

Commissioner’s List of Electronic Textbooks 2010

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

English Language Arts and Reading, Grade 3

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: 7

Percent of teacher expectations addressed: 90.28%

Student Components:

Total number of student expectations not addressed: 6

Percent of student expectations addressed: 91.55%

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Summary – Teacher Components:

(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:

(iii) changing the final “y” to “i”

(5) 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 and contrast the settings in myths and traditional folktales.

(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 will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).

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

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience.

(21) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:

(A) write persuasive essays for appropriate audiences that establish a position and use supporting details.

(26) 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) follow the research plan to collect information from multiple sources of information, both oral and written, including:

(ii) data from experts, reference texts, and online searches

(31) 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) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

Summary - Student Components:

(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:

(iii) changing the final "y" to "i"

(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 will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).

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(31) 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) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.