

## Commissioner's List of Electronic Textbooks 2010

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

#### English Language Arts, Grade 3

**Total Number of Teacher TEKS: 27**

**Total Number of Student TEKS: 27**

**Status: Nonconforming**

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

#### **Teacher Components:**

Total number of teacher expectations not addressed: 10

Percent of teacher expectations addressed: 62.96%

#### **Student Components:**

Total number of student expectations not addressed: 17

Percent of student expectations addressed: 37.04%

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#### **Summary – Teacher Components:**

(22) 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) nouns (singular/plural, common/proper)

(vi) possessive pronouns (e.g., his, hers, theirs)

(B) use the complete subject and the complete predicate in a sentence

(C) use complete simple and compound sentences with correct subject-verb agreement

(23) 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) use capitalization for:

(i) geographical names and places

(ii) historical periods

(iii) official titles of people

(C) recognize and use punctuation marks including:

(i) apostrophes in contractions and possessives

(ii) commas in series and dates

(D) use correct mechanics including paragraph indentations

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

(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic

(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question

(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:

(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources

(28) 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:

(A) draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.

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

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

(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)

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

(B) develop drafts by categorizing ideas and organizing them into paragraphs

(22) 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) nouns (singular/plural, common/proper)

(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully)

(vi) possessive pronouns (e.g., his, hers, theirs)

(22) 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) use the complete subject and the complete predicate in a sentence

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(23) 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:

(D) use correct mechanics including paragraph indentations

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

(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic

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

(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question

(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:

(i) student-initiated surveys, on-site inspections, and interviews

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

(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate

(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:

(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics)

(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:

(C) take simple notes and sort evidence into provided categories or an organizer

(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:

(D) identify the author, title, publisher, and publication year of sources

(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:

(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources

(27) 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).

(28) 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:

(A) draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.