li>– Castillo de conocimientos (vocabulary &amp; genre (myth and informative article) game) 13</li> <li>– RT: El origen del fuego y su uso por los humanos (informative article) 13</li> <li>– Quiz 13</li> </ul> </li> </ul>		<u><b>ISIP Español LA</b></u>  <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>– Utilizar y buscar antónimos con la ayuda de un diccionario: Lección 2, Nivel 2</li> <li>– Utilizar y buscar sinónimos con la ayuda de un diccionario: Lección 1, Nivel 3</li> <li>– Utilizar y buscar sinónimos con la ayuda de un diccionario: Lección 2, Nivel 2</li> <li>– Identificar y usar palabras homónimas (homófonas y homógrafas): Lección 1, Nivel 3</li> <li>– Identificar y usar palabras homónimas (homófonas y homógrafas): Lección 2, Nivel 2</li> </ul> <u><b>Cycle-based</b></u> <b>Vocabulary:</b> <b>Cycle 13</b> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 1: Vocabulario - aprender prefijos y sus significados</li> <li>– Ciclo 13, Lección 2: Vocabulario - aprender prefijos y sus significados</li> <li>– Ciclo 13, Lección 1: Vocabulario - antónimos</li> <li>– Ciclo 13, Lección 2: Vocabulario - antónimos</li> <li>– Ciclo 13, Lección 3: Vocabulario - antónimos</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(F)</b>	Respond using newly acquired vocabulary as appropriate; and <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 3</b> – Tráfico de palabras (lyric poetry and persuasive text) – P1: La Raya (lyric poetry) – P2: Estimada profesora Piernavieja (persuasive text) – En busca de conocimientos (vocabulary & genre (lyric poetry and persuasive text) game) – RT: Futuros Programadores de América (persuasive text) – Quiz  • <b>Unit 4</b> – Tráfico de palabras (realistic fiction and speech, vocabulary game) – En busca de conocimientos (vocabulary and genre (realistic fiction and speech) game)  <b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 5</b> – El Tragapalabras (science fiction and procedural text, vocabulary game) – Taller de conocimientos (vocabulary & genre (science fiction and procedural text) game)	14 14 14 14 14 14 14 14 14 14 15 15	<b><u>Cycle-based</u></b>  <b>Vocabulary:</b>  <b>Cycle 13</b> – Ciclo 13, Lección 4: Vocabulario - antónimos – Ciclo 13, Lección 1: Vocabulario - palabras homónimas – Ciclo 13, Lección 2: Vocabulario - palabras homónimas – Ciclo 13, Lección 1: Vocabulario - aprender sufijos y sus significados – Ciclo 13, Lección 2: Vocabulario - aprender sufijos y sus significados – Ciclo 13, Lección 1: Vocabulario - palabras con raíces griegas – Ciclo 13, Lección 2: Vocabulario - palabras con raíces griegas  <b>Cycle 14</b> – Ciclo 14, Lección 1: Vocabulario - analogías con antónimos – Ciclo 14, Lección 2: Vocabulario - analogías con antónimos – Ciclo 14, Lección 1: Vocabulario - palabras homónimas – Ciclo 14, Lección 1: Vocabulario - usar claves de contexto

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.7(F)	Respond using newly acquired vocabulary as appropriate; and <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 6</b> – El Tragapalabras (fantasy and explanatory text, vocabulary game) – Taller de conocimientos (vocabulary & genre (fantasy and explanatory text) game)	15  15	<b><u>Cycle-based</u></b>  <b>Vocabulary:</b>  <b>Cycle 14</b> – Ciclo 14, Lección 2: Vocabulario - usar claves de contexto – Ciclo 14, Lección 3: Vocabulario - usar claves de contexto – Ciclo 14, Lección 4: Vocabulario - usar claves de contexto – Ciclo 14, Lección 1: Vocabulario - aprender prefijos y sus significados – Ciclo 14, Lección 2: Vocabulario - aprender prefijos y sus significados – Ciclo 14, Lección 3: Vocabulario - aprender sufijos y sus significados – Ciclo 14, Lección 4: Vocabulario - aprender sufijos y sus significados  <b>Cycle 15</b> – Ciclo 15, Lección 1: Vocabulario - aprender sufijos y raíces y sus significados – Ciclo 15, Lección 1: Vocabulario - aprender palabras derivadas – Ciclo 15, Lección 2: Vocabulario - aprender palabras derivadas – Ciclo 15, Lección 1: Vocabulario - palabras con raíces latinas y griegas

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 3

#### 4<sup>th</sup> Grade

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(F)</b>	Respond using newly acquired vocabulary as appropriate; and <b>(cont.)</b>	√			<p><b><u>Cycle-based</u></b></p> <p><b>Vocabulary:</b></p> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 2: Vocabulario - palabras con raíces latinas y griegas</li> <li>– Ciclo 15, Lección 3: Vocabulario - palabras con raíces latinas y griegas</li> <li>– Ciclo 15, Lección 4: Vocabulario - palabras con raíces latinas y griegas</li> <li>– Ciclo 15, Lección 1: Vocabulario - Usar claves de contexto</li> <li>– Ciclo 15, Lección 2: Vocabulario - Usar claves de contexto</li> <li>– Ciclo 15, Lección 3: Vocabulario - Usar claves de contexto</li> <li>– Ciclo 15, Lección 4: Vocabulario - Usar claves de contexto</li> </ul> <p><b><u>All the color and black and white copies of the passages on Istation Español</u></b></p> <ul style="list-style-type: none"> <li>– La aventura de los galeotes (play)</li> <li>– Sócrates, una vida llena de reflexión (biography)</li> <li>– Lady Trieu, guerrera vietnamita (biography)</li> <li>– El reto de Madre Sol (myth)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(F)</b>	Respond using newly acquired vocabulary as appropriate; and <b>(cont.)</b>	√			<b><u>All the color and black and white copies of the passages on Istation Español</u></b>  – Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article) – El origen del fuego y su uso por los humanos (informative article) – La Raya (lyric poetry) – Estimada profesora Piernavieja (persuasive text) – Futuros Programadores de América (persuasive text) – Doña Zoraida, la bruja del barrio (realistic fiction) – Un discurso sobre la unión (speech) – Solidaridad (speech) – El Tubo del Tiempo (science fiction) – Cómo hacer un electroimán (procedural text) – Cómo hacer un circuito solar (procedural text) – El regreso del reino (fantasy) – El regreso de los lobos a Yellowstone (explanatory text) – Antídotos para la plaga del plástico (explanatory text)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(G)</b>	Discuss specific ideas in the text that are important to the meaning.		N/A	N/A	<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 13</b></p> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 13, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 13, Lección 1: Identificar la idea principal y los detalles</li> <li>– Ciclo 13, Lección 1: Características de los géneros de ficción (Mito)</li> <li>– Ciclo 13, Lección 2: Características de los géneros de no ficción (Artículo Informativo)</li> </ul> <p><b>Cycle 14</b></p> <ul style="list-style-type: none"> <li>– Ciclo 14, Lección 1: Encontrar la idea principal en textos de no ficción</li> <li>– Ciclo 14, Lección 2: Encontrar la idea principal en textos de no ficción</li> <li>– Ciclo 14, Lección 1: Lenguaje sensorial o figurado</li> <li>– Ciclo 14, Lección 2: Lenguaje sensorial o figurado</li> <li>– Ciclo 14, Lección 1: Características de los géneros de ficción (Ficción Realista)</li> <li>– Ciclo 14, Lección 2: Características de los géneros de no ficción (Discurso)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 3**

**4<sup>th</sup> Grade**

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(G)</b>	Discuss specific ideas in the text that are important to the meaning. <b>(cont.)</b>		N/A	N/A	<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 15, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 15, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 15, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 15, Lección 1: Identificar y analizar la idea principal en textos de instrucción</li> <li>– Ciclo 15, Lección 2: Identificar y analizar la idea principal en textos de instrucción</li> <li>– Ciclo 15, Lección 1: Resumir textos de fantasía</li> <li>– Ciclo 15, Lección 2: Resumir textos de fantasía</li> <li>– Ciclo 15, Lección 1: Características de los géneros de no ficción (Texto de instrucción)</li> <li>– Ciclo 15, Lección 2: Características de los géneros de no ficción (Texto de instrucción)</li> </ul>

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 3

#### 4<sup>th</sup> Grade

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(G)</b>	Discuss specific ideas in the text that are important to the meaning. <b>(cont.)</b>		N/A	N/A	<p><b><u>Cycle-based</u></b></p> <p><b>Writing:</b></p> <p><b>Cycle 11</b></p> <ul style="list-style-type: none"> <li>– Ciclo 11, Lección 21: Escritura (informative writing)</li> <li>– Ciclo 11, Lección 22: Escritura (news report)</li> <li>– Ciclo 11, Lección 23: Escritura (informative letter)</li> <li>– Ciclo 11, Lección 24: Escritura (diary of an adventure)</li> <li>– Ciclo 11, Lección 25: Escritura (letter to a hero)</li> </ul> <p><b>Cycle 12</b></p> <ul style="list-style-type: none"> <li>– Ciclo 12, Lección 26: Escritura (descriptive writing)</li> <li>– Ciclo 12, Lección 27: Escritura (biography)</li> <li>– Ciclo 12, Lección 28: Escritura (summary)</li> <li>– Ciclo 12, Lección 29: Escritura (weather letter)</li> <li>– Ciclo 12, Lección 30: Escritura (comparative essay)</li> <li>– Ciclo 12, Lección 31: Escritura (email)</li> </ul>

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 3

#### 4<sup>th</sup> Grade

**Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.7(G)</b>	Discuss specific ideas in the text that are important to the meaning. <b>(cont.)</b>		N/A	N/A	<p><b><u>Cycle-based</u></b></p> <p><b>Writing:</b></p> <p><b>Cycle 12</b></p> <ul style="list-style-type: none"> <li>– Ciclo 12, Lección 32: Escritura (pamphlet)</li> <li>– Ciclo 12, Lección 33: Escritura (predictive writing)</li> <li>– Ciclo 12, Lección 34: Escritura (newspaper article)</li> <li>– Ciclo 12, Lección 35: Escritura (magazine article)</li> <li>– Ciclo 12, Lección 36: Escritura (recommendation or referral)</li> <li>– Ciclo 12, Lección 37: Escritura (speech)</li> <li>– Ciclo 12, Lección 38: Escritura (poster)</li> <li>– Ciclo 12, Lección 39: Escritura (imaginary story)</li> <li>– Ciclo 12, Lección 40: Escritura (persuasive speech)</li> </ul>

## SPANISH LANGUAGE ARTS AND READING STANDARDS

### Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 4

#### 4<sup>th</sup> Grade

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.8(A)</b>	Infer basic themes supported by text evidence;	√	<u><b>El mundo de los géneros: Época Antigua</b></u>  <b>• Unit 1</b>  – Visual Hook 1 - El fracaso del ladrón (illustration)  – D: Compare and Contrast Illustrations (themes)  – Minipassages: Frente a la tormenta (play)  – D: Compare and Contrast Minipassages (themes)  – P1: La aventura de los galeotes (play), (tips)  – Genre Exploratory Scene Selective Reading (play and myth/legend)	13 13 13 13 13	<u><b>Cycle-based</b></u>  <b>Reading Comprehension:</b>  <b>Cycle 14</b> – Ciclo 14, Lección 1: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 14, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)  <b>Cycle 15</b> – Ciclo 15, Lección 3: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  <u><b>The fiction black and white copies of the passages on Istation Español</b></u>  – La aventura de los galeotes (play)  – El reto de Madre Sol (myth)  – La Raya (lyric poetry)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.8(A)</b>	Infer basic themes supported by text evidence; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 3</b> – P1: La Raya (lyric poetry), (tips) – Quiz  • <b>Unit 4</b> – Minipassages: Papazilla (realistic fiction) – D: Compare and Contrast Minipassages (author's purpose)	14  14  14  14	<b><u>The fiction black and white copies of the passages on Istation Español</u></b>  – Doña Zoraida, la bruja del barrio (realistic fiction) – El Tubo del Tiempo (science fiction) – El regreso del reino (fantasy)
<b>4.8(B)</b>	Explain the interactions of the characters and the changes they undergo;	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  • <b>Unit 2</b> – Genre Overview (myth/legend) – Visual Hook 1 - La idea de Beto (comic strip) – D: Compare and Contrast Illustrations (character and historical figure)	13  13  13	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 13</b> – Ciclo 13, Lección 2: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 13, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.8(B)</b>	Explain the interactions of the characters and the changes they undergo; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  • <b>Unit 2</b>  – Minipassage: El mito de Dédalo e Ícaro (myth)  – D: Compare and Contrast Minipassages (character and historical figure)  – Genre Exploratory Scenes: El mito de Prometeo (myth) & La teoría de la Tierra plana: una falacia moderna (informative article)  – P1: El reto de Madre Sol (myth), (tips)  – Quiz  – Compare and Contrast Quiz  – Genre Exploratory Scene Selective Reading (myth/legend)  <b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 3</b>  – Minipassage: Rogelio Robles Respaldiza (lyric poetry)	13 13 13 13 13 13 13 14	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 13</b>  – Ciclo 13, Lección 1: Características de los géneros de ficción (Mito)  <b>Cycle 14</b>  – Ciclo 14, Lección 1: Características de los géneros de ficción (Ficción realista)  <b><u>The fiction black and white copies of the passages on Istation Español</u></b>  – La aventura de los galeotes (play)  – El reto de Madre Sol (myth)  – La Raya (lyric poetry)  – Doña Zoraida, la bruja del barrio (realistic fiction)  – El Tubo del Tiempo (science fiction)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **Istation Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.8(B)</b>	Explain the interactions of the characters and the changes they undergo; <b>(cont.)</b>	√	<u><b>El mundo de los géneros: Época Moderna</b></u>  • <b>Unit 3</b> – Genre Exploratory Scene Selective Reading (realistic fiction)	14	<u><b>The fiction black and white copies of the passages on Istation Español</b></u>  – El regreso del reino (fantasy)
			• <b>Unit 4</b> – Genre Overview (realistic fiction)	14	
			– Minipassage: Papazilla (realistic fiction)	14	
			– Genre Exploratory Scenes: Odi y el niño gigante (realistic fiction)	14	
			– Genre Exploratory Scene Selective Reading (realistic fiction)	14	
			<u><b>El mundo de los géneros: Época Futura</b></u>  • <b>Unit 5</b> – Genre Overview (science fiction)	15	
			– Visual Hook 1 - El aterrizaje (comic book)	15	

