

## 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: 73**

**Total Number of Student TEKS: 73**

**Status: Nonconforming**

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

#### **Teacher Components:**

Total number of teacher expectations not addressed: 31

Percent of teacher expectations addressed: 57.53%

#### **Student Components:**

Total number of student expectations not addressed: 16

Percent of student expectations addressed: 54.28%

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#### **Summary – Teacher 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.

(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:

(D) use a picture dictionary to find words.

(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:

(A) identify elements of a story including setting, character, and key events.

(B) discuss the big idea (theme) of a well-known folk tale or fable and connect it to personal experience.

(C) recognize sensory details.

(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.

(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.

(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:

(C) discuss the ways authors group information in text.

(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); and
- (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).
- (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 and tenses when speaking.
  - (ii) nouns (singular) and nouns (plural).
  - (iii) descriptive words.
  - (iv) prepositions and simple prepositional phrases appropriately when speaking or writing.
  - (v) pronouns.
- (B) speak in complete sentences to communicate.
- (C) use complete simple sentences.

(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:

- (A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).

(18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

- (C) write one's own name.

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

- (A) ask questions about topics of class-wide interest.
- (B) decide what sources or people in the classroom, school, library, or home can answer these questions.

(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.

(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.

(RC-K) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).

(D) make inferences based on the cover, title, illustrations, and plot.

(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

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

(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:

(D) use a picture dictionary to find words.

(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:

(A) identify elements of a story including setting, character, and key events;

(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); and

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(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 and future tenses when speaking
- (ii) (a) nouns (singular) and nouns (plural)
- (iii) descriptive words
- (iv) prepositions and simple prepositional phrases appropriately when speaking or writing
- (v) pronouns
- (C) use complete simple sentences.

(18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:  
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