

Commissioner's List of Electronic Textbooks 2010

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

English Language Arts and Reading, Grade 1

Total Number of Teacher TEKS: 85

Total Number of Student TEKS: 74

Content Provider: Compass Learning

Program Title: Compass Learning Odyssey

Teacher Components:

Total number of teacher expectations not addressed: 17

Percent of teacher expectations addressed: 80.00%

Student Components:

Total number of student expectations not addressed: 20

Percent of student expectations addressed: 72.97%

Summary – Teacher Components:

(3) 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: (A) decode words in context and in isolation by applying common letter-sound correspondences, including:

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

(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.

(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:

(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and

(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:

(B) identify techniques used in media (e.g., sound, movement).

(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.

(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).

(20) 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.

(20) 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:

(B) speak in complete sentences with correct subject-verb agreement.

(20) 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:

(C) ask questions with appropriate subject-verb inversion.

(21) 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 basic capitalization for:

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

(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics.

(24) 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 available sources (natural and personal) as well as from interviews with local experts.

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

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

(26) 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 (with adult assistance) to convey the results of the research.

(27) 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 to speakers and ask relevant questions to clarify information.

(28) 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 about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

(29) 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 listening to others, speaking when recognized, and making appropriate contributions.

Summary – Student Components:

(3) 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:
(A) decode words in context and in isolation by applying common letter-sound correspondences, including:

- (iv) consonant digraphs including
- (v) vowel digraphs including
- (i) single letters (consonants) including
- (ii) single letters (vowels) including

(3) 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:
(C) use common syllabication patterns to decode words, including:
(ii) open syllable (CV)

(3) 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:
(I) monitor accuracy of decoding.

(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.

(7) 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) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk and fairy tales.

(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:
(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance).

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

- (ii) verbs (present)
- (iii) verbs (future)
- (iv) nouns (proper)

(20) 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:

(B) speak in complete sentences with correct subject-verb agreement:

- (i) the beginning of sentences
- (ii) the pronoun "I"
- (iii) names of people

(20) 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:

(C) ask questions with appropriate subject-verb inversion.

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