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.8(B)</b>	Explain the interactions of the characters and the changes they undergo; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 5</b> – D: Compare and Contrast Comic Book and Flowchart (message and main idea) 15 – Minipassage: La invasión (science fiction) 15 – D: Compare and Contrast Minipassages - message and main idea 15 – Genre Exploratory Scenes: La Mano Amiga (science fiction) 15 – Genre Exploratory Scene Selective Reading (science fiction) 15  • <b>Unit 6</b> – Genre Overview (fantasy) 15 – Visual Hook 1 - La búsqueda de Elaria (illustrated story) 15 – D: Compare and Contrast Illustrated Story and Food Web (summary) 15 – Minipassages: Las lágrimas de la dragona (fantasy) 15		

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.8(B)</b>	Explain the interactions of the characters and the changes they undergo; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 6</b> – D: Compare and Contrast Minipassages (summary) 15 – Genre Exploratory Scenes: Colorandia (fantasy) 15 – Genre Exploratory Scene Selective Reading (fantasy) 15		
<b>4.8(C)</b>	Analyze plot elements, including the rising action, climax, falling action, and resolution; and	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  • <b>Unit 1</b> – P1: La aventura de los galeotes (play), (tips) 13 – Quiz 13  <b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 4</b> – P1: Doña Zoraida, la bruja del barrio (realistic fiction), (tips) 14		<b><u>ISIP Español LA</u></b>  <b>Reading Comprehension:</b> – Hacer el resumen de un texto manteniendo su significado: Lección 1, Nivel 3 – Hacer el resumen de un texto manteniendo su significado: Lección 2, Nivel 2

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
TEKS = Texas Essential Knowledge and Skills SLAR = Spanish Language Arts and Reading	D = Lesson Skills & Comprehension P1 = Passage 1 P2 = Passage 2 RT = Reteach Passage N/A = Not Applicable	STAAR = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum ISIP Español LA = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.8(C)</b>	Analyze plot elements, including the rising action, climax, falling action, and resolution; and <b>(cont.)</b>	√	<u><b>El mundo de los géneros: Época Moderna</b></u> <ul style="list-style-type: none"> <li>• <b>Unit 4</b></li> <li>– Quiz</li> </ul> <u><b>El mundo de los géneros: Época Futura</b></u> <ul style="list-style-type: none"> <li>• <b>Unit 5</b></li> <li>– Visual Hook 1 - El aterrizaje (comic book)</li> <li>– Minipassages: La invasión (science fiction)</li> <li>– Genre Exploratory Scenes: La Mano Amiga (science fiction)</li> <li>– P1: El Tubo del Tiempo (science fiction), (tips)</li> <li>– Quiz</li> <li>– Genre Exploratory Scene Selective Reading (science fiction and fantasy)</li> </ul>	<ul style="list-style-type: none"> <li>14</li> <li>15</li> <li>15</li> <li>15</li> <li>15</li> <li>15</li> </ul>	<u><b>Cycle-based</b></u> <b>Reading Comprehension:</b> <b>Cycle 15</b> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 1: Características de los géneros de ficción (Fantasía)</li> <li>– Ciclo 15, Lección 2: Características de los géneros de ficción (Fantasía)</li> </ul> <u><b>The fiction black and white copies of the passages on Istation Español</b></u> <ul style="list-style-type: none"> <li>– La aventura de los galeotes (play)</li> <li>– El reto de Madre Sol (myth)</li> <li>– La Raya (lyric poetry)</li> <li>– Doña Zoraida, la bruja del barrio (realistic fiction)</li> <li>– El Tubo del Tiempo (science fiction)</li> <li>– El regreso del reino (fantasy)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.8(C)</b>	Analyze plot elements, including the rising action, climax, falling action, and resolution; and <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  <b>• Unit 6</b> – Visual Hook 1 - La búsqueda de Elaria (illustrated story) – D: Compare and Contrast Illustrated Story and Food Web (summary) – Minipassages: Las lágrimas de la dragona (fantasy) – D: Compare and Contrast Minipassages (summary) – Genre Exploratory Scenes: Colorandia (fantasy) – P1: El regreso del reino (fantasy), (tips) – Quiz – Genre Exploratory Scene Selective Reading (science fiction and fantasy)	          15 15 15 15 15 15 15 15	

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.8(D)</b>	Explain the influence of the setting, including historical and cultural settings, on the plot.	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 3</b> – Genre Exploratory Scene Selective Reading (realistic fiction)  • <b>Unit 4</b> – Genre Overview (realistic fiction) – Genre Exploratory Scenes: Odi y el niño gigante (realistic fiction) – Genre Exploratory Scene Selective Reading (realistic fiction)  <b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 5</b> – Genre Overview (science fiction) – Genre Exploratory Scenes: La Mano Amiga (science fiction) – Genre Exploratory Scene Selective Reading (science fiction and fantasy)	   14   14 14 14 15 15 15	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 14</b> – Ciclo 14, Lección 1: Características de los géneros de ficción (Ficción realista)  <b><u>The fiction black and white copies of the passages on Istation Español</u></b> – La aventura de los galeotes (play) – El reto de Madre Sol (myth) – La Raya (lyric poetry) – Doña Zoraida, la bruja del barrio (realistic fiction) – El Tubo del Tiempo (science fiction) – El regreso del reino (fantasy)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.8(D)</b>	Explain the influence of the setting, including historical and cultural settings, on the plot. <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 6</b>  – Genre Overview (fantasy)  – Genre Exploratory Scenes: Colorandia (fantasy)  – Genre Exploratory Scene Selective Reading (science fiction and fantasy)	   15  15  15	

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(A)</b>	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  <b>• Unit 2</b>  – Genres Overview (myth)  – Minipassages: El mito de Dédalo e Ícaro (myth)  – D: Compare and Contrast Minipassages (character and historical figure)  – Genre Exploratory Scenes: El mito de Prometeo (myth)  – P1: El reto de Madre Sol (myth), (tips)  – Castillo de conocimientos (vocabulary & genre (myth) game)  – Genre Exploratory Scene Selective Reading (myth/legend)	13  13  13  13  13  13	<u>Cycle-based</u>  <b>Reading Comprehension:</b>  <b>Cycle 13</b>  – Ciclo 13, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 13, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 13, Lección 1: Características de los géneros de ficción (Mito)  <b>Cycle 14</b>  – Ciclo 14, Lección 1: Características de los géneros de ficción (Ficción realista)  <b>Cycle 15</b>  – Ciclo 15, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 1: Características de los géneros de ficción (Fantasía)  – Ciclo 15, Lección 2: Características de los géneros de ficción (Fantasía)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(A)</b>	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; <b>(cont.)</b>	√	<p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <p><b>• Unit 4</b></p> <p>– Genre Overview (realistic fiction) 14</p> <p>– Minipassages: Papazilla (realistic fiction) 14</p> <p>– D: Compare and Contrast Minipassages (author's purpose) 14</p> <p>– Genre Exploratory Scenes: Odi y el niño gigante (realistic fiction) 14</p> <p>– P1: Doña Zoraida, la bruja del barrio (realistic fiction), (tips) 14</p> <p>– En busca de conocimientos (vocabulary and genre (realistic fiction) game) 14</p> <p>– Genre Exploratory Scene Selective Reading (realistic fiction) 14</p> <p><b><u>El mundo de los géneros: Época Futura</u></b></p> <p><b>• Unit 5</b></p> <p>– Genres Overview (science fiction) 15</p> <p>– Visual Hook 1 - El aterrizaje (comic book) 15</p>		<p><b><u>The color and black and white copies of the passages on Istation Español</u></b></p> <p>– El reto de Madre Sol (myth)</p> <p>– Doña Zoraida, la bruja del barrio (realistic fiction)</p> <p>– El Tubo del Tiempo (science fiction)</p> <p>– El regreso del reino (fantasy)</p>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(A)</b>	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  <ul style="list-style-type: none"> <li>• <b>Unit 5</b> <ul style="list-style-type: none"> <li>– D: Compare and Contrast Comic Book and Flowchart (message and main idea) 15</li> <li>– Minipassages: La invasión (science fiction) 15</li> <li>– D: Compare and Contrast Minipassages - message and main idea 15</li> <li>– Genre Exploratory Scenes: La Mano Amiga (science fiction) 15</li> <li>– P1: El Tubo del Tiempo (science fiction), (tips) 15</li> <li>– Taller de conocimientos (vocabulary &amp; genre (science fiction) game) 15</li> <li>– Genre Exploratory Scene Selective Reading (science fiction and fantasy) 15</li> </ul> </li> <li>• <b>Unit 6</b> <ul style="list-style-type: none"> <li>– Genres Overview (fantasy) 15</li> <li>– Visual Hook 1 - La búsqueda de Elaria (illustrated story) 15</li> <li>– D: Compare and Contrast Illustrated Story and Food Web (summary) 15</li> </ul> </li> </ul>		

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 4

#### 4<sup>th</sup> Grade

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(A)</b>	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 6</b>  – Minipassages: Las lágrimas de la dragona (fantasy) – D: Compare and Contrast Minipassages (summary) – Genre Exploratory Scenes: Colorandia (fantasy)  – P1: El regreso del Reino (fantasy), (tips)  – Taller de conocimientos (vocabulary & genre (fantasy) game) – Genre Exploratory Scene Selective Reading (science fiction and fantasy)	15 15 15 15 15 15	
<b>4.9(B)</b>	Explain figurative language such as simile, metaphor, and personification that the poet uses to create images;	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 3</b>  – Genres Overview (lyric poetry)  – Minipassages: Rogelio Robles Respaldiza (lyric poetry) – Genre Exploratory Scenes: Rosaleda (lyric poetry)	14 14 14	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 14</b> – Ciclo 14, Lección 1: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 14, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(B)</b>	Explain figurative language such as simile, metaphor, and personification that the poet uses to create images; (cont.)	√	<u><b>El mundo de los géneros: Época Moderna</b></u> • <b>Unit 3</b> – P1: La Raya (lyric poetry), (tips) – Genre Exploratory Scene Selective Reading (poetry)	14  14	<u><b>Cycle-based</b></u> <b>Reading Comprehension:</b> <b>Cycle 14</b> – Ciclo 14, Lección 1: Lenguaje sensorial o figurado – Ciclo 14, Lección 2: Lenguaje sensorial o figurado  <u><b>The color and black and white copies of the passages on Istation Español</b></u> – La Raya (lyric poetry) – La aventura de los galeotes (play)
<b>4.9(C)</b>	Explain structure in drama such as character tags, acts, scenes, and stage directions;	√	<u><b>El mundo de los géneros: Época Antigua</b></u> • <b>Unit 1</b> – Play Overview – Minipassages: Frente a la tormenta (play) – Genre Exploratory Scenes: Don Quijote y la Hidra (play)	13  13  13	<b>N/A</b>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(C)</b>	Explain structure in drama such as character tags, acts, scenes, and stage directions; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  • <b>Unit 1</b>  – P1: La aventura de los galeotes (play)  – Castillo de conocimientos (vocabulary & genre (play) game)  – Genre Exploratory Scene Selective Reading (play)	13  13  13	
<b>4.9(D)</b>	<b>Recognize characteristics and structures of informational text, including:</b>  (i) the central idea with supporting evidence;	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  • <b>Unit 1</b>  – Biography Overview  – Minipassage: La vida de Miguel de Cervantes, el verdadero Quijote (biography)  – D: Compare and Contrast Minipassages (themes)  – Genre Exploratory Scenes: Sócrates, una vida llena de reflexión (biography)  – P2: Platón, en busca de la justicia (biography), (tips)  – Castillo de conocimientos (vocabulary & genre (biography) game)	13  13  13  13  13	<b><u>ISIP Español LA</u></b>  <b>Reading Comprehension:</b>  – Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 1, Nivel 3  – Encontrar y resumir la idea principal y los detalles en un texto manteniendo el significado: Lección 2, Nivel 2  – Hacer el resumen de un texto manteniendo su significado: Lección 1, Nivel 3  – Hacer el resumen de un texto manteniendo su significado: Lección 2, Nivel 2

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

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**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.9(D)	<b>Recognize characteristics and structures of informational text, including:</b>  (i) the central idea with supporting evidence; <b>(cont.)</b>	√	<u><b>El mundo de los géneros: Época Antigua</b></u>  <b>• Unit 1</b>  – RT: Lady Trieu, guerrera vietnamita (biography), (tips)  – Quiz  – Genre Exploratory Scene Selective Reading (biography and informative article)  <u><b>El mundo de los géneros: Época Antigua</b></u>  <b>• Unit 2</b>  – Informative Article Overview  – Minipassage: La historia del vuelo humano (informative article)  – D: Compare and Contrast Minipassages (character and historical figure)  – Genre Exploratory Scenes: La teoría de la Tierra plana: una falacia moderna (informative article)  – P2: Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article), (tips)	13  13  13       13  13  13  13	<u><b>Cycle-based</b></u>  <b>Reading Comprehension:</b>  <b>Cycle 13</b>  – Ciclo 13, Lección 1: Identificar la idea principal y los detalles  – Ciclo 13, Lección 2: Características de los géneros de no ficción (Artículo informativo)  <b>Cycle 14</b>  – Ciclo 14, Lección 1: Encontrar la idea principal en textos de no ficción  – Ciclo 14, Lección 2: Encontrar la idea principal en textos de no ficción  – Ciclo 14, Lección 2: Características de los géneros de no ficción (Discurso)  <b>Cycle 15</b>  – Ciclo 15, Lección 1: Identificar y analizar la idea principal en textos de instrucción  – Ciclo 15, Lección 2: Identificar y analizar la idea principal en textos de instrucción

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.9(D)	<b>Recognize characteristics and structures of informational text, including:</b> (i) the central idea with supporting evidence; <b>(cont.)</b>	√	<u><b>El mundo de los géneros: Época Antigua</b></u> • <b>Unit 2</b> – Castillo de conocimientos (vocabulary & genre (informative article) game) – RT: El origen del fuego y su uso por los humanos (informative article), (tips) – Quiz – Genre Exploratory Scene Selective Reading (biography and informative article) <u><b>El mundo de los géneros: Época Futura</b></u> • <b>Unit 5</b> – Procedural Text Overview – Minipassage: Cómo hacer un aerodeslizador de mesa (procedural text) – D: Compare and Contrast Minipassages - message and main idea – Genre Exploratory Scenes: Un jardín vertical (procedural text)	13 13 13 13 15 15 15 15	<u><b>The color and black and white copies of the passages on Istation Español</b></u> – Sócrates, una vida llena de reflexión (biography) – Lady Trieu, guerrera vietnamita (biography) – Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article) – El origen del fuego y su uso por los humanos (informative article) – Cómo hacer un electroimán (procedural text) – Cómo hacer un circuito solar (procedural text) – El regreso de los lobos a Yellowstone (explanatory text) – Antídotos para la plaga del plástico (explanatory text)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

