Commissioner's List of Electronic Textbooks 2010

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

English II

Total Number of Teacher TEKS: 37
Total Number of Student TEKS: 37
Status: Nonconforming

Content Provider: APEX Learning

Program Title: APEX Class Tools Achieve

Teacher Components:
Total number of teacher expectations not addressed: **16**
Percent of teacher expectations addressed: **56.76%**

Student Components:
Total number of student expectations not addressed: **15**
Percent of student expectations addressed: **59.46%**

Summary – Teacher Components:

(13)Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(14)Writing//Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:
(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads).

(15)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 (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.

(17) 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) more complex active and passive tenses and verbals (gerunds, infinitives, participles).
(iii) reciprocal pronouns (e.g., each other, one another).
(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities.
(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

(18) 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 conventions of capitalization.
(B) use correct punctuation marks including:
(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions.
(ii) quotation marks to indicate sarcasm or irony.
(iii) dashes to emphasize parenthetical information.

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
(A) spell correctly, including using various resources to determine and check correct spellings.

(20) 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 a major research question to address the major research topic.
(B) formulate a plan for engaging in research on a complex, multi-faceted topic.

(21) 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 compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry.

(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
(A) modify the major research question as necessary to refocus the research plan.
(C) critique the research process at each step to implement changes as the need occurs and is identified.

(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:
(C) uses graphics and illustrations to help explain concepts where appropriate.
(E) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials.

Summary - Student Components:

(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(14) Writing//Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:
(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads).

(15) 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 (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.

(17) 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:

(iii) reciprocal pronouns (e.g., each other, one another).

(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities.

(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

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