



(Spanish Version)

**Comparison of
Previous SLA/R TEKS to
Current SLA/R TEKS
Grades 3–5 Reading
Grade 4 Writing**

TAKS Comparison of Previous SLA/R TEKS to Current SLA/R TEKS

This chart represents a comparison of the old and new SLA/R TEKS organized under current TAKS objectives.

Objective 1	
The student will demonstrate a basic understanding of culturally diverse written texts.	
Previous SLA/R TEKS	Current SLA/R TEKS
(3.5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to	
(3.5) (D): use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words	(4) (A): identify the meaning of common prefixes (e.g., <i>ex-</i> , <i>des-</i>) and suffixes (e.g., <i>-era</i> , <i>-oso</i>), and know how they change the meaning of roots [Reading/Vocabulary Development]
(3.5) (E): use knowledge of word order (syntax) and context to support word identification and confirm word meaning	(4) (B): use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs (e.g., <i>vino- la bebida</i> , <i>vino- del verbo venir</i>) [Reading/Vocabulary Development]
(3.7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to	
(3.7) (B): read from a variety of genres [for pleasure and] to acquire information [from both print and electronic sources]	(13) (A): identify the details or facts that support the main idea [Informational/Expository] (13) (C): identify explicit cause and effect relationships among ideas in texts [Informational/Expository]
(3.8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to	
(3.8) (C) (i): use [resources and references such as beginners' dictionaries, bilingual dictionaries, glossaries, available technology, and] context to build word meanings and to confirm pronunciations of words	(4) Students understand new vocabulary and use it when reading and writing. [Reading/Vocabulary Development]

<p>(3.8) (D): demonstrate knowledge of synonyms, antonyms, and multi-meaning words [for example, by sorting, classifying, and identifying related words]</p>	<p>(4) (B): use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs (e.g., <i>vino- la bebida, vino- del verbo venir</i>) [Reading/Vocabulary Development] (4) (C): identify and use antonyms, synonyms, and homophones (e.g., <i>tubo, tuvo</i>); [Reading/Vocabulary Development]</p>
<p>(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to</p>	
<p>(3.9) (C): retell [or act out the order of] important events in stories</p>	<p>(13) (A): identify the details or facts that support the main idea [Informational/Expository] (8) (A): sequence and summarize the plot’s main events and explain their influence on future events [Literary/Fiction]</p>
<p>(3.9) (H): produce summaries of text selections</p>	<p>(8) (A): sequence and summarize the plot’s main events and explain their influence on future events [Literary/Fiction]</p>
<p>Objective 2</p>	
<p>The student will apply knowledge of literary elements to understand culturally diverse written texts.</p>	
<p>Previous SLA/R TEKS</p> 	<p>Current SLA/R TEKS</p> 
<p>(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to</p>	
<p>(3.11) (H): analyze characters, including their traits, feelings, relationships, and changes</p>	<p>(8) (B): describe the interaction of characters, including their relationships and the changes they undergo [Literary/Fiction]</p>
<p>(3.11) (I): identify the importance of the setting to a story’s meaning</p>	<p>Figure 19 (D): make inferences about text and use textual evidence to support understanding</p>
<p>(3.11) (J): recognize the story problem(s) or plot</p>	<p>(8) (A): sequence and summarize the plot’s main events and explain their influence on future events [Literary/Fiction]</p>

Objective 3	
The student will use a variety of strategies to analyze culturally diverse written texts.	
Previous SLA/R TEKS	Current SLA/R TEKS
(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to	
(3.9) (C): retell [or act out the order of] important events in stories	(8) (A): sequence and summarize the plot's main events and explain their influence on future events [Literary/Fiction] Figure 19 (E): summarize information in text, maintaining meaning and logical order
(3.9) (I): represent text information in different ways, including story maps, graphs, and charts	Figure 19 (D): make inferences about text and use textual evidence to support understanding
(3.11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to	
(3.11) (A): distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve	(13) Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. [Informational/Expository]
(3.11) (C): recognize the distinguishing features of familiar genres, including stories, [poems,] and informational texts	(5) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. [Literary/Theme and Genre] (12) (A): identify the topic and locate the author's stated purposes in writing the text [Informational/Culture and History]