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**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.9(D)	<b>Recognize characteristics and structures of informational text, including:</b>  (i) the central idea with supporting evidence; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  <b>• Unit 5</b> – P2: Cómo hacer un electroimán (procedural text), (tips) 15 – Taller de conocimientos (vocabulary & genre (procedural text) game) 15 – RT: Cómo hacer un circuito solar (procedural text), (tips) 15 – Genre Exploratory Scene Selective Reading (procedural text and explanatory text) 15  <b>• Unit 6</b> – Explanatory Text Overview 15 – Minipassage: La partida de los lobos de Yellowstone (explanatory text) 15 – D: Compare and Contrast Minipassages (summary) 15 – Genre Exploratory Scenes: Cómo nace una estrella (explanatory text) 15		

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

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**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.9(D)	<b>Recognize characteristics and structures of informational text, including:</b>		<b><u>El mundo de los géneros: Época Futura</u></b>		
	(i) the central idea with supporting evidence; <b>(cont.)</b>	√	<ul style="list-style-type: none"> <li>• <b>Unit 6</b></li> <li>– P2: El regreso de los lobos a Yellowstone (explanatory text), (tips) 15</li> <li>– Taller de conocimientos (vocabulary &amp; genre (explanatory text) game) 15</li> <li>– RT: Antídotos para la plaga del plástico (explanatory text), (tips) 15</li> <li>– Quiz 15</li> <li>– Genre Exploratory Scene Selective Reading (procedural text and explanatory text) 15</li> </ul>		
	(ii) features such as pronunciation guides and diagrams to support understanding; and	√	<b><u>El mundo de los géneros: Época Antigua</u></b> <ul style="list-style-type: none"> <li>• <b>Unit 1</b></li> <li>– Minipassage: La vida de Miguel de Cervantes, el verdadero Quijote (biography) 13</li> <li>– Genre Exploratory Scene: Sócrates, una vida llena de reflexión (biography) 13</li> <li>– P2: Platón, en busca de la justicia (biography), (tips, illustrations, and timeline) 13</li> </ul>		<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 13</b>  – Ciclo 13, Lección 2: Características de los géneros de no ficción (Artículo informativo)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.9(D)	<b>Recognize characteristics and structures of informational text, including:</b> (ii) features such as pronunciation guides and diagrams to support understanding; and <b>(cont.)</b>	√	<u><b>El mundo de los géneros: Época Antigua</b></u> <ul style="list-style-type: none"> <li>• <b>Unit 1</b> <ul style="list-style-type: none"> <li>– RT: Lady Trieu, guerrera vietnamita (biography), (illustrations with captions and map with labels)</li> <li>– Genre Exploratory Scene Selective Reading (biography and informative article)</li> </ul> </li> <li>• <b>Unit 2</b> <ul style="list-style-type: none"> <li>– Informative Article Overview</li> <li>– Minipassages: La historia del vuelo humano (informative article)</li> <li>– Genre Exploratory Scene: La teoría de la Tierra plana: una falacia moderna (informative article)</li> <li>– P2: Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article), (diagrams and illustrated timeline)</li> <li>– RT: El origen del fuego y su uso por los humanos (informative article), (diagrams)</li> <li>– Genre Exploratory Scene Selective Reading (biography and informative article)</li> </ul> </li> </ul>	13  13  13  13  13	<u><b>All the color and black and white copies of the passages on Istation Español</b></u> <ul style="list-style-type: none"> <li>– Sócrates, una vida llena de reflexión (biography)</li> <li>– Lady Trieu, guerrera vietnamita (biography)</li> <li>– Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)</li> <li>– El origen del fuego y su uso por los humanos (informative article)</li> <li>– Cómo hacer un electroimán (procedural text)</li> <li>– Cómo hacer un circuito solar (procedural text)</li> <li>– El regreso de los lobos a Yellowstone (explanatory text)</li> <li>– Antídotos para la plaga del plástico (explanatory text)</li> </ul>

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
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### Strand 4

#### 4<sup>th</sup> Grade

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.9(D)	<b>Recognize characteristics and structures of informational text, including:</b> (ii) features such as pronunciation guides and diagrams to support understanding; and <b>(cont.)</b>	√	<u><b>El mundo de los géneros: Época Futura</b></u> • <b>Unit 5</b> – Visual Hook 2 - Cómo resistir la gravedad (flowchart) – D: Compare and Contrast Comic Book and Flowchart (message and main idea) – Minipassage: Cómo hacer un aerodeslizador de mesa (procedural text) – D: Compare and Contrast Minipassages - message and main idea – Genre Exploratory Scene: Un jardín vertical (procedural text) – P2: Cómo hacer un electroimán (procedural text), (tips, diagrams, and visual glossary) – RT: Cómo hacer un circuito solar (procedural text), (tips, diagrams, and visual glossary) – Quiz – Genre Exploratory Scene Selective Reading (procedural text and explanatory text)	15 15 15 15 15 15 15 15	

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = <b>I</b> station <b>S</b> eguimiento <b>I</b> ndividualizado de <b>P</b> rogreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(D)</b>	<b>Recognize characteristics and structures of informational text, including:</b> (ii) features such as pronunciation guides and diagrams to support understanding; and <b>(cont.)</b>	√	<u><b>El mundo de los géneros: Época Futura</b></u>  • <b>Unit 6</b>  – Visual Hook 2 - Red alimentaria de Yellowstone (food web)  – D: Compare and Contrast Illustrated Story and Food Web (summary)  – Minipassage: La partida de los lobos de Yellowstone (explanatory text), (instruction)  – D: Compare and Contrast Minipassages (summary)  – Genre Exploratory Scene: Cómo nace una estrella (explanatory text)  – P2: El regreso de los lobos a Yellowstone (explanatory text), (diagrams, table, and visual glossary)  – RT: Antídotos para la plaga del plástico (explanatory text), (food web, diagrams, and visual glossary)  – Genre Exploratory Scene Selective Reading (procedural text and explanatory text)	15  15  15  15  15  15	

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
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**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(D)</b>	<b>Recognize characteristics and structures of informational text, including:</b> (iii) organizational patterns such as compare and contrast;	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  <ul style="list-style-type: none"> <li>• <b>Unit 1</b> <ul style="list-style-type: none"> <li>– Genre Exploratory Scene: Sócrates, una vida llena de reflexión (biography)</li> <li>– P2: Platón, en busca de la justicia (biography), (tips)</li> <li>– RT: Lady Trieu, guerrera vietnamita (biography), (chronological or sequential order)</li> <li>– Quiz</li> <li>– Genre Exploratory Scene Selective Reading (biography and informative article)</li> </ul> </li> <li>• <b>Unit 2</b> <ul style="list-style-type: none"> <li>– Genre Overview (informative article)</li> <li>– Genre Exploratory Scene: La teoría de la Tierra plana: una falacia moderna (informative article)</li> <li>– P2: Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article), (tips)</li> <li>– Castillo de conocimientos (vocabulary &amp; genre (myth and informative article) game)</li> <li>– RT: El origen del fuego y su uso por los humanos (informative article), (tips)</li> </ul> </li> </ul>	13 13 13 13 13 13 13 13 13 13	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 13</b> – Ciclo 13, Lección 2: Características de los géneros de no ficción (Artículo informativo)  <b>Cycle 15</b> – Ciclo 15, Lección 1: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 2: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 15, Lección 1: Identificar y analizar la idea principal en textos de instrucción – Ciclo 15, Lección 2: Identificar y analizar la idea principal en textos de instrucción – Ciclo 15, Lección 1: Características de los géneros de no ficción (Texto de instrucción) – Ciclo 15, Lección 2: Características de los géneros de no ficción (Texto de instrucción)  <b><u>All the color and black and white copies of the passages on Istation Español</u></b>  – Sócrates, una vida llena de reflexión (biography)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(D)</b>	<b>Recognize characteristics and structures of informational text, including:</b> (iii) organizational patterns such as compare and contrast; <b>(cont.)</b>	√	<u><b>El mundo de los géneros: Época Antigua</b></u> • <b>Unit 2</b> – Quiz – Genre Exploratory Scene Selective Reading (biography and informative article) <u><b>El mundo de los géneros: Época Futura</b></u> • <b>Unit 5</b> – Genre Overview (procedural text) – Visual Hook 2 - Cómo resistir la gravedad (flowchart) – D: Compare and Contrast Comic Book and Flowchart (message and main idea) – Minipassage: Cómo hacer un aerodeslizador de mesa (procedural text), (instruction) – D: Compare and Contrast Minipassages - message and main idea – Genre Exploratory Scene: Un jardín vertical (procedural text) – P2: Cómo hacer un electroimán (procedural text), (tips and sequenced instructions)	13  13  15 15 15 15 15	<u><b>All the color and black and white copies of the passages on Istation Español</b></u> – Lady Trieu, guerrera vietnamita (biography) – Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article) – El origen del fuego y su uso por los humanos (informative article) – Cómo hacer un electroimán (procedural text) – Cómo hacer un circuito solar (procedural text) – El regreso de los lobos a Yellowstone (explanatory text) – Antídotos para la plaga del plástico (explanatory text)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 4

#### 4<sup>th</sup> Grade

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(D)</b>	<b>Recognize characteristics and structures of informational text, including:</b> (iii) organizational patterns such as compare and contrast; <b>(cont.)</b>	√	<u><b>El mundo de los géneros: Época Futura</b></u>  • <b>Unit 5</b> – RT: Cómo hacer un circuito solar (procedural text), (sequenced instructions) 15 – Quiz 15 – Genre Exploratory Scene Selective Reading (procedural text and explanatory text) 15  • <b>Unit 6</b> – Genre Overview (explanatory text) 15 – Minipassage: La partida de los lobos de Yellowstone (explanatory text), (instruction) 15 – D: Compare and Contrast Minipassages (summary) 15 – Genre Exploratory Scene: Cómo nace una estrella (explanatory text) 15 – P2: El regreso de los lobos a Yellowstone (explanatory text), (tips) 15 – Taller de conocimientos (vocabulary & genre (explanatory text) game) 15 – RT: Antídotos para la plaga del plástico (explanatory text), (tips) 15		

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(D)</b>	<b>Recognize characteristics and structures of informational text, including:</b> (iii) organizational patterns such as compare and contrast; <b>(cont.)</b>	√	<u><b>El mundo de los géneros: Época Futura</b></u> • <b>Unit 6</b> – Quiz – Genre Exploratory Scene Selective Reading (procedural text and explanatory text)	15  15	
<b>4.9(E)</b>	<b>Recognize characteristics and structures of argumentative text by:</b> (i) identifying the claim;		<u><b>El mundo de los géneros: Época Moderna</b></u> • <b>Unit 3</b> – Genre Overview (persuasive text) – Minipassage: Por favor, reciclen (persuasive text) – D: Compare and Contrast Minipassages (author's perspective) – Genre Exploratory Scenes: Para: Mario y Perla (persuasive text) – P2: Estimada profesora Piernavieja (persuasive text) – RT: Futuros Programadores de América (persuasive text) – Genre Exploratory Scene Selective Reading (persuasive text and speech)	14 14 14 14 14 14	<u><b>Cycle-based</b></u> <b>Reading Comprehension:</b> <b>Cycle 14</b> – Ciclo 14, Lección 2: Características de los géneros de no ficción (Discurso) <u><b>All the color and black and white copies of the passages on Istation Español.</b></u> – Estimada profesora Piernavieja (persuasive text) – Futuros Programadores de América (persuasive text) – Un discurso sobre la unión (speech) – Solidaridad (speech)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2  <b>RT</b> = Reteach Passage  <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum  <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**  
**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.9(E)	<b>Recognize characteristics and structures of argumentative text by:</b>  (i) identifying the claim; (cont.)		<u><b>El mundo de los géneros: Época Moderna</b></u>  <ul style="list-style-type: none"> <li>• <b>Unit 4</b></li> <li>– Genre Overview (speech) 14</li> <li>– Minipassage: Un discurso a mi papá (speech) 14</li> <li>– D: Compare and Contrast Minipassages (author’s purpose) 14</li> <li>– Genre Exploratory Scenes: Estimado soñador (speech) 14</li> <li>– P2: Un discurso sobre la unión (speech), (tips) 14</li> <li>– En busca de conocimientos (vocabulary and genre (speech) game) 14</li> <li>– RT: Solidaridad (speech), (tips) 14</li> <li>– Quiz 14</li> <li>– Genre Exploratory Scene Selective Reading (persuasive text and speech) 14</li> </ul>		

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **Istation Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(E)</b>	<b>Recognize characteristics and structures of argumentative text by:</b> (ii) explaining how the author has used facts for an argument; and		<u><b>El mundo de los géneros: Época Moderna</b></u> <ul style="list-style-type: none"> <li>• <b>Unit 3</b></li> <li>– Genre Overview (persuasive text) 14</li> <li>– Minipassage: Por favor, reciclen (persuasive text) 14</li> <li>– D: Compare and Contrast Minipassages (author’s perspective) 14</li> <li>– Genre Exploratory Scene: Para: Mario y Perla (persuasive text) 14</li> <li>– P2: Estimada profesora Piernavieja (persuasive text) 14</li> <li>– En busca de conocimientos (persuasive text, vocabulary-genre game) 14</li> <li>– RT: Futuros Programadores de América (persuasive text) 14</li> <li>– Quiz 14</li> <li>– Genre Exploratory Scene Selective Reading (persuasive text and speech) 14</li> </ul>		<u><b>Cycle-based</b></u> <b>Reading Comprehension:</b> <b>Cycle 14</b> – Ciclo 14, Lección 2: Características de los géneros de no ficción (Discurso) <u><b>All the color and black and white copies of the passages on Istation Español.</b></u> – Estimada profesora Piernavieja (persuasive text) – Futuros Programadores de América (persuasive text) – Un discurso sobre la unión (speech) – Solidaridad (speech)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(E)</b>	<b>Recognize characteristics and structures of argumentative text by:</b> (ii) explaining how the author has used facts for an argument; and <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Moderna</b></u>  <ul style="list-style-type: none"> <li>• <b>Unit 4</b></li> <li>– Genre Overview (speech) 14</li> <li>– Visual Hook 1 - La fotosíntesis (diagram) 14</li> <li>– Visual Hook 2 - La Estatua de la Libertad (diagram) 14</li> <li>– D: Compare and Contrast Diagrams (author's purpose) 14</li> <li>– Minipassage: Un discurso a mi papá (speech) 14</li> <li>– Genre Exploratory Scene: Estimado soñador (speech) 14</li> <li>– P2: Un discurso sobre la unión (speech) 14</li> <li>– RT: Solidaridad (speech) 14</li> <li>– Genre Exploratory Scene Selective Reading (persuasive text and speech) 14</li> </ul>		

