

Commissioner’s List of Electronic Textbooks 2010

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

English Language Arts and Literature, Grade 6

Total Number of Teacher TEKS: 72

Total Number of Student TEKS: 71

Content Provider: Compass Learning

Program Title: Compass Learning Odyssey

Teacher Components:

Total number of teacher expectations not addressed: 9

Percent of teacher expectations addressed: 87.50%

Student Components:

Total number of student expectations not addressed: 9

Percent of student expectations addressed: 87.32%

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Summary – Teacher Components:

(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:

(A) explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.

(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:

(A) explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.

(17) 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:

(D) produce a multimedia presentation involving text and graphics using available technology.

(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking(i) verbs (irregular verbs and active and passive voice):

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(ii) non-count nouns (e.g., rice, paper)

(vi) indefinite pronouns (e.g., all, both, nothing, anything)

(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(B) differentiate between the active and passive voice and know how to use them both.

(20) 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:

(A) use capitalization for:

(ii) initials and acronyms

(iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements)

(20) 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) recognize and use punctuation marks including:

(iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements).

(20) 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 proper mechanics including italics and underlining for titles of books.

(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic.

Summary - Student Components:

(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:

(A) explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.

(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:

(A) explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.

(17) 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:

(D) produce a multimedia presentation involving text and graphics using available technology.

(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, speaking:

(i) verbs (irregular verbs and active and passive voice)

(ii) non-count nouns (e.g., rice, paper)

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(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

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