Objective 4	
The student will apply critical-thinking skills to analyze culturally diverse written texts.	
Previous SLA/R TEKS	Current SLA/R TEKS
(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to	
(3.9) (F): make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions	(5) (A): paraphrase the themes and supporting details of fables, legends, myths, or stories [Literary/Theme and Genre] Figure 19 (D): make inferences about text and use textual evidence to support understanding
(3.9) (F): make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions	Figure 19 (D): make inferences about text and use textual evidence to support understanding
(3.9) (F): make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions	Figure 19 (D): make inferences about text and use textual evidence to support understanding
(3.9) (F): make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions	(13) (B): draw conclusions from the facts presented in text and support those assertions with textual evidence [Informational/Expository] Figure 19 (D): make inferences about text and use textual evidence to support understanding
(3.9) (J): distinguish fact from opinion in various texts, including news stories and advertisements	(14) (A): identify what the author is trying to persuade the reader to think or do [Informational/Persuasive]
(3.10) Reading/literary response. The student responds to various texts. The student is expected to	
(3.10) (C): support interpretations or conclusions with examples drawn from text	(13) (B): draw conclusions from the facts presented in text and support those assertions with textual evidence [Informational/Expository] Figure 19 (D): make inferences about text and use textual evidence to support understanding

TAKS Comparison of Previous SLA/R TEKS to Current SLA/R TEKS

This chart represents a comparison of the old and new SLA/R TEKS organized under current TAKS objectives.

Objective 1	
The student will demonstrate a basic understanding of culturally diverse written texts.	
Previous SLA/R TEKS	Current SLA/R TEKS
(4.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to	
(4.9) (B): draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words	(2) (B): use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words [Reading/Vocabulary Development] (8) (A): identify the author's use of similes and metaphors to produce imagery [Literary/Sensory Language]
(4.9) (D) (ii): determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>feliz</i> , <i>razón</i> , or <i>entrar</i> and affixes such as <i>in-</i> , <i>-able</i> , or <i>-ada</i>	(2) (A): determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes [Reading/Vocabulary Development]
(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	
(4.10) (F): determine a text's main (or major) ideas and how those ideas are supported with details	(11) (A): summarize the main idea and supporting details in text in ways that maintain meaning [Informational/Expository] (6) (A): sequence and summarize the plot's main events and explain their influence on future events [Literary/Fiction]
(4.10) (G): paraphrase and summarize text to recall, inform, and organize ideas	(6) (A): sequence and summarize the plot's main events and explain their influence on future events [Literary/Fiction] (11) (A): summarize the main idea and supporting details in text in ways that maintain meaning [Informational/Expository] Figure 19 (E): summarize information in text, maintaining meaning and logical order

Objective 2	
The student will apply knowledge of literary elements to understand culturally diverse written texts.	
Previous SLA/R TEKS	Current SLA/R TEKS
	
(4.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to	
(4.12) (H): analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo	(6) (B): describe the interaction of characters, including their relationships and the changes they undergo [Literary/Fiction]
(4.12) (I): recognize and analyze story plot, setting, and problem resolution	(6) (A): sequence and summarize the plot's main events and explain their influence on future events [Literary/Fiction]
Objective 3	
The student will use a variety of strategies to analyze culturally diverse written texts.	
Previous SLA/R TEKS	Current SLA/R TEKS
	
(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	
(4.10) (E): use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information	(11) (C): describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison [Informational/Expository] (6) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Literary Text/Fiction]
(4.10) (E): use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information	(6) (A): sequence and summarize the plot's main events and explain their influence on future events [Literary/Fiction] (11) (C): describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison [Informational/Expository] Figure 19 (E): summarize information in text, maintaining meaning and logical order