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.9(E)	<b>Recognize characteristics and structures of argumentative text by:</b>  (iii) identifying the intended audience or reader; and		<u><b>El mundo de los géneros: Época Moderna</b></u>  <ul style="list-style-type: none"> <li>• <b>Unit 3</b></li> <li>– Genre Overview (persuasive text) 14</li> <li>– Minipassage: Por favor, reciclen (persuasive text) 14</li> <li>– D: Compare and Contrast Minipassages (author’s perspective) 14</li> <li>– Genre Exploratory Scene: Para: Mario y Perla (persuasive text) 14</li> <li>– P2: Estimada profesora Piernavieja (persuasive text), (audience is the teacher) 14</li> <li>– RT: Futuros Programadores de América (persuasive text), (audience is the school principal) 14</li> <li>– Genre Exploratory Scene Selective Reading (persuasive text and speech) 14</li> <li>• <b>Unit 4</b></li> <li>– Genre Overview (speech) 14</li> <li>– Minipassage: Un discurso a mi papá (speech) 14</li> <li>– Genre Exploratory Scene: Estimado soñador (speech) 14</li> </ul>		<u><b>All the color and black and white copies of the passages on Istation Español</b></u>  – Estimada profesora Piernavieja (persuasive text) – Futuros Programadores de América (persuasive text) – Un discurso sobre la unión (speech) – Solidaridad (speech)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(E)</b>	<b>Recognize characteristics and structures of argumentative text by:</b> (iii) identifying the intended audience or reader; and <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Moderna</b></u>  • <b>Unit 4</b> – P2: Un discurso sobre la unión (speech), (audience is the community) – RT: (Solidaridad) (speech), (audience is the community) – En busca de conocimientos (vocabulary and genre (speech) game) – Genre Exploratory Scene Selective Reading (persuasive text and speech)	14 14 14 14	
<b>4.9(F)</b>	Recognize characteristics of multimodal and digital texts.	√	<u><b>El mundo de los géneros: Época Antigua</b></u>  • <b>Unit 1</b> – Genres Overview (play and biography) – Visual Hook 1 - El fracaso del ladrón (illustration) – Visual Hook 2 - Esclavos de Egipto (illustration) – D: Compare and Contrast Illustrations (themes)	13 13 13 13	<u><b>ISIP Español LA</b></u>  <b>Fluency:</b> – Lectura con fluidez: Lección 3, Nivel 3 (Lunita, lunera - illustration) – Lectura con fluidez: Lección 4, Nivel 2 (Lunita, lunera - illustration)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(F)</b>	Recognize characteristics of multimodal and digital texts. <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  <b>• Unit 1</b> – Minipassages: Frente a la tormenta (play) & La vida de Miguel de Cervantes, el verdadero Quijote (biography) – D: Compare and Contrast Minipassages (themes) – Genre Exploratory Scenes: Don Quijote y la Hidra (play) & Sócrates, una vida llena de reflexión (biography) – Castillo de vocabulario (play and biography, vocabulary game)  – P1: La aventura de los galeotes (play)  – P2: Platón, en busca de la justicia (biography)  – Castillo de conocimientos (vocabulary & genre (play and biography) game)  – RT: Lady Trieu, guerrera vietnamita (biography)  – Genre Exploratory Scene Selective Reading (play, biography, myth/legend, and informative article)	13 13 13 13 13 13 13 13	<b><u>Cycle-based</u></b>  <b>Vocabulary:</b>  <b>Cycle 13</b> – Ciclo 13, Lección 1: Vocabulario - antónimos (spoken/written language & images/graphics) – Ciclo 13, Lección 1: Vocabulario - palabras homónimas (spoken/written language & images/graphics)  <b>Cycle 14</b> – Ciclo 14, Lección 1: Vocabulario - usar claves de contexto (spoken/written language & images/graphics) – Ciclo 14, Lección 2: Vocabulario - usar claves de contexto (spoken/written language & images/graphics) – Ciclo 14, Lección 1: Vocabulario - aprender prefijos y sus significados (spoken/written language & images/graphics) – Ciclo 14, Lección 2: Vocabulario - aprender prefijos y sus significados (spoken/written language & images/graphics)  <b>Cycle 15</b> – Ciclo 15, Lección 1: Vocabulario - aprender sufijos y raíces y sus significados (spoken/written language & images/graphics)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(F)</b>	Recognize characteristics of multimodal and digital texts. <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  • <b>Unit 2</b> – Genre Overview (myth/legend and informative article) – Visual Hook 1 - La idea de Beto (comic strip) – Visual Hook 2 - Galileo y el telescopio (comic strip) – D: Compare and Contrast Illustrations (character and historical figure) – Minipassages: El mito de Dédalo e Ícaro (myth) & La historia del vuelo humano (informative article) – D: Compare and Contrast Minipassages (character and historical figure) – Genre Exploratory Scenes: El mito de Prometeo (myth) & La teoría de la Tierra plana: una falacia moderna (informative article) – Castillo de vocabulario (myth & informative article, vocabulary game) – P1: El reto de Madre Sol (myth) – P2: Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)	13 13 13 13 13 13 13 13 13	<b><u>Cycle-based</u></b>  <b>Vocabulary:</b>  <b>Cycle 15</b> – Ciclo 15, Lección 1: Vocabulario - aprender palabras derivadas (spoken/written language & images/graphics) – Ciclo 15, Lección 2: Vocabulario - aprender palabras derivadas (spoken/written language & images/graphics) – Ciclo 15, Lección 1: Vocabulario - palabras con raíces latinas y griegas (spoken/written language & images/graphics) – Ciclo 15, Lección 3: Vocabulario - palabras con raíces latinas y griegas (spoken/written language & images/graphics) – Ciclo 15, Lección 1: Vocabulario - Usar claves de contexto (spoken/written language & images/graphics) – Ciclo 15, Lección 3: Vocabulario - Usar claves de contexto (spoken/written language & images/graphics) – Ciclo 15, Lección 4: Vocabulario - Usar claves de contexto (spoken/written language & images/graphics)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(F)</b>	Recognize characteristics of multimodal and digital texts. <b>(cont.)</b>	√	<p><b><u>El mundo de los géneros: Época Antigua</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 2</b> <ul style="list-style-type: none"> <li>– Castillo de conocimientos (vocabulary &amp; genre (myth and informative article) game)</li> <li>– RT: El origen del fuego y su uso por los humanos (informative article)</li> <li>– Genre Exploratory Scene Selective Reading (play, biography, myth/legend, and informative article)</li> </ul> </li> </ul> <p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 3</b> <ul style="list-style-type: none"> <li>– Genre Overview (poetry and persuasive text)</li> <li>– Visual Hook 1 - Alanzita (neighborhood)</li> <li>– Visual Hook 2 - Alanza (big city)</li> <li>– D: Compare and Contrast Neighborhood and Big City (author's perspective)</li> </ul> </li> </ul>	 13 13 13  14 14 14 14 14	<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 13</b></p> <ul style="list-style-type: none"> <li>– Ciclo 13, Lección 1: Características de los géneros de ficción (Mito), (spoken/written language &amp; images/graphics)</li> <li>– Ciclo 13, Lección 2: Características de los géneros de no ficción (Artículo informativo), (spoken/written language &amp; images/graphics)</li> </ul> <p><b>Cycle 14</b></p> <ul style="list-style-type: none"> <li>– Ciclo 14, Lección 3: Haciendo conexiones entre textos (comparar y contrastar), (spoken/written language &amp; images/graphics)</li> <li>– Ciclo 14, Lección 4: Haciendo conexiones entre textos (comparar y contrastar), (spoken/written language &amp; images/graphics)</li> <li>– Ciclo 14, Lección 1: Lenguaje sensorial o figurado (spoken/written language &amp; images/graphics)</li> </ul> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 1: Haciendo conexiones entre textos (comparar y contrastar), (spoken/written language &amp; images/graphics)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(F)</b>	Recognize characteristics of multimodal and digital texts. <b>(cont.)</b>	√	<p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <p>• <b>Unit 3</b></p> <ul style="list-style-type: none"> <li>– Minipassages: Rogelio Robles Respaldiza (lyric poetry) &amp; Por favor, reciclen (persuasive text), (instruction)</li> <li>– D: Compare and Contrast Minipassages (author’s perspective)</li> <li>– Genre Exploratory Scenes: Rosaleda (lyric poetry) and Nuestro ambiente (free verse) &amp; Para: Mario y Perla (persuasive text)</li> <li>– Tráfico de palabras (lyric poetry and persuasive text)</li> <li>– P1: La Raya (lyric poetry)</li> <li>– P2: Estimada profesora Piernavieja (persuasive text)</li> <li>– En busca de conocimientos (vocabulary &amp; genre (lyric poetry and persuasive text) game, instructions)</li> <li>– RT: Futuros Programadores de América (persuasive text, instructions, &amp; digital dictionary)</li> </ul>	<p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p>	<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 2: Haciendo conexiones entre textos (comparar y contrastar), (spoken/written language &amp; images/graphics)</li> <li>– Ciclo 15, Lección 3: Haciendo conexiones entre textos (comparar y contrastar), (spoken/written language &amp; images/graphics)</li> <li>– Ciclo 15, Lección 4: Haciendo conexiones entre textos (comparar y contrastar), (spoken/written language &amp; images/graphics)</li> <li>– Ciclo 15, Lección 1: Identificar y analizar la idea principal en textos de instrucción, (spoken/written language &amp; images/graphics)</li> <li>– Ciclo 15, Lección 2: Identificar y analizar la idea principal en textos de instrucción, (spoken/written language &amp; images/graphics)</li> <li>– Ciclo 15, Lección 1: Resumir textos de fantasía (spoken/written language &amp; images/graphics)</li> <li>– Ciclo 15, Lección 1: Características de los géneros de no ficción (Texto de instrucción), (spoken/written language &amp; images/graphics)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **Istation Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(F)</b>	Recognize characteristics of multimodal and digital texts. <b>(cont.)</b>	√	<p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <p>• <b>Unit 3</b></p> <p>– Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech)</p> <p>• <b>Unit 4</b></p> <p>– Genre Overview (realistic fiction and speech)</p> <p>– Visual Hook 1 - La fotosíntesis (diagram)</p> <p>– Visual Hook 2 - La Estatua de la Libertad (diagram)</p> <p>– D: Compare and Contrast Diagrams (author's purpose)</p> <p>– Minipassages: Papazilla (realistic fiction) &amp; Un discurso a mi papá (speech), (instruction)</p> <p>– D: Compare and Contrast Minipassages (author's purpose)</p>	<p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p>	<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 15</b></p> <p>– Ciclo 15, Lección 2: Características de los géneros de no ficción (Texto de instrucción), (spoken/written language &amp; images/graphics)</p> <p>– Ciclo 15, Lección 1: Características de los géneros de ficción (Fantasía), (spoken/written language &amp; images/graphics)</p> <p>– Ciclo 15, Lección 2: Características de los géneros de ficción (Fantasía), (spoken/written language &amp; images/graphics)</p> <p><b><u>All the color and black and white copies of the passages on Istation Español</u></b></p> <p>– La aventura de los galeotes (play)</p> <p>– Sócrates, una vida llena de reflexión (biography)</p> <p>– Lady Trieu, guerrera vietnamita (biography)</p>

## SPANISH LANGUAGE ARTS AND READING STANDARDS

### Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 4

#### 4<sup>th</sup> Grade

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(F)</b>	Recognize characteristics of multimodal and digital texts. <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  <b>• Unit 4</b>  – Genre Exploratory Scenes: Odi y el niño gigante (realistic fiction) & Estimado soñador (speech)  – Tráfico de palabras (realistic fiction and speech, vocabulary game, instructions)  – P1: Doña Zoraida, la bruja del barrio (realistic fiction), (instructions & digital dictionary)  – P2: Un discurso sobre la unión (speech), (instructions & digital dictionary)  – En busca de conocimientos (vocabulary and genre (realistic fiction and speech) game, instructions)  – RT: Solidaridad (speech), (instructions & digital dictionary)  – Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech)	14  14  14  14  14	<b><u>All the color and black and white copies of the passages on Istation Español</u></b>  – El reto de Madre Sol (myth)  – Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)  – El origen del fuego y su uso por los humanos (informative article)  – La Raya (lyric poetry)  – Estimada profesora Piernavieja (persuasive text)  – Futuros Programadores de América (persuasive text)  – Doña Zoraida, la bruja del barrio (realistic fiction)  – Un discurso sobre la unión (speech)  – Solidaridad (speech)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(F)</b>	Recognize characteristics of multimodal and digital texts. <b>(cont.)</b>	√	<p><b><u>El mundo de los géneros: Época Futura</u></b></p> <p><b>• Unit 5</b></p> <p>– Genre Overview (science fiction and procedural text)</p> <p>– Visual Hook 1 - El aterrizaje (comic book)</p> <p>– Visual Hook 2 - Cómo resistir la gravedad (flowchart)</p> <p>– D: Compare and Contrast Comic Book and Flowchart (message and main idea)</p> <p>– Minipassages: La invasión (science fiction) &amp; Cómo hacer un aerodeslizador de mesa (procedural text), (instruction)</p> <p>– D: Compare and Contrast Minipassages - message and main idea</p> <p>– Genre Exploratory Scenes: La Mano Amiga (science fiction) &amp; Un jardín vertical (procedural text)</p> <p>– El Tragapalabras (science fiction and procedural text), (instructions &amp; digital dictionary)</p>	<p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p>	<p><b><u>All the color and black and white copies of the passages on Istation Español</u></b></p> <p>– El Tubo del Tiempo (science fiction)</p> <p>– Cómo hacer un electroimán (procedural text)</p> <p>– Cómo hacer un circuito solar (procedural text)</p> <p>– El regreso del reino (fantasy)</p> <p>– El regreso de los lobos a Yellowstone (explanatory text)</p> <p>– Antídotos para la plaga del plástico (explanatory text)</p>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(F)</b>	Recognize characteristics of multimodal and digital texts. <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 5</b>  – P1: El Tubo del Tiempo (science fiction), (instructions & digital dictionary) 15  – P2: Cómo hacer un electroimán (procedural text), (instructions & digital dictionary) 15  – Taller de conocimientos (vocabulary & genre (science fiction and procedural text) game, instructions) 15  – RT: Cómo hacer un circuito solar (procedural text), (instructions & digital dictionary) 15  – Quiz (instructions & corrective feedback) 15  – Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text) 15  • <b>Unit 6</b>  – Genre Overview (fantasy and explanatory text) 15		

