

Commissioner’s List of Electronic Textbooks 2010

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

English Language Arts and Reading, Grade 2

Total Number of Teacher TEKS: 69

Total Number of Student TEKS: 68

Content Provider: Compass Learning

Program Title: Compass Learning Odyssey

Teacher Components:

Total number of teacher expectations not addressed: 4

Percent of teacher expectations addressed: 94.20%

Student Components:

Total number of student expectations not addressed: 3

Percent of student expectations addressed: 95.59%

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Summary – Teacher Components:

(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
(E) identify and read abbreviations (e.g., Mr., Ave.).

(6) Reading/Comprehension of Literary Text/Theme and Genre. 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. Students are expected to:
(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.

(16) 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 are expected to:
(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).

(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:

(6) Reading/Comprehension of Literary Text/Theme and Genre. 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. Students are expected to:

(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.

(16) 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 are expected to:
(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).

(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.