(4.10) (I): find similarities and differences across texts such as in treatment, scope, or organization	(11) (C): describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison [Informational/Expository] Figure 19 (F): make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence
(4.10) (L): represent text information in different ways such as in outline, timeline, or graphic organizer	(11) (C): describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison [Informational/Expository] Figure 19 (D): make inferences about text and use textual evidence to support understanding
(4.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to	
(4.12) (A): judge the internal consistency or logic of stories and texts such as “Would this character do this?”; “Does this make sense here?”	Figure (19) (D): make inferences about text and use textual evidence to support understanding
(4.12) (C): identify the purposes of different types of texts such as to inform, influence, express, or entertain	(10) (A): explain the difference between a stated and an implied purpose for an expository text [Informational/Culture and History]
(4.12) (E): compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants	Figure 19 (F): make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence
(4.12) (J): describe how the author’s perspective or point of view affects the text	(12) (A): explain how an author uses language to present information to influence what the reader thinks or does [Informational/Persuasive]

Objective 4	
The student will apply critical-thinking skills to analyze culturally diverse written texts.	
Previous SLA/R TEKS	Current SLA/R TEKS
(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	
(4.10) (H): draw inferences such as conclusions or generalizations and support them with text evidence [and experience]	Figure 19 (D): make inferences about text and use textual evidence to support understanding
(4.10) (J): distinguish fact and opinion in various texts	(11) (B): distinguish fact from opinion in a text and explain how to verify what is a fact [Informational/Expository]
(4.11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to	
(4.11) (C): support responses by referring to relevant aspects of text [and his/her own experiences]	Figure 19 (D): make inferences about text and use textual evidence to support understanding
(4.11) (D): connect, compare, and contrast ideas, themes, and issues across text	Figure 19 (F): make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence
(4.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to	
(4.12) (B): recognize that authors organize information in specific ways	(6) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Literary/ Fiction] (11) (C): describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison [Informational/Expository]

TAKS Comparison of Previous SLA/R TEKS to Current SLA/R TEKS

This chart represents a comparison of the old and new SLA/R TEKS organized under current TAKS objectives.

Objective 1	
The student will demonstrate a basic understanding of culturally diverse written texts.	
Previous SLA/R TEKS	Current SLA/R TEKS
(5.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to	
(5.9) (B): draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words	(2) (B): use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple-meaning words [Reading/Vocabulary Development] (8) (A): evaluate the impact of sensory details, imagery, and figurative language in literary text [Literary/Sensory Language]
(5.9) (D) (ii): determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>feliz</i> , <i>razón</i> , or <i>entrar</i> and affixes such as <i>in-</i> , <i>-able</i> , and <i>-ada</i>	(2) (A): determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes [Reading/Vocabulary Development]
(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	
(5.10) (F): determine a text's main (or major) ideas and how those ideas are supported with details	(11) (A): summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order [Informational/Expository] (6) (A): describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events [Literary/Fiction]

(5.10) (F): determine a text's main (or major) ideas and how those ideas are supported with details	(11) (A): summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order [Informational/Expository] (6) (A): describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events [Literary/Fiction] (6) (B): explain the roles and functions of characters in various plots, including their relationships and conflicts [Literary/Fiction]
(5.10) (G): paraphrase and summarize text to recall, inform, or organize ideas	(11) (A): summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order [Informational/Expository] Figure 19 (E): summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts
Objective 2	
The student will apply knowledge of literary elements to understand culturally diverse written texts.	
Previous SLA/R TEKS 	Current SLA/R TEKS 
(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to	
(5.12) (H): analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo	(6) (B): explain the roles and functions of characters in various plots, including their relationships and conflicts [Literary/Fiction]
(5.12) (I): recognize and analyze story plot, setting, and problem resolution	(6) (A): describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events [Literary/Fiction]
Objective 3	
The student will use a variety of strategies to analyze culturally diverse written texts.	
Previous SLA/R TEKS 	Current SLA/R TEKS 
(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	