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(F)</b>	Recognize characteristics of multimodal and digital texts. <b>(cont.)</b>	√	<p><b><u>El mundo de los géneros: Época Futura</u></b></p> <p><b>• Unit 6</b></p> <ul style="list-style-type: none"> <li>– Visual Hook 1 - La búsqueda de Elaria (illustrated story) 15</li> <li>– Visual Hook 2 - Red alimentaria de Yellowstone (food web) 15</li> <li>– D: Compare and Contrast Illustrated Story and Food Web (summary) 15</li> <li>– Minipassages: Las lágrimas de la dragona (fantasy) &amp; La partida de los lobos de Yellowstone (explanatory text), (instruction) 15</li> <li>– D: Compare and Contrast Minipassages (summary) 15</li> <li>– Genre Exploratory Scenes: Colorandia (fantasy) &amp; Cómo nace una estrella (explanatory text) 15</li> <li>– El Tragapalabras (fantasy and explanatory text, vocabulary game, instructions) 15</li> <li>– P1: El regreso del reino (fantasy), (instructions &amp; digital dictionary) 15</li> </ul>		

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 4**

**4<sup>th</sup> Grade**

**Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.9(F)</b>	Recognize characteristics of multimodal and digital texts. <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  <b>• Unit 6</b>  – P2: El regreso de los lobos a Yellowstone (explanatory text), (instructions & digital dictionary)  – Taller de conocimientos (vocabulary & genre (fantasy and explanatory text) game, instructions)  – RT: Antídotos para la plaga del plástico (explanatory text, instructions & digital dictionary)  – Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text)	15  15  15  15	

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(A)</b>	Explain the author's purpose and message within a text;	√	<p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <p><b>• Unit 3</b></p> <ul style="list-style-type: none"> <li>– Minipassages: Rogelio Robles Respaldiza (lyric poetry) &amp; Por favor, reciclen (persuasive text)</li> <li>– D: Compare and Contrast Minipassages (author's perspective)</li> <li>– Genre Exploratory Scenes: Para: Mario y Perla (persuasive text)</li> <li>– P1: La Raya (lyric poetry)</li> <li>– P2: Estimada profesora Piernavieja (persuasive text)</li> <li>– RT: Futuros Programadores de América (persuasive text)</li> <li>– En busca de conocimientos (vocabulary &amp; genre (persuasive text) game)</li> </ul>	<p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p>	<p><b><u>Cycle-based</u></b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 14</b></p> <ul style="list-style-type: none"> <li>– Ciclo 14, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 14, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)</li> <li>– Ciclo 14, Lección 1: Características de los géneros de ficción (Ficción realista)</li> <li>– Ciclo 14, Lección 2: Características de los géneros de no ficción (Discurso)</li> </ul> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

<b>STANDARDS</b>	<b>WORLD OF GENRES CONTENT</b>	<b>ASSESSMENTS</b>
TEKS = Texas Essential Knowledge and Skills SLAR = Spanish Language Arts and Reading	D = Lesson Skills & Comprehension P1 = Passage 1 P2 = Passage 2 RT = Reteach Passage N/A = Not Applicable	STAAR = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA = I</b> station <b>S</b> eguimiento <b>I</b> ndividualizado de <b>P</b> rogreso Lectura Avanzada

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.10(A)	Explain the author's purpose and message within a text; (cont.)	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  <ul style="list-style-type: none"> <li>• <b>Unit 3</b></li> <li>– Quiz</li> <li>– Compare and Contrast Quiz</li> <li>– Genre Exploratory Scene Selective Reading (persuasive text, realistic fiction, and speech)</li> <li>• <b>Unit 4</b></li> <li>– Genre Overview (realistic fiction and speech)</li> <li>– Visual Hook 1 - La fotosíntesis (diagram)</li> <li>– Visual Hook 2 - La Estatua de la Libertad (diagram)</li> </ul>	 14  14  14  14  14	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 15</b>  – Ciclo 15, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 1: Características de los géneros de no ficción (Texto de instrucción)  – Ciclo 15, Lección 2: Características de los géneros de no ficción (Texto de instrucción)  <b><u>The color and black and white copies of the passages on Istation Español</u></b>  – La Raya (lyric poetry)  – Estimada profesora Piernavieja (persuasive text)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**

Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(A)</b>	Explain the author's purpose and message within a text; <b>(cont.)</b>	√	<p><b>El mundo de los géneros: Época Moderna</b></p> <p><b>• Unit 4</b></p> <ul style="list-style-type: none"> <li>– D: Compare and Contrast Diagrams (author's purpose) 14</li> <li>– Minipassages: Papazilla (realistic fiction) &amp; Un discurso a mi papá (speech) 14</li> <li>– D: Compare and Contrast Minipassages (author's purpose) 14</li> <li>– Genre Exploratory Scenes: Odi y el niño gigante (realistic fiction) &amp; Estimado soñador (speech) 14</li> <li>– P2: Un discurso sobre la unión (speech) 14</li> <li>– RT: Solidaridad (speech) 14</li> <li>– En busca de conocimientos (vocabulary and genre (speech) game) 14</li> <li>– Quiz 14</li> <li>– Compare and Contrast Quiz 14</li> <li>– Genre Exploratory Scene Selective Reading (persuasive text, realistic fiction, and speech) 14</li> </ul>		<p><b>The color and black and white copies of the passages on Istation Español</b></p> <ul style="list-style-type: none"> <li>– Futuros Programadores de América (persuasive text)</li> <li>– Un discurso sobre la unión (speech)</li> <li>– Solidaridad (speech)</li> <li>– El Tubo del Tiempo (science fiction)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(A)</b>	Explain the author's purpose and message within a text; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  <b>• Unit 5</b> – Genre Overview (science fiction) 15 – Visual Hook 1 - El aterrizaje (comic book) 15 – D: Compare and Contrast Comic Book and Flowchart (message and main idea) 15 – Minipassages: La invasión (science fiction) & Cómo hacer un aerodeslizador de mesa (procedural text) 15 – D: Compare and Contrast Minipassages - message and main idea 15 – Genre Exploratory Scenes: La Mano Amiga (science fiction) 15 – P1: El Tubo del Tiempo (science fiction) 15 – Quiz 15 – Genre Exploratory Scene Selective Reading (science fiction and fantasy) 15		

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(A)</b>	Explain the author's purpose and message within a text; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  • <b>Unit 6</b>  – Genre Overview (fantasy)  – Genre Exploratory Scenes: Colorandia (fantasy)  – Genre Exploratory Scene Selective Reading (science fiction and fantasy)	15  15  15	
<b>4.10(B)</b>	Explain how the use of text structure contributes to the author's purpose;	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 3</b>  – Minipassages: Rogelio Robles Respaldiza (lyric poetry) & Por favor, reciclen (persuasive text)  – D: Compare and Contrast Minipassages (author's perspective)	14  14	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 14</b>  – Ciclo 14, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(B)</b>	Explain how the use of text structure contributes to the author's purpose; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  <b>• Unit 3</b>  – Genre Exploratory Scenes: Para: Mario y Perla (persuasive text)  – P1: La Raya (lyric poetry), (narrative structure)  – P2: Estimada profesora Piernavieja (persuasive text), (audience is the teacher)  – RT: Futuros Programadores de América (persuasive text)  – Compare and Contrast Quiz  – En busca de conocimientos (vocabulary & genre (persuasive text) game)  – Genre Exploratory Scene Selective Reading (persuasive text, realistic fiction, and speech)	14  14  14  14  14  14	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 14</b>  – Ciclo 14, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 14, Lección 1: Características de los géneros de ficción (Ficción realista)  – Ciclo 14, Lección 2: Características de los géneros de no ficción (Discurso)  <b>Cycle 15</b>  – Ciclo 15, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2  <b>RT</b> = Reteach Passage  <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(B)</b>	Explain how the use of text structure contributes to the author's purpose; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  <b>• Unit 4</b>  – Genre Overview (realistic fiction and speech)  – Visual Hook 1 - La fotosíntesis (diagram)  – Visual Hook 2 - La Estatua de la Libertad (diagram)  – D: Compare and Contrast Diagrams (author's purpose)  – Minipassages: Papazilla (realistic fiction) & Un discurso a mi papá (speech)  – D: Compare and Contrast Minipassages (author's purpose)  – Genre Exploratory Scenes: Odi y el niño gigante (realistic fiction) & Estimado soñador (speech)	14   14  14  14  14  14	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 15</b>  – Ciclo 15, Lección 1: Características de los géneros de no ficción (Texto de instrucción)  – Ciclo 15, Lección 2: Características de los géneros de no ficción (Texto de instrucción)  <b><u>The color and black and white copies of the passages on Istation Español</u></b>  – La Raya (lyric poetry)  – Estimada profesora Piernavieja (persuasive text)  – Futuros Programadores de América (persuasive text)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 5**

**4<sup>th</sup> Grade**  
**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(B)</b>	Explain how the use of text structure contributes to the author's purpose; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  <b>• Unit 4</b>  – P2: Un discurso sobre la unión (speech)  – RT: Solidaridad (speech)  – En busca de conocimientos (vocabulary and genre (speech) game)  – Quiz  – Compare and Contrast Quiz  – Genre Exploratory Scene Selective Reading (persuasive text, realistic fiction, and speech)	          14           14           14           14           14	<b><u>The color and black and white copies of the passages on Istation Español</u></b>  – Un discurso sobre la unión (speech)  – Solidaridad (speech)  – El Tubo del Tiempo (science fiction)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2  <b>RT</b> = Reteach Passage  <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum  <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 5

#### 4<sup>th</sup> Grade

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(C)</b>	Analyze the author's use of print and graphic features to achieve specific purposes;	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  <b>· Unit 1</b>  – Visual Hook 1 - El fracaso del ladrón (illustration)  – Visual Hook 2 - Esclavos de Egipto (illustration)  – D: Compare and Contrast Illustrations (themes)  – Minipassages: La vida de Miguel de Cervantes, el verdadero Quijote (biography), (portrait)  – D: Compare and Contrast Minipassages (themes)  – Genre Exploratory Scenes: Don Quijote y la Hydra (play), (illustrations) & Sócrates, una vida llena de reflexión (biography), (illustrations and timeline)  – P1: La aventura de los galeotes (play), (illustration, character tags, stage directions, and bold text)  – P2: Platón, en busca de la justicia (biography), (illustrations, timeline, and bold text)	13                   13                   13	<b><u>ISIP Español LA</u></b>  <b>Fluency:</b>  – Lectura con fluidez: Lección 3, Nivel 3  – Lectura con fluidez: Lección 4, Nivel 2  <b><u>Cycle-based</u></b>  <b>Vocabulary:</b>  <b>Cycle 13</b>  – Ciclo 13, Lección 1: Vocabulario - antónimos  – Ciclo 13, Lección 1: Vocabulario - palabras homónimas

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(C)</b>	Analyze the author's use of print and graphic features to achieve specific purposes; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  • <b>Unit 1</b> – RT: Lady Trieu, guerrera vietnamita (biography), (illustrations and captions, map with labels, and bold text) – Quiz (corrective feedback) – Genre Exploratory Scene Selective Reading (play, biography, myth/legend, and informative article)  • <b>Unit 2</b> – Visual Hook 1 - La idea de Beto (comic strip)  – Visual Hook 2 - Galileo y el telescopio (comic strip)  – D: Compare and Contrast Comic Strips (character and historical figure)	13  13  13  13  13	<b><u>Cycle-based</u></b>  <b>Vocabulary:</b>  <b>Cycle 14</b> – Ciclo 14, Lección 1: Vocabulario - usar claves de contexto – Ciclo 14, Lección 2: Vocabulario - usar claves de contexto  – Ciclo 14, Lección 1: Vocabulario - aprender prefijos y sus significados – Ciclo 14, Lección 2: Vocabulario - aprender prefijos y sus significados  <b>Cycle 15</b> – Ciclo 15, Lección 1: Vocabulario - aprender sufijos y raíces y sus significados  – Ciclo 15, Lección 1: Vocabulario - aprender palabras derivadas

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2  <b>RT</b> = Reteach Passage  <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(C)</b>	Analyze the author's use of print and graphic features to achieve specific purposes; <b>(cont.)</b>	√	<b>El mundo de los géneros: Época Antigua</b>  <b>• Unit 2</b> – Minipassages: El mito de Dédalo e Ícaro (myth), (illustrations) & La historia del vuelo humano (informative article), (diagram) – D: Compare and Contrast Minipassages (character and historical figure) – Genre Exploratory Scenes: El mito de Prometeo (myth), (illustrations) & La teoría de la Tierra plana: una falacia moderna (informative article), (illustrations and captions) – P1: El reto de Madre Sol (myth), (illustrations and bold text) – P2: Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article), (diagrams, illustrated timeline, subtitles, and bold text) – RT: El origen del fuego y su uso por los humanos (informative article), (diagrams, illustrations, captions, and bold text) – Genre Exploratory Scene Selective Reading (play, biography, myth/legend, and informative article)	13  13  13  13  13  13	<b>Cycle-based</b>  <b>Vocabulary:</b>  <b>Cycle 15</b> – Ciclo 15, Lección 2: Vocabulario - aprender palabras derivadas  – Ciclo 15, Lección 1: Vocabulario - palabras con raíces latinas y griegas  – Ciclo 15, Lección 3: Vocabulario - palabras con raíces latinas y griegas  – Ciclo 15, Lección 1: Vocabulario - usar claves de contexto  – Ciclo 15, Lección 3: Vocabulario - usar claves de contexto  – Ciclo 15, Lección 4: Vocabulario - usar claves de contexto

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
 Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2  <b>RT</b> = Reteach Passage  <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = <b>I</b> station <b>S</b> eguimiento <b>I</b> ndividualizado de <b>P</b> rogreso <b>L</b> ectura <b>A</b> vanzada

