

**Identification of Texas Essential Knowledge and Skills (TEKS)
Not Addressed In Instructional Materials**

Proclamation 2011

**Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701**

November 2010

Proclamation 2011

Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed

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§110.13 English Language Arts, Grade 2

Publisher Name: **Shurley Instructional Materials Inc.**

Program Title: **Shurley English Level 2 Student Textbook** ISBN: **9781585610983**

Percent of TEKS Addressed

TEKS-TEACHER	TEKS-STUDENT	ELPS-TEACHER	ELPS-STUDENT
95.65%	95.65%	63.64%	100%

RECOMMENDATION: NONCONFORMING

18 TEKS Not Addressed

Texas Essential Knowledge and Skills-Teacher Components

- (20) 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 statements about issues that are important to the student for the appropriate audience in the school, home, or local community.

Texas Essential Knowledge and Skills-Student Components

- (20) 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 statements about issues that are important to the student for the appropriate audience in the school, home, or local community.

English Language Proficiency Standards-Teacher Components

- (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
- (F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment
 - (1) listen to and derive meaning from a variety of media to build and reinforce concept attainment

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§110.13 English Language Arts, Grade 2

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- (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
- (B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication
 - (2) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures
 - (F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments
 - (1) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments
 - (2) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments
 - (G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics
 - (1) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics
 - (2) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics
 - (3) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics
 - (J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment
 - (1) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment

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- (2) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment

- (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:
 - (C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials
 - (2) derive meaning of environmental print
 - (E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned
 - (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language
 - (1) use visual and contextual support to read grade-appropriate content area text
 - (2) use visual and contextual support to enhance and confirm understanding
 - (3) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language
 - (4) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language
 - (5) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language
 - (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs
 - (1) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs
 - (H) read silently with increasing ease and comprehension for longer periods
 - (1) read silently with increasing ease for longer periods
 - (2) read silently with increasing comprehension for longer periods

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- (I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs
 - (1) demonstrate English comprehension by employing basic reading skills commensurate with content area needs
 - (J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs
 - (K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs
- (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:
- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English
 - (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
 - (2) write using content-based grade-level vocabulary
 - (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
 - (3) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired

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§110.15 English Language Arts, Grade 4

Publisher Name: **Shurley Instructional Materials Inc.**

Program Title: **Shurley English Level 4 Student Textbook**

ISBN: **9781585611003**

Percent of TEKS Addressed

TEKS-TEACHER	TEKS-STUDENT	ELPS-TEACHER	ELPS-STUDENT
85.19%	85.19%	63.64%	85.71%

RECOMMENDATION: NONCONFORMING

25 TEKS Not Addressed

Texas Essential Knowledge and Skills-Teacher Components

- (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) use and understand the function of the following parts of speech in the context of reading, writing, and speaking
 - (vii) correlative conjunctions (e.g., either/or, neither/nor)
- (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 are expected to:
- (A) follow the research plan to collect information from multiple sources of information both oral and written, including:
 - (i) student-initiated surveys, on-site inspections, and interviews
 - (1) student-initiated surveys
 - (2) on-site inspections
 - (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources
 - (1) differentiate between paraphrasing and plagiarism
 - (2) identify the importance of citing valid and reliable sources
- (25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
- (A) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic)

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Texas Essential Knowledge and Skills-Student Components

- (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) use and understand the function of the following parts of speech in the context of reading, writing, and speaking
 - (vii) correlative conjunctions (e.g., either/or, neither/nor)
- (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 are expected to:
- (A) follow the research plan to collect information from multiple sources of information both oral and written, including:
 - (i) student-initiated surveys, on-site inspections, and interviews
 - (1) student-initiated surveys
 - (2) on-site inspections
 - (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources
 - (1) differentiate between paraphrasing and plagiarism
 - (2) identify the importance of citing valid and reliable sources
- (25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
- (A) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic)

English Language Proficiency Standards-Teacher Components

- (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
- (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters

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- (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language
 - (2) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language
- (F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment
 - (1) listen to and derive meaning from a variety of media to build and reinforce concept attainment
 - (2) listen to and derive meaning from a variety of media to build and reinforce language attainment
- (G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar
 - (3) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar
 - (6) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar
 - (9) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar
- (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
 - (B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication
 - (2) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures
 - (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired
 - (1) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired
 - (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired
 - (1) narrate with increasing specificity and detail as more English is acquired

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- (2) describe with increasing specificity and detail as more English is acquired
- (3) explain with increasing specificity and detail as more English is acquired