<p>(5.10) (E): use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information</p>	<p>(11) (C): analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas [Informational/Expository]</p>
<p>(5.10) (E): use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information</p>	<p>(6) (A): describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events [Literary/Fiction]</p> <p>(11) (C): analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas [Informational/Expository]</p> <p>Figure 19 (E): summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts</p>
<p>(5.10) (I): find similarities and differences across texts such as in treatment, scope, or organization</p>	<p>(3) (A): compare and contrast the themes or moral lessons of several works of fiction from various cultures [Literary/Theme and Genre]</p> <p>(11) (E): synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres [Informational/Expository]</p> <p>Figure 19 (F): make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence</p>
<p>(5.10) (L): represent text information in different ways such as in outline, timeline, or graphic organizer</p>	<p>Figure 19 (D): make inferences about text and use textual evidence to support understanding</p>
<p>(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to</p>	
<p>(5.12) (A): judge the internal consistency or logic of stories and texts such as “Would this character do this?”; “Does this make sense here?”</p>	<p>Figure 19 (D): make inferences about text and use textual evidence to support understanding</p>
<p>(5.12) (C): identify the purposes of different types of texts such as to inform, influence, express, or entertain</p>	<p>(10) (A): draw conclusions from the information presented by an author and evaluate how well the author’s purpose was achieved [Informational/Culture and History]</p>

(5.12) (E): compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants	Figure 19 (F): make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence
(5.12) (J): describe how the author's perspective or point of view affects the text	(12) (A): identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument [Informational/Persuasive]
Objective 4	
The student will apply critical-thinking skills to analyze culturally diverse written texts.	
Previous SLA/R TEKS	Current SLA/R TEKS
▼	▼
(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	
(5.10) (H): draw inferences such as conclusions or generalizations and support them with text evidence [and experience]	Figure 19 (D): make inferences about text and use textual evidence to support understanding
(5.10) (J): distinguish fact and opinion in various texts	(11) (B): determine the facts in text and verify them through established methods [Informational/Expository]
(5.11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to	
(5.11) (C): support responses by referring to relevant aspects of text [and his/her own experiences]	Figure 19 (D): make inferences about text and use textual evidence to support understanding
(5.11) (D): connect, compare, and contrast ideas, themes, and issues across text	(11) (E): synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres [Informational/Expository] Figure 19 (F): make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence
(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to	

(5.12) (B): recognize that authors organize information in specific ways

(6) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. [Literary/ Fiction]

(11) (C): analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas [Informational/ Expository]

TAKS
Comparison of Previous Spanish Writing TEKS to Current SLA/R TEKS

This chart represents a comparison of the old Spanish Writing TEKS and the new SLA/R TEKS organized under current TAKS objectives.

Objective 1	
The student will, within a given context, produce an effective composition for a specific purpose.	
Previous Spanish Writing TEKS	Current SLA/R TEKS
(4.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to	
(4.15) (A): write to express, [discover, record,] develop, reflect on ideas, and to problem solve (4–5)	(17) (A): write about important personal experiences [Writing]
(4.15) (C): write to inform such as to explain, describe, [report,] and narrate (4–5)	(18) (A): create brief compositions that: (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations; and (iii) contain a concluding statement [Writing/Expository and Procedural Texts]
(4.15) (D): write to entertain such as to compose [humorous poems or] short stories (4–5)	(16) (A): write imaginative stories that build the plot to a climax and contain details about the characters and setting [Writing/Literary Texts]
(4.15) (E): exhibit an identifiable voice in personal narratives and in stories (4–5)	
(4.16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to	
(4.16) (A): write legibly by selecting cursive or manuscript as appropriate (4–5)	(21) (A): write legibly by selecting cursive script or manuscript printing as appropriate [Oral and Written Conventions/Handwriting, Capitalization, and Punctuation]
(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to	