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(C)</b>	Analyze the author's use of print and graphic features to achieve specific purposes; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Antigua</u></b>  • <b>Unit 2</b> – Genre Exploratory Scene Selective Reading (play, biography, myth/legend, and informative article)  <b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 3</b> – Genre Overview (poetry and persuasive text), (cell phone emoticons) – Visual Hook 1 - Alanzita (neighborhood) – Visual Hook 2 - Alanza (big city) – D: Compare and Contrast Neighborhood and Big City (author's perspective) – Minipassages: Rogelio Robles Respaldiza (lyric poetry), (illustration) & Por favor, reciclen (persuasive text), (illustrations) – D: Compare and Contrast Minipassages (author's perspective)	  13       14   14  14  14  14  14	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 13</b> – Ciclo 13, Lección 1: Características de los géneros de ficción (Mito)  – Ciclo 13, Lección 2: Características de los géneros de no ficción (Artículo informativo)  <b>Cycle 14</b> – Ciclo 14, Lección 3: Haciendo conexiones entre textos (comparar y contrastar) – Ciclo 14, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 14, Lección 1: Lenguaje sensorial o figurado  <b>Cycle 15</b> – Ciclo 15, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **Ist**ation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2  <b>RT</b> = Reteach Passage  <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(C)</b>	Analyze the author's use of print and graphic features to achieve specific purposes; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  <b>• Unit 3</b>  – Genre Exploratory Scenes: Rosaleda (lyric poetry) and Nuestro ambiente (free verse), (illustrations) & Para: Mario y Perla (persuasive text), (letter aesthetic)  – P1: La Raya (lyric poetry), (illustration and bold text)  – P2: Estimada profesora Piernavieja (persuasive text), (illustrations and bold text)  – RT: Futuros Programadores de América (persuasive text), (illustrations, pie chart, and bold text)  – Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech)  <b>• Unit 4</b>  – Genre Overview (realistic fiction and speech), (cell phone emoticons)	                14                       14                      14                      14	<b><u>Cycle-based</u></b>  <b>Reading Comprehension:</b>  <b>Cycle 15</b>  – Ciclo 15, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 15, Lección 1: Identificar y analizar la idea principal en textos de instrucción  – Ciclo 15, Lección 2: Identificar y analizar la idea principal en textos de instrucción  – Ciclo 15, Lección 1: Resumir textos de fantasía

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

### Strand 5

#### 4<sup>th</sup> Grade

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.10(C)	Analyze the author's use of print and graphic features to achieve specific purposes; (cont.)	√	<p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <p><b>• Unit 4</b></p> <ul style="list-style-type: none"> <li>– Visual Hook 1 - La fotosíntesis (diagram)</li> <li>– Visual Hook 2 - La Estatua de la Libertad (diagram)</li> <li>– D: Compare and Contrast Diagrams (author's purpose)</li> <li>– Minipassages: Papazilla (realistic fiction), (illustrations) &amp; Un discurso a mi papá (speech), (illustrations)</li> <li>– D: Compare and Contrast Minipassages (author's purpose)</li> <li>– Genre Exploratory Scenes: Odi y el niño gigante (realistic fiction), (illustrations) &amp; Estimado soñador (speech), (illustrations)</li> <li>– P1: Doña Zoraida, la bruja del barrio (realistic fiction), (illustrations and bold text)</li> </ul>	<p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p> <p>14</p>	<p><b>Cycle-based</b></p> <p><b>Reading Comprehension:</b></p> <p><b>Cycle 15</b></p> <ul style="list-style-type: none"> <li>– Ciclo 15, Lección 1: Características de los géneros de no ficción (Texto de instrucción)</li> <li>– Ciclo 15, Lección 2: Características de los géneros de no ficción (Texto de instrucción)</li> <li>– Ciclo 15, Lección 1: Características de los géneros de ficción (Fantasía)</li> <li>– Ciclo 15, Lección 2: Características de los géneros de ficción (Fantasía)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(C)</b>	Analyze the author's use of print and graphic features to achieve specific purposes; <b>(cont.)</b>	√	<u><b>El mundo de los géneros: Época Moderna</b></u>  • <b>Unit 4</b>  – P2: Un discurso sobre la unión (speech), (illustrations, portrait, and bold text)  – RT: Solidaridad (speech), (illustrations, portrait, and bold text)  – Genre Exploratory Scene Selective Reading (poetry, persuasive text, realistic fiction, and speech)  <u><b>El mundo de los géneros: Época Futura</b></u>  • <b>Unit 5</b>  – Visual Hook 1 - El aterrizaje (comic book)  – Visual Hook 2 - Cómo resistir la gravedad (flowchart)	14  14  14     15  15	<u><b>All the color and black and white copies of the passages on Istation Español</b></u>  – La aventura de los galeotes (play)  – Sócrates, una vida llena de reflexión (biography)  – Lady Trieu, guerrera vietnamita (biography)  – El reto de Madre Sol (myth)  – Desde la Tierra hasta el Sol: el nacimiento de la astronomía moderna (informative article)  – El origen del fuego y su uso por los humanos (informative article)  – La Raya (lyric poetry)  – Estimada profesora Piernavieja (persuasive text)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

<p style="text-align: center;"><b>STANDARDS</b></p> <p><b>TEKS</b> = Texas Essential Knowledge and Skills  <b>SLAR</b> = Spanish Language Arts and Reading</p>	<p style="text-align: center;"><b>WORLD OF GENRES CONTENT</b></p> <p><b>D</b> = Lesson Skills &amp; Comprehension  <b>P1</b> = Passage 1  <b>P2</b> = Passage 2  <b>RT</b> = Reteach Passage  <b>N/A</b> = Not Applicable</p>	<p style="text-align: center;"><b>ASSESSMENTS</b></p> <p><b>STAAR</b> = State of Texas Assessments of Academic Readiness  √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum  <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>
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### Strand 5

#### 4<sup>th</sup> Grade

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(C)</b>	Analyze the author's use of print and graphic features to achieve specific purposes; <b>(cont.)</b>	√	<p><b><u>El mundo de los géneros: Época Futura</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 5</b></li> <li>– D: Compare and Contrast Comic Book and Flowchart (message and main idea)</li> <li>– Minipassages: La invasión (science fiction), (illustrations) &amp; Cómo hacer un aerodeslizador de mesa (procedural text), (illustrations and diagrams)</li> <li>– D: Compare and Contrast Minipassages - message and main idea</li> <li>– Genre Exploratory Scenes: La Mano Amiga (science fiction), (illustrations) &amp; Un jardín vertical (procedural text), (diagrams)</li> <li>– P1: El Tubo del Tiempo (science fiction), (illustrations, subtitles, and bold text)</li> <li>– P2: Cómo hacer un electroimán (procedural text), (diagrams, subtitles, captions, visual glossary, and bold text)</li> </ul>	   15  15  15  15  15	<p><b><u>All the color and black and white copies of the passages on Istation Español</u></b></p> <ul style="list-style-type: none"> <li>– Futuros Programadores de América (persuasive text)</li> <li>– Doña Zoraida, la bruja del barrio (realistic fiction)</li> <li>– Un discurso sobre la unión (speech)</li> <li>– Solidaridad (speech)</li> <li>– El Tubo del Tiempo (science fiction)</li> <li>– Cómo hacer un electroimán (procedural text)</li> <li>– Cómo hacer un circuito solar (procedural text)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.10(C)	Analyze the author's use of print and graphic features to achieve specific purposes; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Futura</u></b>  <ul style="list-style-type: none"> <li>• <b>Unit 5</b></li> <li>– RT: Cómo hacer un circuito solar (procedural text), (diagrams, subtitles, captions, visual glossary, and bold text) 15</li> <li>– Quiz (corrective feedback) 15</li> <li>– Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text) 15</li> <li>• <b>Unit 6</b></li> <li>– Visual Hook 1 - La búsqueda de Elaria (illustrated story) 15</li> <li>– Visual Hook 2 - Red alimentaria de Yellowstone (food web) 15</li> <li>– D: Compare and Contrast Illustrated Story and Food Web (summary) 15</li> </ul>		<b><u>All the color and black and white copies of the passages on Istation Español.</u></b>  <ul style="list-style-type: none"> <li>– El regreso del reino (fantasy)</li> <li>– El regreso de los lobos a Yellowstone (explanatory text)</li> <li>– Antídotos para la plaga del plástico (explanatory text)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **Istation Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(C)</b>	Analyze the author's use of print and graphic features to achieve specific purposes; (cont.)	√	<p><b><u>El mundo de los géneros: Época Futura</u></b></p> <p><b>• Unit 6</b></p> <p>– Minipassages: Las lágrimas de la dragona (fantasy), (illustrations) &amp; La partida de los lobos de Yellowstone (explanatory text), (illustrations)</p> <p>– D: Compare and Contrast Minipassages (summary)</p> <p>– Genre Exploratory Scenes: Colorandia (fantasy), (illustrations) &amp; Cómo nace una estrella (explanatory text), (diagrams)</p> <p>– P1: El regreso del reino (fantasy), (illustrations and bold text)</p> <p>– P2: El regreso de los lobos a Yellowstone (explanatory text), (diagrams, subtitles, captions, table, visual glossary, and bold text)</p> <p>– RT: Antídotos para la plaga del plástico (explanatory text), (food web, diagrams, subtitles, visual glossary, and bold text)</p> <p>– Genre Exploratory Scene Selective Reading (science fiction, procedural text, fantasy, and explanatory text)</p>	<p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p>	

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(D)</b>	Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;	√	<u><b>El mundo de los géneros: Época Antigua</b></u>  • <b>Unit 1</b>  – P1: La aventura de los galeotes (play)  – Quiz  <u><b>El mundo de los géneros: Época Moderna</b></u>  • <b>Unit 3</b>  – Genre Overview (poetry)  – Minipassages: Rogelio Robles Respaldiza (lyric poetry)  – Genre Exploratory Scenes: Rosaleda (lyric poetry) and Nuestro ambiente (free verse)  – P1: La Raya (lyric poetry)	  13  13   14  14  14  14	<u><b>Cycle-based</b></u>  <b>Reading Comprehension:</b>  <b>Cycle 14</b>  – Ciclo 14, Lección 1: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 14, Lección 2: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 14, Lección 3: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 14, Lección 4: Haciendo conexiones entre textos (comparar y contrastar)  – Ciclo 14, Lección 1: Lenguaje sensorial o figurado  – Ciclo 14, Lección 2: Lenguaje sensorial o figurado  – Ciclo 14, Lección 2: Características de los géneros de no ficción (Discurso)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**

Alignment of SLAR TEKS and **Istation Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<p><b>TEKS</b> = Texas Essential Knowledge and Skills</p> <p><b>SLAR</b> = Spanish Language Arts and Reading</p>	<p><b>D</b> = Lesson Skills &amp; Comprehension</p> <p><b>P1</b> = Passage 1</p> <p><b>P2</b> = Passage 2</p> <p><b>RT</b> = Reteach Passage</p> <p><b>N/A</b> = Not Applicable</p>	<p><b>STAAR</b> = State of Texas Assessments of Academic Readiness</p> <p>√ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum</p> <p><b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada</p>

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(D)</b>	Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes; <b>(cont.)</b>	√	<p><b><u>El mundo de los géneros: Época Moderna</u></b></p> <ul style="list-style-type: none"> <li>• <b>Unit 3</b></li> <li>– Quiz 14</li> <li>– Genre Exploratory Scene Selective Reading (poetry and speech) 14</li> <li>• <b>Unit 4</b></li> <li>– Genre Overview (speech) 14</li> <li>– Minipassages: Papazilla (realistic fiction) &amp; Un discurso a mi papá (speech) 14</li> <li>– D: Compare and Contrast Minipassages (author's purpose) 14</li> <li>– Genre Exploratory Scenes: Estimado soñador (speech) 14</li> <li>– P1: Doña Zoraida, la bruja del barrio (realistic fiction) 14</li> <li>– P2: Un discurso sobre la unión (speech) 14</li> </ul>		<p><b><u>The color and black and white copies of the passages on Istation Español</u></b></p> <ul style="list-style-type: none"> <li>– La Raya (lyric poetry)</li> <li>– Doña Zoraida, la bruja del barrio (realistic fiction)</li> <li>– Un discurso sobre la unión (speech)</li> <li>– Solidaridad (speech)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(D)</b>	Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Moderna</u></b> • <b>Unit 4</b> – RT: Solidaridad (speech) – Quiz – Genre Exploratory Scene Selective Reading (poetry and speech)	14  14  14	
<b>4.10(E)</b>	Identify and understand the use of literary devices, including first- or third-person point of view;	√	<b><u>El mundo de los géneros: Época Moderna</u></b> • <b>Unit 3</b> – Minipassages: Rogelio Robles Respaldiza (lyric poetry) & Por favor, reciclen (persuasive text) – D: Compare and Contrast Minipassages (author's perspective) • <b>Unit 4</b> – Minipassages: Papazilla (realistic fiction) & Un discurso a mi papá (speech)	14  14  14	<b><u>Cycle-based</u></b>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 22: Escritura  – Ciclo 11, Lección 24: Escritura

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.10(E)</b>	Identify and understand the use of literary devices, including first- or third-person point of view; <b>(cont.)</b>	√	<b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 4</b>  – D: Compare and Contrast Minipassages (author's purpose)	14	<b><u>Cycle-based</u></b>  <b>Writing:</b>  <b>Cycle 12</b>  – Ciclo 12, Lección 33: Escritura  – Ciclo 12, Lección 39: Escritura
<b>4.10(F)</b>	Discuss how the author's use of language contributes to voice.		<b><u>El mundo de los géneros: Época Moderna</u></b>  • <b>Unit 3</b>  – Genre Overview (poetry)  – Minipassages: Rogelio Robles Respaldiza (lyric poetry)  – Genre Exploratory Scenes: Rosaleda (lyric poetry) and Nuestro ambiente (free verse)  – Genre Exploratory Scene Selective Reading (poetry and realistic fiction)	14  14  14  14	<b>N/A</b>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 5**

**4<sup>th</sup> Grade**

**Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.10(F)	Discuss how the author's use of language contributes to voice. <b>(cont.)</b>		<u><b>El mundo de los géneros: Época Moderna</b></u>  • <b>Unit 4</b>  – Minipassages: Papazilla (realistic fiction) & Un discurso a mi papá (speech)  – D: Compare and Contrast Minipassages (author's purpose)  – Genre Exploratory Scenes: Odi y el niño gigante (realistic fiction) & Estimado soñador (speech)  – Genre Exploratory Scene Selective Reading (poetry and realistic fiction)	          14          14          14          14	N/A

