

Grand Prairie ISD Spanish 3 YAG with TEKS & Can Do Statements

3rd 9 Weeks: Community

Strand	TEKS Statement	TEKS	Student Expectation Learning Targets	Level 3: Auténtico
Interpersonal Communication: Speaking & Writing	<p>The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts.</p> <p>The student uses a mixture of short statements, sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p>The student is expected to...</p>	3.1A	<p>Respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation.</p> <ul style="list-style-type: none"> • I can start, maintain, and end a conversation on a variety of familiar topics. • I can talk about jobs in the community. • I can talk about my interests and hobbies. • I can give some information about the activities I did. • I can tell what I have done. 	Capítulo 5-6
		3.1B	<p>Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation.</p> <ul style="list-style-type: none"> • I can talk about my daily activities and personal preferences. • I can talk with someone about hobbies and interests. • I can tell what I want to do as my future career. 	
		3.1C	<p>Ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation.</p> <ul style="list-style-type: none"> • I can use the language to meet my basic needs in familiar situations. • I can ask for help at school, work or in the community • I can give advice about getting a job. • I can give advice about solving problems within the community. 	
		3.1D	<p>Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation.</p> <ul style="list-style-type: none"> • I can use the language to meet basic needs in familiar situations. • I can ask for help at school, work, or in the community. • I can make suggestions about solving problems within the community. 	

Interpretive Communication: Reading & Listening	The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.	3.2A	<p>Demonstrate an understanding of culturally authentic print, digital, audio, audiovisual materials in everyday contexts.</p> <ul style="list-style-type: none"> • I can identify some information from news media. • I can understand basic information in ads, announcements, and other simple texts. • I can understand the information in public service announcements. 	
	The student is expected to....	3.2B	<p>Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.</p> <ul style="list-style-type: none"> • I can understand message related to my basic needs. • I can understand basic information in ads, announcements and other simple recordings. • I can understand message relation to my everyday life. • I can understand the information in public service announcements. 	
		3.2C	<p>Infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials.</p> <ul style="list-style-type: none"> • I can understand basic information in ads, announcements and other simple texts. • I can understand questions and simple statement on everyday topics when I am part of the conversation. • I can understand questions about my likes and dislikes. • I can understand some information on job postings. • I can understand the questions asked on a career preference survey. 	
		3.2D	<p>Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.</p> <ul style="list-style-type: none"> • I can understand how Spanish speaking teenagers discover the future career online. 	

Presentational Communication: Speaking & Writing	The student presents information orally and in writing using a mixture of phrases, sentences and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.	3.3A	<p>Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations.</p> <ul style="list-style-type: none"> • I can describe my personal and social experiences and of others. • I can describe what I have done to prepare for a specific job 	
	The student is expected to...	3.3B	<p>Narrate situations and events orally and in writing using connected sentences with details and elaboration.</p> <ul style="list-style-type: none"> • I can make a presentation about my personal and social experiences. • I can tell what I have done to prepare for a specific job. • I can make a presentation on something I have learned or researched. • I can write basic instructions on how to make or do something. • I can tell what needs to be done to solve problems. • I can write about topics of interest. • I can describe what my plans are the future (both the near future and my future career) 	
		3.3C	<p>Inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.</p> <ul style="list-style-type: none"> • I can talk about people, activities, events, and experiences. • I can describe a school or workplace. • I can compose communications for public distribution. • I can create a flyer for an upcoming event at my school or at work. • I can tell what I will do in the future. 	