- (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:
 - (A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words
 - (1) learn relationships between sounds and letters of the English language
 - (E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned
 - (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language
 - (1) use visual and contextual support to read grade-appropriate content area text
 - (2) use visual and contextual support to enhance and confirm understanding
 - (3) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language
 - (H) read silently with increasing ease and comprehension for longer periods
 - (1) read silently with increasing ease for longer periods
 - (2) read silently with increasing comprehension for longer periods
 - (J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs
 - (K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs

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- (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:
- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English
 - (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
 - (2) write using content-based grade-level vocabulary
 - (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired
 - (2) employ English spelling pattern with increasing accuracy as more English is acquired
 - (3) employ English spelling rules with increasing accuracy as more English is acquired

English Language Proficiency Standards-Student Components

- (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
- (A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible

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§110.16 English Language Arts, Grade 5

Publisher Name: **Shurley Instructional Materials Inc.**

Program Title: **Shurley English Level 5 Student Textbook**

ISBN: **9781585611010**

Percent of TEKS Addressed

TEKS-TEACHER	TEKS-STUDENT	ELPS-TEACHER	ELPS-STUDENT
90.32%	90.32%	54.55%	57.14%

RECOMMENDATION: NONCONFORMING

29 TEKS Not Addressed

Texas Essential Knowledge and Skills-Teacher Components

- (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) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (ii) collective nouns (e.g., class, public)
- (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:
- (C) use proper mechanics including italics and underlining for titles and emphasis
 - (1) use proper mechanics including italics for titles
 - (3) use proper mechanics including italics for emphasis
 - (4) use proper mechanics including underlining for emphasis
- (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 are expected to synthesize the research into a written or an oral presentation that:
- (D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited)
 - (1) uses quotations to support ideas

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§110.16 English Language Arts, Grade 5

Publisher Name: **Shurley Instructional Materials Inc.**

Program Title: **Shurley English Level 5 Student Textbook** ISBN: **9781585611010**

Texas Essential Knowledge and Skills-Student Components

- (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) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (ii) collective nouns (e.g., class, public)
- (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:
- (C) use proper mechanics including italics and underlining for titles and emphasis
 - (1) use proper mechanics including italics for titles
 - (3) use proper mechanics including italics for emphasis
 - (4) use proper mechanics including underlining for emphasis
- (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 are expected to synthesize the research into a written or an oral presentation that:
- (D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited)
 - (1) uses quotations to support ideas

English Language Proficiency Standards-Teacher Components

- (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
- (D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)
 - (E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment
 - (3) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment

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- (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
- (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters
 - (D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed
 - (2) seek clarification [of spoken language] as needed
 - (G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar
 - (3) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar
 - (6) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar
 - (9) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar
 - (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs
 - (4) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs
- (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
- (B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication

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§110.16 English Language Arts, Grade 5

Publisher Name: **Shurley Instructional Materials Inc.**

Program Title: **Shurley English Level 5 Student Textbook** ISBN: **9781585611010**

- (2) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures
- (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired
 - (1) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired
- (F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments
 - (1) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments
 - (2) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments
- (G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics
 - (1) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics
 - (2) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics
 - (3) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics
- (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired
 - (1) narrate with increasing specificity and detail as more English is acquired
- (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

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§110.16 English Language Arts, Grade 5

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- (A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words
 - (1) learn relationships between sounds and letters of the English language
 - (2) decode (sound out) words using a combination of skills
 - (E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned
 - (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language
 - (1) use visual and contextual support to read grade-appropriate content area text
 - (2) use visual and contextual support to enhance and confirm understanding
 - (3) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language
 - (9) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language
 - (H) read silently with increasing ease and comprehension for longer periods
 - (1) read silently with increasing ease for longer periods
 - (2) read silently with increasing comprehension for longer periods
 - (J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs
 - (K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs
- (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

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Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

§110.16 English Language Arts, Grade 5

Publisher Name: **Shurley Instructional Materials Inc.**

Program Title: **Shurley English Level 5 Student Textbook** ISBN: **9781585611010**

- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English
- (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
 - (2) write using content-based grade-level vocabulary
- (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired
 - (3) employ English spelling rules with increasing accuracy as more English is acquired

English Language Proficiency Standards-Student Components

- (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
 - (G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics
 - (3) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics
 - (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired
 - (2) describe with increasing specificity and detail as more English is acquired
 - (3) explain with increasing specificity and detail as more English is acquired
- (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:
 - (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

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§110.16 English Language Arts, Grade 5

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- (2) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired
- (3) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