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 6**

**4<sup>th</sup> Grade**

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
4.11(A)	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	✓	N/A	N/A	<b>Cycle-based</b>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing) – Ciclo 11, Lección 22: Escritura (news report) – Ciclo 11, Lección 23: Escritura (informative letter) – Ciclo 11, Lección 24: Escritura (diary of an adventure) – Ciclo 11, Lección 25: Escritura (letter to a hero)  <b>Cycle 12</b> – Ciclo 12, Lección 26: Escritura (descriptive writing) – Ciclo 12, Lección 27: Escritura (biography) – Ciclo 12, Lección 28: Escritura (summary) – Ciclo 12, Lección 29: Escritura (weather letter) – Ciclo 12, Lección 30: Escritura (comparative essay)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 6

#### 4<sup>th</sup> Grade

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
<b>4.11(A)</b>	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; <b>(cont.)</b>	√	N/A	N/A	<p><b><u>Cycle-based</u></b></p> <p><b>Writing:</b></p> <p><b>Cycle 12</b></p> <ul style="list-style-type: none"> <li>– Ciclo 12, Lección 31: Escritura (email)</li> <li>– Ciclo 12, Lección 32: Escritura (pamphlet)</li> <li>– Ciclo 12, Lección 33: Escritura (predictive writing)</li> <li>– Ciclo 12, Lección 34: Escritura (newspaper article)</li> <li>– Ciclo 12, Lección 35: Escritura (magazine article)</li> <li>– Ciclo 12, Lección 36: Escritura (recommendation or referral)</li> <li>– Ciclo 12, Lección 37: Escritura (speech)</li> <li>– Ciclo 12, Lección 38: Escritura (poster)</li> <li>– Ciclo 12, Lección 39: Escritura (imaginary story)</li> <li>– Ciclo 12, Lección 40: Escritura (persuasive speech)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 6**

**4<sup>th</sup> Grade**

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
4.11(B)	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>  (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and	✓	N/A	N/A	<u><b>ISIP Español LA</b></u>  <b>Spelling:</b> – Utilizar y reconocer diferentes conjunciones: Lección 1, Nivel 3 – Utilizar y reconocer diferentes conjunciones: Lección 2, Nivel 2  <u><b>Cycle-based</b></u>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing) – Ciclo 11, Lección 22: Escritura (news report) – Ciclo 11, Lección 23: Escritura (informative letter) – Ciclo 11, Lección 24: Escritura (diary of an adventure) – Ciclo 11, Lección 25: Escritura (letter to a hero)  <b>Cycle 12</b> – Ciclo 12, Lección 26: Escritura (descriptive writing)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 6**

**4<sup>th</sup> Grade**

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
4.11(B)	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>  (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and <b>(cont.)</b>	√	N/A	N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 12</b>  – Ciclo 12, Lección 27: Escritura (biography) – Ciclo 12, Lección 28: Escritura (summary) – Ciclo 12, Lección 29: Escritura (weather letter) – Ciclo 12, Lección 30: Escritura (comparative essay) – Ciclo 12, Lección 31: Escritura (email) – Ciclo 12, Lección 32: Escritura (pamphlet) – Ciclo 12, Lección 33: Escritura (predictive writing) – Ciclo 12, Lección 34: Escritura (newspaper article) – Ciclo 12, Lección 35: Escritura (magazine article) – Ciclo 12, Lección 36: Escritura (recommendation or referral) – Ciclo 12, Lección 37: Escritura (speech)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 6

#### 4<sup>th</sup> Grade

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
4.11(B)	<b>Develop drafts into a focused, structured, and coherent piece of writing by:</b>  (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and <b>(cont.)</b>	√	N/A	N/A	<u><b>Cycle-based</b></u>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 38: Escritura (poster) – Ciclo 12, Lección 39: Escritura (imaginary story) – Ciclo 12, Lección 40: Escritura (persuasive speech)
	(ii) developing an engaging idea with relevant details;	√	N/A	N/A	<u><b>Cycle-based</b></u>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing) – Ciclo 11, Lección 22: Escritura (news report) – Ciclo 11, Lección 23: Escritura (informative letter) – Ciclo 11, Lección 24: Escritura (diary of an adventure) – Ciclo 11, Lección 25: Escritura (letter to a hero)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 6

#### 4<sup>th</sup> Grade

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
4.11(B)	Develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea with relevant details; (cont.)	✓	N/A	N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 26: Escritura (descriptive writing) – Ciclo 12, Lección 27: Escritura (biography) – Ciclo 12, Lección 28: Escritura (summary) – Ciclo 12, Lección 29: Escritura (weather letter) – Ciclo 12, Lección 30: Escritura (comparative essay) – Ciclo 12, Lección 31: Escritura (email) – Ciclo 12, Lección 32: Escritura (pamphlet) – Ciclo 12, Lección 33: Escritura (predictive writing) – Ciclo 12, Lección 34: Escritura (newspaper article) – Ciclo 12, Lección 35: Escritura (magazine article) – Ciclo 12, Lección 36: Escritura (recommendation or referral)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 6**

**4<sup>th</sup> Grade**

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
4.11(B)	Develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea with relevant details; (cont.)	√	N/A	N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 37: Escritura (speech) – Ciclo 12, Lección 38: Escritura (poster) – Ciclo 12, Lección 39: Escritura (imaginary story) – Ciclo 12, Lección 40: Escritura (persuasive speech)
4.11(C)	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	√	N/A	N/A	<u>ISIP Español LA</u>  <b>Spelling:</b> – Utilizar y reconocer diferentes conjunciones: Lección 1, Nivel 3 – Utilizar y reconocer diferentes conjunciones: Lección 2, Nivel 2 – Identificar los enlaces - palabras y frases de transición, conjunciones: Lección 3, Nivel 3 – Identificar los enlaces - palabras y frases de transición, conjunciones: Lección 4, Nivel 2

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 6**

**4<sup>th</sup> Grade**

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
<b>4.11(C)</b>	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; <b>(cont.)</b>	√	N/A	N/A	<b><u>Cycle-based</u></b>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing) – Ciclo 11, Lección 22: Escritura (news report) – Ciclo 11, Lección 23: Escritura (informative letter) – Ciclo 11, Lección 24: Escritura (diary of an adventure) – Ciclo 11, Lección 25: Escritura (letter to a hero) – Ciclo 12, Lección 26: Escritura (descriptive writing) – Ciclo 12, Lección 27: Escritura (biography) – Ciclo 12, Lección 28: Escritura (summary) – Ciclo 12, Lección 29: Escritura (weather letter) – Ciclo 12, Lección 30: Escritura (comparative essay) – Ciclo 12, Lección 31: Escritura (email)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 6**

**4<sup>th</sup> Grade**

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
<b>4.11(C)</b>	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; <b>(cont.)</b>	✓	N/A	N/A	<b><u>Cycle-based</u></b>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 32: Escritura (pamphlet) – Ciclo 12, Lección 33: Escritura (predictive writing) – Ciclo 12, Lección 34: Escritura (newspaper article) – Ciclo 12, Lección 35: Escritura (magazine article) – Ciclo 12, Lección 36: Escritura (recommendation or referral) – Ciclo 12, Lección 37: Escritura (speech) – Ciclo 12, Lección 38: Escritura (poster) – Ciclo 12, Lección 39: Escritura (imaginary story) – Ciclo 12, Lección 40: Escritura (persuasive speech)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
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**Strand 6**

**4<sup>th</sup> Grade**

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
4.11(D)	<b>Edit drafts using standard Spanish conventions, including:</b>  (i) complete simple and compound sentences with subject-verb-agreement and avoidance of splices, run-ons, and fragments;	✓	N/A	N/A	<b><u>Cycle-based</u></b>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing) – Ciclo 11, Lección 22: Escritura (news report) – Ciclo 11, Lección 23: Escritura (informative letter) – Ciclo 11, Lección 24: Escritura (diary of an adventure)  <b>Cycle 12</b> – Ciclo 12, Lección 26: Escritura (descriptive writing) – Ciclo 12, Lección 28: Escritura (summary) – Ciclo 12, Lección 30: Escritura (comparative essay) – Ciclo 12, Lección 31: Escritura (email) – Ciclo 12, Lección 36: Escritura (recommendation or referral) – Ciclo 12, Lección 37: Escritura (speech) – Ciclo 12, Lección 40: Escritura (persuasive speech)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 6**

**4<sup>th</sup> Grade**

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
4.11(D)	<b>Edit drafts using standard Spanish conventions, including:</b>  (ii) irregular verbs;	√	N/A	N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 23: Escritura (informative letter)  <b>Cycle 12</b> – Ciclo 12, Lección 30: Escritura (comparative essay) – Ciclo 12, Lección 37: Escritura (speech)
	(iii) singular, plural, common, and proper nouns, including gender-specific articles;	√	N/A	N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing) – Ciclo 11, Lección 22: Escritura (news report) – Ciclo 11, Lección 23: Escritura (informative letter) – Ciclo 11, Lección 25: Escritura (letter to a hero)

## SPANISH LANGUAGE ARTS AND READING STANDARDS

### Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2  <b>RT</b> = Reteach Passage  <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

#### Strand 6

#### 4<sup>th</sup> Grade

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
4.11(D)	<b>Edit drafts using standard Spanish conventions, including:</b> (iii) singular, plural, common, and proper nouns, including gender-specific articles; <b>(cont.)</b>	√	N/A	N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 27: Escritura (biography) – Ciclo 12, Lección 29: Escritura (weather letter) – Ciclo 12, Lección 31: Escritura (email) – Ciclo 12, Lección 32: Escritura (pamphlet) – Ciclo 12, Lección 35: Escritura (magazine article) – Ciclo 12, Lección 36: Escritura (recommendation or referral) – Ciclo 12, Lección 38: Escritura (poster) – Ciclo 12, Lección 40: Escritura (persuasive speech)
	(iv) adjectives, including their comparative and superlative forms;	√	N/A	N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 27: Escritura (biography) – Ciclo 12, Lección 32: Escritura (pamphlet)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 6**

**4<sup>th</sup> Grade**

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
4.11(D)	<b>Edit drafts using standard Spanish conventions, including:</b>  (vi) prepositions and prepositional phrases;	√	N/A	N/A  N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 24: Escritura (diary of an adventure) – Ciclo 11, Lección 25: Escritura (letter to a hero)  <b>Cycle 12</b> – Ciclo 12, Lección 28 - Escritura (summary) – Ciclo 12, Lección 34 - Escritura (newspaper article)
	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;	√	N/A	N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing) – Ciclo 11, Lección 22: Escritura (news report) – Ciclo 11, Lección 24: Escritura (diary of an adventure)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 6**

**4<sup>th</sup> Grade**

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
4.11(D)	<b>Edit drafts using standard Spanish conventions, including:</b> (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; <b>(cont.)</b>	✓	N/A	N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 25: Escritura (letter to a hero)  <b>Cycle 12</b> – Ciclo 12, Lección 28: Escritura (summary) – Ciclo 12, Lección 34: Escritura (newspaper article) – Ciclo 12, Lección 36: Escritura (recommendation or referral) – Ciclo 12, Lección 37: Escritura (speech)
	(ix) capitalization of historical events and documents, titles of books, stories, and essays;	✓	N/A	N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 6**

**4<sup>th</sup> Grade**

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
4.11(D)	<b>Edit drafts using standard Spanish conventions, including:</b>  (ix) capitalization of historical events and documents, titles of books, stories, and essays; <b>(cont.)</b>	√	N/A	N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 27: Escritura (biography) – Ciclo 12, Lección 28: Escritura (summary) – Ciclo 12, Lección 34: Escritura (newspaper article) – Ciclo 12, Lección 35: Escritura (magazine article) – Ciclo 12, Lección 36: Escritura (recommendation or referral) – Ciclo 12, Lección 38: Escritura (poster) – Ciclo 12, Lección 40: Escritura (persuasive speech)
	(x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and	√	N/A	N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 24: Escritura (diary of an adventure)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 6

#### 4<sup>th</sup> Grade

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
4.11(D)	<b>Edit drafts using standard Spanish conventions, including:</b>  (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and	√	N/A	N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 25: Escritura (letter to a hero)  <b>Cycle 12</b> – Ciclo 12, Lección 26: Escritura (descriptive writing) – Ciclo 12, Lección 28: Escritura (summary) – Ciclo 12, Lección 29: Escritura (weather letter) – Ciclo 12, Lección 33: Escritura (predictive writing) – Ciclo 12, Lección 35: Escritura (magazine article) – Ciclo 12, Lección 36: Escritura (recommendation or referral) – Ciclo 12, Lección 37: Escritura (speech) – Ciclo 12, Lección 38: Escritura (poster) – Ciclo 12, Lección 39: Escritura (imaginary story)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 6**

**4<sup>th</sup> Grade**

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
4.11(D)	<b>Edit drafts using standard Spanish conventions, including:</b>  (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and	√	N/A	N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 12</b>  – Ciclo 12, Lección 40: Escritura (persuasive speech)
	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and	√	N/A	N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 11</b>  – Ciclo 11, Lección 23: Escritura (informative letter)  – Ciclo 11, Lección 24: Escritura ((diary of an adventure))  – Ciclo 11, Lección 25: Escritura (letter to a hero)  <b>Cycle 12</b>  – Ciclo 12, Lección 27: Escritura (biography)  – Ciclo 12, Lección 28: Escritura (summary)  – Ciclo 12, Lección 29: Escritura (weather letter)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 6**

**4<sup>th</sup> Grade**

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
<b>4.11(D)</b>	<b>Edit drafts using standard Spanish conventions, including:</b> (xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and <b>(cont.)</b>	√	N/A	N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 31: Escritura (informative email) – Ciclo 12, Lección 32: Escritura (pamphlet) – Ciclo 12, Lección 36: Escritura (recommendation or referral) – Ciclo 12, Lección 37: Escritura (speech) – Ciclo 12, Lección 39: Escritura (imaginary story) – Ciclo 12, Lección 40: Escritura (persuasive speech)
<b>4.11(E)</b>	Publish written work for appropriate audiences.	√	N/A	N/A	<u>Cycle-based</u>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing) – Ciclo 11, Lección 22: Escritura (news report)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 6**

