

Commissioner's List of Electronic Textbooks 2010

Texas Essential Knowledge and Skills (TEKS) Not Addressed in Instructional Materials

English Language Arts and Reading, Grade K

Total Number of Teacher TEKS: 85

Total Number of Student TEKS: 35

Status: Nonconforming

Content Provider: AWARD Publishing

Program Title: AWARD Reading

Teacher Components:

Total number of teacher expectations not addressed: 18

Percent of teacher expectations addressed: 78.82%

Student Components:

Total number of student expectations not addressed: 5

Percent of student expectations addressed: 85.71%

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Summary – Teacher Components:

- (2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:
 - (B) identify syllables in spoken words.

- (5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
 - (A) identify and use words that name actions, directions, positions, sequences, and locations.
 - (B) recognize that compound words are made up of shorter words.

- (8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
 - (B) describe characters in a story and the reasons for their actions.

- (9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
 - (A) identify the topic of an informational text heard.

- (12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:
 - (A) identify different forms of media (e.g., advertisements, newspapers, radio programs).
 - (B) identify techniques used in media (e.g., sound, movement).

- (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:
 - (C) revise drafts by adding details or sentences.
 - (D) edit drafts by leaving spaces between letters and words.
 - (E) share writing with others.

- (14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
(B) write short poems.
- (16) Oral and Written Conventions/Conventions. 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. Students are expected to:
(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
(i) past tenses when speaking.
- (17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
(C) use punctuation at the end of a sentence.
- (20) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:
(A) gather evidence from provided text sources.
(B) use pictures in conjunction with writing when documenting research.
- (21) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:
(A) listen attentively by facing speakers and asking questions to clarify information.
- (22) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to:
(A) share information and ideas by speaking audibly and clearly using the conventions of language.
- (23) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:
(A) follow agreed-upon rules for discussion, including taking turns and speaking one at a time.

Summary - Student Components:

- (1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:
(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text.
- (5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures).
- (11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
(A) follow pictorial directions (e.g., recipes, science experiments).
(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).
- (12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:
(A) identify different forms of media (e.g., advertisements, newspapers, radio programs).