

Commissioner’s List of Electronic Textbooks 2010

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

English Language Arts and Literature, Grade 7

Total Number of Teacher TEKS: 73

Total Number of Student TEKS: 72

Content Provider: Compass Learning

Program Title: Compass Learning Odyssey

Teacher Components:

Total number of teacher expectations not addressed: 8

Percent of teacher expectations addressed: 89.04%

Student Components:

Total number of student expectations not addressed: 8

Percent of student expectations addressed: 88.89%

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Summary – Teacher Components:

(3) 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) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories).

(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to:
(A) describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.

(13) 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:
(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message.

(13) 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:
(D) assess the correct level of formality and tone for successful participation in various digital media.

(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.

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

(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed)

(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 a major research question to address the major research topic.

(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

Summary - Student Components:

(3) 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) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories).

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