**4<sup>th</sup> Grade**

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
4.11(E)	Publish written work for appropriate audiences. <b>(cont.)</b>	✓	N/A	N/A	<b><u>Cycle-based</u></b>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 23: Escritura (informative letter) – Ciclo 11, Lección 24: Escritura (diary of an adventure) – Ciclo 11, Lección 25: Escritura (letter to a hero)  <b>Cycle 12</b> – Ciclo 12, Lección 26: Escritura (descriptive writing) – Ciclo 12, Lección 27: Escritura (biography) – Ciclo 12, Lección 28: Escritura (summary) – Ciclo 12, Lección 29: Escritura (weather letter) – Ciclo 12, Lección 30: Escritura (comparative essay) – Ciclo 12, Lección 31: Escritura (email) – Ciclo 12, Lección 32: Escritura (pamphlet)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 6**

**4<sup>th</sup> Grade**

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons
4.11(E)	Publish written work for appropriate audiences. <b>(cont.)</b>	√	N/A	N/A	<b><u>Cycle-based</u></b>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 33: Escritura (predictive writing) – Ciclo 12, Lección 34: Escritura (newspaper article) – Ciclo 12, Lección 35: Escritura (magazine article) – Ciclo 12, Lección 36: Escritura (recommendation or referral) – Ciclo 12, Lección 37: Escritura (speech) – Ciclo 12, Lección 38: Escritura (poster) – Ciclo 12, Lección 39: Escritura (imaginary story) – Ciclo 12, Lección 40: Escritura (persuasive speech)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 6**

**4<sup>th</sup> Grade**

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.12(A)</b>	Compose literary texts such as personal narratives and poetry, using genre characteristics and craft;	√	N/A	N/A	<b>Cycle-based</b>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 22: Escritura (news report or fiction story) – Ciclo 11, Lección 24: Escritura (diary of an adventure)  <b>Cycle 12</b> – Ciclo 12, Lección 26: Escritura (descriptive writing) – Ciclo 12, Lección 29: Escritura (weather letter) – Ciclo 12, Lección 31: Escritura (email) – Ciclo 12, Lección 32: Escritura (pamphlet) – Ciclo 12, Lección 33: Escritura (predictive writing) – Ciclo 12, Lección 39: Escritura (imaginary story)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 6**

**4<sup>th</sup> Grade**

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.12(B)	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	√	N/A	N/A	<b>Cycle-based</b>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing) – Ciclo 11, Lección 22: Escritura (news report or fiction story) – Ciclo 11, Lección 23: Escritura (informative letter)  <b>Cycle 12</b> – Ciclo 12, Lección 27: Escritura (biography) – Ciclo 12, Lección 28: Escritura (summary) – Ciclo 12, Lección 30: Escritura (comparative essay) – Ciclo 12, Lección 34: Escritura (newspaper article) – Ciclo 12, Lección 35: Escritura (magazine article)

## SPANISH LANGUAGE ARTS AND READING STANDARDS

### Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

#### Strand 6

#### 4<sup>th</sup> Grade

**Composition:** listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.12(C)</b>	Compose argumentative texts, including opinion essays using genre characteristics and craft; and		N/A	N/A	<b>Cycle-based</b>  <b>Writing:</b>  <b>Cycle 12</b>  – Ciclo 12, Lección 36: Escritura (recommendation or referral)  – Ciclo 12, Lección 37: Escritura (speech)  – Ciclo 12, Lección 40: Escritura (persuasive speech)
<b>4.12(D)</b>	Compose correspondence that requests information.		N/A	N/A	<b>Cycle-based</b>  <b>Writing:</b>  <b>Cycle 11</b>  – Ciclo 11, Lección 25: Escritura (letter to a hero)

## SPANISH LANGUAGE ARTS AND READING STANDARDS

### Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2  <b>RT</b> = Reteach Passage  <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

#### Strand 7

#### 4<sup>th</sup> Grade

**Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.13(A)</b>	Generate and clarify questions on a topic for formal and informal inquiry;		N/A	N/A	<b><u>Cycle-based</u></b>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing)  <b>Cycle 12</b> – Ciclo 12, Lección 32: Escritura (pamphlet)
<b>4.13(B)</b>	Develop and follow a research plan with adult assistance;		N/A	N/A	<b><u>Cycle-based</u></b>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing) – Ciclo 11, Lección 22: Escritura (news report) – Ciclo 11, Lección 23: Escritura (informative letter) – Ciclo 11, Lección 24: Escritura (diary of an adventure) – Ciclo 11, Lección 25: Escritura (letter to a hero)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 7**

**4<sup>th</sup> Grade**

**Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.13(B)</b>	Develop and follow a research plan with adult assistance; <b>(cont.)</b>		N/A	N/A	<b><u>Cycle-based</u></b>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 26: Escritura (descriptive writing) – Ciclo 12, Lección 27: Escritura (biography) – Ciclo 12, Lección 28: Escritura (summary) – Ciclo 12, Lección 29: Escritura (weather letter) – Ciclo 12, Lección 30: Escritura (comparative essay) – Ciclo 12, Lección 31: Escritura (email) – Ciclo 12, Lección 32: Escritura (pamphlet) – Ciclo 12, Lección 33: Escritura (predictive writing) – Ciclo 12, Lección 34: Escritura (newspaper article) – Ciclo 12, Lección 35: Escritura (magazine article) – Ciclo 12, Lección 36: Escritura (recommendation or referral) – Ciclo 12, Lección 37: Escritura (speech)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 7**

**4<sup>th</sup> Grade**

**Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.13(B)</b>	Develop and follow a research plan with adult assistance; <b>(cont.)</b>		N/A	N/A	<b>Cycle-based</b>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 38: Escritura (poster) – Ciclo 12, Lección 39: Escritura (imaginary story) – Ciclo 12, Lección 40: Escritura (persuasive speech)
<b>4.13(C)</b>	Identify and gather relevant information from a variety of sources;		N/A	N/A	<b>Cycle-based</b>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing) – Ciclo 11, Lección 22: Escritura (news report) – Ciclo 11, Lección 23: Escritura (informative letter) – Ciclo 11, Lección 24: Escritura (diary of an adventure) – Ciclo 11, Lección 25: Escritura (letter to a hero)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 7**

**4<sup>th</sup> Grade**

**Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.13(C)	Identify and gather relevant information from a variety of sources; <b>(cont.)</b>		N/A	N/A	<b>Cycle-based</b>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 26: Escritura (descriptive writing) – Ciclo 12, Lección 27: Escritura (biography) – Ciclo 12, Lección 28: Escritura (summary) – Ciclo 12, Lección 29: Escritura (weather letter) – Ciclo 12, Lección 30: Escritura (comparative essay) – Ciclo 12, Lección 31: Escritura (email) – Ciclo 12, Lección 32: Escritura (pamphlet) – Ciclo 12, Lección 33: Escritura (predictive writing) – Ciclo 12, Lección 34: Escritura (newspaper article) – Ciclo 12, Lección 35: Escritura (magazine article) – Ciclo 12, Lección 36: Escritura (recommendation or referral)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 7**

**4<sup>th</sup> Grade**

**Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.13(C)</b>	Identify and gather relevant information from a variety of sources; <b>(cont.)</b>		N/A	N/A	<b>Cycle-based</b>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 37: Escritura (speech) – Ciclo 12, Lección 38: Escritura (poster) – Ciclo 12, Lección 39: Escritura (imaginary story) – Ciclo 12, Lección 40: Escritura (persuasive speech)
<b>4.13(D)</b>	Identify primary and secondary sources;		N/A	N/A	<b>Cycle-based</b>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 35: Escritura (magazine article)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 7**

**4<sup>th</sup> Grade**

**Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.13(E)	Demonstrate understanding of information gathered;		N/A	N/A	<p><b><u>Cycle-based</u></b></p> <p><b>Writing:</b></p> <p><b>Cycle 11</b></p> <ul style="list-style-type: none"> <li>– Ciclo 11, Lección 21: Escritura (informative writing)</li> <li>– Ciclo 11, Lección 22: Escritura (news report)</li> <li>– Ciclo 11, Lección 23: Escritura (informative letter)</li> <li>– Ciclo 11, Lección 24: Escritura (diary of an adventure)</li> <li>– Ciclo 11, Lección 25: Escritura (letter to a hero)</li> </ul> <p><b>Cycle 12</b></p> <ul style="list-style-type: none"> <li>– Ciclo 12, Lección 26: Escritura (descriptive writing)</li> <li>– Ciclo 12, Lección 27: Escritura (biography)</li> <li>– Ciclo 12, Lección 28: Escritura (summary)</li> <li>– Ciclo 12, Lección 29: Escritura (weather letter)</li> <li>– Ciclo 12, Lección 30: Escritura (comparative essay)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 7**

**4<sup>th</sup> Grade**

**Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.13(E)	Demonstrate understanding of information gathered; (cont.)		N/A	N/A	<b>Cycle-based</b>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 31: Escritura (email) – Ciclo 12, Lección 32: Escritura (pamphlet) – Ciclo 12, Lección 33: Escritura (predictive writing) – Ciclo 12, Lección 34: Escritura (newspaper article) – Ciclo 12, Lección 35: Escritura (magazine article) – Ciclo 12, Lección 36: Escritura (recommendation or referral) – Ciclo 12, Lección 37: Escritura (speech) – Ciclo 12, Lección 38: Escritura (poster) – Ciclo 12, Lección 39: Escritura (imaginary story) – Ciclo 12, Lección 40: Escritura (persuasive speech)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 7**

**4<sup>th</sup> Grade**

**Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.13(F)</b>	Recognize the difference between paraphrasing and plagiarism when using source materials;		N/A	N/A	<b>Cycle-based</b>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 28 - Escritura (summary)
<b>4.13(G)</b>	Develop a bibliography; and		N/A	N/A	<b>Cycle-based</b>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing) – Ciclo 11, Lección 22 - Escritura (news report) – Ciclo 11, Lección 23: Escritura (informative letter) – Ciclo 11, Lección 24: Escritura (diary of an adventure) – Ciclo 11, Lección 25: Escritura (letter to a hero)  <b>Cycle 12</b> – Ciclo 12, Lección 26: Escritura (descriptive writing)

# SPANISH LANGUAGE ARTS AND READING STANDARDS

## Alignment of SLAR TEKS and Istation Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

### Strand 7

#### 4<sup>th</sup> Grade

**Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
4.13(G)	Develop a bibliography; and (cont.)		N/A	N/A	<p><b>Cycle-based</b></p> <p><b>Writing:</b></p> <p><b>Cycle 12</b></p> <ul style="list-style-type: none"> <li>– Ciclo 12, Lección 27: Escritura (biography)</li> <li>– Ciclo 12, Lección 28: Escritura (summary)</li> <li>– Ciclo 12, Lección 29: Escritura (weather letter)</li> <li>– Ciclo 12, Lección 30: Escritura (comparative essay)</li> <li>– Ciclo 12, Lección 31: Escritura (email)</li> <li>– Ciclo 12, Lección 32: Escritura (pamphlet)</li> <li>– Ciclo 12, Lección 33: Escritura (predictive writing)</li> <li>– Ciclo 12, Lección 34: Escritura (newspaper article)</li> <li>– Ciclo 12, Lección 35: Escritura (magazine article)</li> <li>– Ciclo 12, Lección 36: Escritura (recommendation or referral)</li> <li>– Ciclo 12, Lección 37: Escritura (speech)</li> </ul>

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **Español** Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness √ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 7**

**4<sup>th</sup> Grade**

**Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.13(G)</b>	Develop a bibliography; and <b>(cont.)</b>		N/A	N/A	<b>Cycle-based</b>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 38: Escritura (poster) – Ciclo 12, Lección 39: Escritura (imaginary story) – Ciclo 12, Lección 40: Escritura (persuasive speech)
<b>4.13(H)</b>	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.		N/A	N/A	<b>Cycle-based</b>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 21: Escritura (informative writing) – Ciclo 11, Lección 22 - Escritura (news report) – Ciclo 11, Lección 23: Escritura (informative letter)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station Español Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

**Strand 7**

**4<sup>th</sup> Grade**

**Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.13(H)</b>	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. <b>(cont.)</b>		N/A	N/A	<b><u>Cycle-based</u></b>  <b>Writing:</b>  <b>Cycle 11</b> – Ciclo 11, Lección 24: Escritura (diary of an adventure) – Ciclo 11, Lección 25: Escritura (letter to a hero)  <b>Cycle 12</b> – Ciclo 12, Lección 26: Escritura (descriptive writing) – Ciclo 12, Lección 27: Escritura (biography) – Ciclo 12, Lección 28: Escritura (summary) – Ciclo 12, Lección 29: Escritura (weather letter) – Ciclo 12, Lección 30: Escritura (comparative essay) – Ciclo 12, Lección 31: Escritura (email) – Ciclo 12, Lección 32: Escritura (pamphlet) – Ciclo 12, Lección 33: Escritura (predictive writing)

**SPANISH LANGUAGE ARTS AND READING STANDARDS**  
Alignment of SLAR TEKS and **I**station **E**spañol Activities

STANDARDS	WORLD OF GENRES CONTENT	ASSESSMENTS
<b>TEKS</b> = Texas Essential Knowledge and Skills <b>SLAR</b> = Spanish Language Arts and Reading	<b>D</b> = Lesson Skills & Comprehension <b>P1</b> = Passage 1 <b>P2</b> = Passage 2 <b>RT</b> = Reteach Passage <b>N/A</b> = Not Applicable	<b>STAAR</b> = State of Texas Assessments of Academic Readiness ✓ = Newly Adopted TEKS (2017) Aligned to Current Assessed Curriculum <b>ISIP Español LA</b> = Istation Seguimiento Individualizado de Progreso Lectura Avanzada

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**4<sup>th</sup> Grade**

**Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

TEKS	SLAR	STAAR	Online Activities	Cycle	Teacher Directed Lessons (TDLs)
<b>4.13(H)</b>	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. <b>(cont.)</b>		N/A	N/A	<b><u>Cycle-based</u></b>  <b>Writing:</b>  <b>Cycle 12</b> – Ciclo 12, Lección 34: Escritura (newspaper article) – Ciclo 12, Lección 34: Escritura (newspaper article) – Ciclo 12, Lección 35: Escritura (magazine article) – Ciclo 12, Lección 36: Escritura (recommendation or referral) – Ciclo 12, Lección 37: Escritura (speech) – Ciclo 12, Lección 38: Escritura (poster) – Ciclo 12, Lección 39: Escritura (imaginary story) – Ciclo 12, Lección 40: Escritura (persuasive speech)