Proclamation 2011
Identification of Texas Essential Knowledge and Skills (TEKS)
Not Addressed In Instructional Materials

§110.18 English Language Arts, Grade 6

Publisher Name: **Shurley Instructional Materials Inc.**

Program Title: **Shurley English Level 6 Student Textbook**

ISBN: **9781585611027**

Percent of TEKS Addressed

TEKS-TEACHER	TEKS-STUDENT	ELPS-TEACHER	ELPS-STUDENT
65.63%	71.88%	65.91%	85.71%

RECOMMENDATION: NONCONFORMING

36 TEKS Not Addressed

Texas Essential Knowledge and Skills-Teacher Components

- (14) 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 to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed
 - (5) revise drafts after rethinking how well questions of purpose have been addressed
 - (6) revise drafts after rethinking how well questions of audience have been addressed
- (19) 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) verbs (irregular verbs and active and passive voice)
 - (2) verbs (passive voice)
 - (ii) non-count nouns (e.g., rice, paper)
 - (B) differentiate between the active and passive voice and know how to use them both
 - (1) differentiate between the active and passive voice
 - (2) know how to use [active and passive voice]
- (20) 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 capitalization for:
 - (iii) organizations
 - (B) recognize and use punctuation marks including:

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§110.18 English Language Arts, Grade 6

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- (iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements)
 - (1) parentheses
 - (2) brackets
 - (3) ellipses
- (C) use proper mechanics including italics and underlining for titles of books.
 - (1) use proper mechanics including italics for titles of books.
- (22) 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 open-ended questions to address the major research topic
 - (1) brainstorm
 - (3) decide upon a topic
 - (4) formulate open-ended questions to address the major research topic
 - (B) generate a research plan for gathering relevant information about the major research question
- (23) 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 data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts
 - (1) follow the research plan to collect data from a range of print resources
 - (2) follow the research plan to collect data from a range of electronic resources
 - (3) follow the research plan to collect data from experts
 - (B) differentiate between primary and secondary sources
 - (C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes
 - (1) record data, utilizing available technology in order to see the relationships between ideas
 - (2) convert graphic/visual data into written notes

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ISBN: **9781585611027**

Texas Essential Knowledge and Skills-Student Components

- (17) 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 involving text and graphics using available technology
 - (1) produce a multimedia presentation involving text using available technology
 - (2) produce a multimedia presentation involving graphics using available technology
- (19) 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) verbs (irregular verbs and active and passive voice)
 - (2) verbs (passive voice)
 - (ii) non-count nouns (e.g., rice, paper)
 - (B) differentiate between the active and passive voice and know how to use them both
 - (1) differentiate between the active and passive voice
 - (2) know how to use [active and passive voice]
- (20) 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 punctuation marks including:
 - (iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements)
 - (1) parentheses
 - (2) brackets
 - (3) ellipses
 - (C) use proper mechanics including italics and underlining for titles of books.
 - (1) use proper mechanics including italics for titles of books.
- (22) 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 open-ended questions to address the major research topic
 - (1) brainstorm

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- (2) consult with others
- (23) 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:
 - (C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes
 - (1) record data, utilizing available technology in order to see the relationships between ideas
 - (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources
 - (1) differentiate between paraphrasing and plagiarism
- (24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
 - (B) evaluate the relevance and reliability of sources for the research
 - (1) evaluate the relevance of sources for the research

English Language Proficiency Standards-Teacher Components

- (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
 - (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters
 - (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
 - (1) learn new language structures heard during classroom instruction and interactions
 - (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language
 - (2) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language
 - (G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar

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§110.18 English Language Arts, Grade 6

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Program Title: **Shurley English Level 6 Student Textbook** ISBN: **9781585611027**

- (3) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar
 - (6) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar
 - (9) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar
- (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
- (B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication
 - (2) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures
- (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:
- (A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words
 - (1) learn relationships between sounds and letters of the English language
 - (E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned
 - (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language

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Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

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- (1) use visual and contextual support to read grade-appropriate content area text
 - (2) use visual and contextual support to enhance and confirm understanding
 - (3) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language
 - (10) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language
 - (H) read silently with increasing ease and comprehension for longer periods
 - (1) read silently with increasing ease for longer periods
 - (2) read silently with increasing comprehension for longer periods
 - (J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs
 - (K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs
- (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:
- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English
 - (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
 - (2) write using content-based grade-level vocabulary
 - (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired
 - (3) employ English spelling rules with increasing accuracy as more English is acquired
 - (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
 - (2) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired

Proclamation 2011
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§110.18 English Language Arts, Grade 6