(4.19) (C): revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4–5)	(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]
(4.19) (D): revise drafts for coherence, progression, and logical support of ideas (4–5)	(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]
Objective 2	
The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.	
Previous Spanish Writing TEKS	Current SLA/R TEKS
▼	▼
(4.16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to	
(4.16) (B) (ii): capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing proper nouns, using commas in a series and in direct address, and <i>guión</i> (hyphen) and <i>raya</i> (for dialogue) (4–5/SLA)	(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]
(4.17) Writing/spelling. The student spells proficiently. The student is expected to	
(4.17) (A) (ii): write with accurate spelling of syllable constructions such as closed, open, <i>qu</i> together, using <i>n</i> before <i>v</i> , <i>m</i> before <i>b</i> , <i>m</i> before <i>p</i> , changing <i>z</i> to <i>c</i> when adding <i>-es</i> , and diphthongs (4–5/SLA);	(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]
(4.17) (B) (ii): write with accurate spelling of roots such as <i>razón</i> , <i>feliz</i> , <i>leer</i> , or <i>entrar</i> , inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-mente</i> , and prefixes such as <i>re-</i> or <i>in-</i> (4–5/SLA)	(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]
(4.17) (D) (ii): spell accurately using accents and dieresis marks in final drafts (4–5/SLA)	(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]
(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to	

<p>(4.18) (A): use regular and irregular plurals correctly (4–5)</p>	<p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
<p>(4.18) (B): write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4–5)</p>	<p>(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]</p> <p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
<p>(4.18) (C) (ii): employ standard Spanish usage with increased complexity in writing for audiences, including subject-verb agreement/conjugation, gender and number agreement, and parts of speech (4–5/SLA)</p>	<p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
<p>(4.18) (D): use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4–5)</p>	<p>(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]</p>
<p>(4.18) (E): use prepositional phrases to elaborate written ideas (4–5)</p>	<p>(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]</p>
<p>(4.18) (F): use conjunctions to connect ideas meaningfully (4–5)</p>	<p>(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]</p>
<p>(4.18) (H) (ii): write with increasing accuracy when using direct and indirect object pronouns such as “<i>José nos lo dijo.</i>” (4–5/SLA)</p>	<p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
<p>(4.18) (I): use verb tenses such as present, preterite, future, present perfect, past perfect, and future perfect appropriately and consistently (4–5/SLA)</p>	<p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
<p>(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to</p>	
<p>(4.19) (E): edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–5)</p>	<p>(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]</p> <p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
<p>(4.19) (H): proofread his/her own writing and that of others (4–5)</p>	<p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>

Objective 3	
The student will recognize appropriate organization of ideas in written text.	
Previous Spanish Writing TEKS	Current SLA/R TEKS
	
(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to	
(4.19) (C): revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4–5)	(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]
(4.19) (D): revise drafts for coherence, progression, and logical support of ideas (4–5)	<p>(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]</p> <p>(18) (A): create brief compositions that: (ii) include supporting sentences with simple facts, details, and explanations [Writing/Expository and Procedural Texts]</p> <p>(20) (A): use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (viii) time-order transition words and transitions that indicate a conclusion [Oral and Written Conventions/Conventions]</p>
Objective 4	
The student will recognize correct and effective sentence construction in written text.	
Previous Spanish Writing TEKS	Current SLA/R TEKS
	
(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to	
(4.18) (B): write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4–5)	<p>(20) (B): use the complete subject and the complete predicate in a sentence [Oral and Written Conventions/Conventions]</p> <p>(20) (C): use complete simple and compound sentences with correct subject-verb agreement [Oral and Written Conventions/Conventions]</p>

(4.18) (E): use prepositional phrases to elaborate written ideas (4–5)	(20) (A): use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details [Oral and Written Conventions/Conventions]
(4.18) (F): use conjunctions to connect ideas meaningfully (4–5)	(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process] (15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]
(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to	
(4.19) (E): edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–5)	(15) (C): revise drafts for coherence, organization, use of simple and compound sentences, and audience [Writing/Writing Process]
Objective 5	
The student will recognize standard usage and appropriate word choice in written text.	
Previous Spanish Writing TEKS 	Current SLA/R TEKS 
(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to	
(4.18) (C) (ii): employ standard Spanish usage with increased complexity in writing for audiences, including subject-verb agreement/conjugation, gender and number agreement, and parts of speech (4–5/SLA)	(20) (A): use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode); (ii) nouns (singular/plural, common/proper); (vi) reflexive pronouns (e.g., <i>me, te, se, nos</i>); [Oral and Written Conventions/Conventions] (20) (C): use complete simple and compound sentences with correct subject-verb agreement [Oral and Written Conventions/Conventions]

