

## Commissioner's List of Electronic Textbooks 2010

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

#### English Language Arts, Grade 2

**Total Number of Teacher TEKS: 23**

**Total Number of Student TEKS: 23**

**Status: Nonconforming**

**Content Provider:** iStation Reading  
**Program Title:** iStation Reading

#### **Teacher Components:**

Total number of teacher expectations not addressed: 11

Percent of teacher expectations addressed: 52.17%

#### **Student Components:**

Total number of student expectations not addressed: 11

Percent of student expectations addressed: 52.17%

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#### **Summary – Teacher Components:**

(18) 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 that convey sensory details

(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)

(21) 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:

(ii) nouns (singular/plural, common/proper)

(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the)

(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully)

(v) prepositions and prepositional phrases

(vi) pronouns (e.g., he, him)

(vii) time-order transition words

(C) distinguish among declarative and interrogative sentences

(22) 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:

(B) use capitalization for:

(ii) months and days of the week

(iii) the salutation and closing of a letter

(C) recognize and use punctuation marks, including:

(i) ending punctuation in sentences

- (ii) apostrophes and contractions
- (iii) apostrophes and possessives

(25) 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 are expected to:

- (A) gather evidence from available sources (natural and personal) as well as from interviews with local experts
- (B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information
- (C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)

(26) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

- (A) revise the topic as a result of answers to initial research questions.

(27) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to:

- (A) create a visual display or dramatization to convey the results of the research

### **Summary - Student Components:**

(18) 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 that convey sensory details

(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

- (B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)

(21) 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:
  - (ii) nouns (singular/plural, common/proper)
  - (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the)
  - (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully)
  - (v) prepositions and prepositional phrases
  - (vi) pronouns (e.g., he, him)
  - (vii) time-order transition words
- (C) distinguish among declarative and interrogative sentences
  - (i) ending punctuation in sentences
  - (ii) apostrophes and contractions
  - (iii) apostrophes and possessives

(22) 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:

- (B) use capitalization for:
  - (i) proper nouns

- (ii) months and days of the week
- (iii) the salutation and closing of a letter
- (C) recognize and use punctuation marks, including:

(25) 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 are expected to:

- (A) gather evidence from available sources (natural and personal) as well as from interviews with local experts
- (B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information
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