Publisher Name: **Shurley Instructional Materials Inc.**

Program Title: **Shurley English Level 6 Student Textbook** ISBN: **9781585611027**

English Language Proficiency Standards-Student Components

- (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
- (A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible

Proclamation 2011
Identification of Texas Essential Knowledge and Skills (TEKS)
Not Addressed In Instructional Materials

§110.31 English I

Publisher Name: **Bedford, Freeman & Worth Publishing Group**

Program Title: **Models for Writers and Easy Writer, Texas**

ISBN: **9780312655549**

Percent of TEKS Addressed

TEKS-TEACHER	TEKS-STUDENT	ELPS-TEACHER	ELPS-STUDENT
97.22%	91.67%	100%	100%

RECOMMENDATION: NONCONFORMING

4 TEKS Not Addressed

Texas Essential Knowledge and Skills-Teacher Components

- (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:
- (C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone
 - (1) write a script with an explicit or implicit theme
 - (2) write a script with details that contribute to a definite mood or tone

Texas Essential Knowledge and Skills-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:
- (B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning
 - (4) develop drafts in timed situations that include the rhetorical devices used to convey meaning
- (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)
 - (1) write a poem using a variety of poetic techniques
 - (2) write a poem using a variety of poetic forms
 - (C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone
 - (1) write a script with an explicit or implicit theme
 - (2) write a script with details that contribute to a definite mood or tone

Proclamation 2011
Identification of Texas Essential Knowledge and Skills (TEKS)
Not Addressed In Instructional Materials

§110.32 English II

Publisher Name: **Bedford, Freeman & Worth Publishing Group**

Program Title: **Models for Writers and Easy Writer, Texas**

ISBN: **9780312655549**

Percent of TEKS Addressed

TEKS-TEACHER	TEKS-STUDENT	ELPS-TEACHER	ELPS-STUDENT
97.30	91.89%	100%	100%

RECOMMENDATION: NONCONFORMING

4 TEKS Not Addressed

Texas Essential Knowledge and Skills-Teacher Components

- (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:
- (C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone
 - (1) write a script with an explicit or implicit theme
 - (2) write a script with details that contribute to a definite mood or tone

Texas Essential Knowledge and Skills-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:
- (B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning
 - (4) develop drafts in timed situations that include the rhetorical devices used to convey meaning
- (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)
 - (1) write a poem using a variety of poetic techniques
 - (2) write using a variety of poetic forms
 - (C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone
 - (1) write a script with an explicit or implicit theme
 - (2) write a script with details that contribute to a definite mood or tone

Proclamation 2011
Identification of Texas Essential Knowledge and Skills (TEKS)
Not Addressed In Instructional Materials

§110.33 English III

Publisher Name: **Bedford, Freeman & Worth Publishing Group**

Program Title: **Patterns for Writers and Easy Writer, Texas** ISBN: **9780312655525**

Percent of TEKS Addressed

TEKS-TEACHER	TEKS-STUDENT	ELPS-TEACHER	ELPS-STUDENT
100%	94.29%	100%	100%

RECOMMENDATION: NONCONFORMING

2 TEKS Not Addressed

Texas Essential Knowledge and Skills-Student Components

- (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 that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse)
 - (1) write a poem that reflects an awareness of poetic conventions
 - (2) write a poem that reflects an awareness of poetic traditions within different forms
 - (C) write a script with an explicit or implicit theme, using a variety of literary techniques

Proclamation 2011
Identification of Texas Essential Knowledge and Skills (TEKS)
Not Addressed In Instructional Materials

§110.34 English IV

Publisher Name: **Bedford, Freeman & Worth Publishing Group**

Program Title: **Patterns for Writers and Easy Writer, Texas** ISBN: **9780312655525**

Percent of TEKS Addressed

TEKS-TEACHER	TEKS-STUDENT	ELPS-TEACHER	ELPS-STUDENT
97.22%	91.67%	100%	100%

RECOMMENDATION: NONCONFORMING

4 TEKS Not Addressed

Texas Essential Knowledge and Skills-Teacher Components

- (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:
- (C) write an interpretation of an expository or a literary text that:
 - (v) anticipates and responds to readers' questions and contradictory information
 - (3) responds to readers' questions

Texas Essential Knowledge and Skills-Student Components

- (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 that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse)
 - (1) write a poem that reflects an awareness of poetic conventions
 - (2) write a poem that reflects an awareness of poetic traditions within different forms
 - (C) write a script with an explicit or implicit theme, using a variety of literary techniques
- (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:
- (C) write an interpretation of an expository or a literary text that:
 - (v) anticipates and responds to readers' questions and contradictory information
 - (3) responds to readers' questions