<p>(4.18) (D): use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4–5)</p>	<p>(20) (A): use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iii) adjectives (e.g., descriptive, including adjective phrases: <i>vestido de domingo</i>) and their comparative and superlative forms (e.g., <i>más que, la más</i>); (iv) adverbs (e.g., frequency: <i>usualmente, a veces</i>; intensity: <i>casi, mucho</i>); [Oral and Written Conventions/Conventions]</p>
<p>(4.18) (H) (ii): write with increasing accuracy when using direct and indirect object pronouns such as “<i>José nos lo dijo.</i>” (4–5/SLA)</p>	<p>(20): Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. [Oral and Written Conventions/Conventions]</p>
<p>(4.18) (I): use verb tenses such as present, preterite, future, present perfect, past perfect, and future perfect appropriately and consistently (4–5/SLA)</p>	<p>(20) (A): use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode); [Oral and Written Conventions/Conventions]</p>
<p>(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to</p>	
<p>(4.19) (E): edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–5)</p>	<p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>
<p>(4.19) (H): proofread his/her own writing and that of others (4–5)</p>	<p>(15): Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. [Writing/Writing Process]</p> <p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>

Objective 6	
The student will proofread for correct punctuation, capitalization, and spelling in written text.	
Previous Spanish Writing TEKS	Current SLA/R TEKS
<p>(4.16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to</p>	
<p>(4.16) (B) (ii): capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing proper nouns, using commas in a series and in direct address, and <i>guión</i> (hyphen) and <i>raya</i> (for dialogue) (4–5/SLA)</p>	<p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p> <p>(21) (B): use capitalization for: (i) historical events and documents; (ii) the first words of titles of books, stories, and essays;</p> <p>(21) (C): recognize and use punctuation marks, including commas in compound sentences; colons, semi-colons, ellipses, the hyphen, and em dash;</p>
<p>(4.17) Writing/spelling. The student spells proficiently. The student is expected to</p>	
<p>(4.17) (A) (ii): write with accurate spelling of syllable constructions such as closed, open, <i>qu</i> together, using <i>n</i> before <i>v</i>, <i>m</i> before <i>b</i>, <i>m</i> before <i>p</i>, changing <i>z</i> to <i>c</i> when adding <i>-es</i>, and diphthongs (4–5/SLA)</p>	<p>(22) (G): use spelling patterns and rules [and print and electronic resources] to determine and check correct spellings [Oral and Written Conventions/Spelling]</p>
<p>(4.17) (B) (ii): write with accurate spelling of roots such as <i>razón</i>, <i>feliz</i>, <i>leer</i>, or <i>entrar</i>, inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-mente</i>, and prefixes such as <i>re-</i> or <i>in-</i> (4–5/SLA)</p>	<p>(22) (C): spell base words and roots with affixes (e.g., <i>ex-</i>, <i>pre-</i>, <i>post-</i>, <i>-able</i>); [Oral and Written Conventions/Spelling]</p>

<p>(4.17) (D) (ii): spell accurately using accents and dieresis marks in final drafts (4–5/SLA)</p>	<p>(22) (A): write with increasing accuracy using accent marks including: (i) words that have a prosodic or orthographic accent on the last syllable (<i>palabras agudas</i>) (e.g., <i>feliz, canción</i>); (ii) words that have a prosodic or orthographic accent on the second-to-last syllable (<i>palabras graves</i>) (e.g., <i>casa, árbol</i>); and (iii) words that have an orthographic accent on the third-to-last syllable (<i>palabras esdrújulas</i>) (e.g., <i>último, cómico, mecánico</i>);</p> <p>(22) (G): use spelling patterns and rules [and print and electronic resources] to determine and check correct spellings [Oral and Written Conventions/ Spelling]</p>
<p>(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to</p>	
<p>(4.19) (H): proofread his/her own writing and that of others (4–5)</p>	<p>(15) (D): edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] [Writing/Writing Process]</p>