

Number the Stars
Unit: Chapter 2

TEKS Objectives:

§110.16. English Language Arts

Reading : (2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (B) use context to determine or clarify the meaning of unfamiliar words; (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words; (6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events; (B) explain the roles and functions of characters in various plots, including their relationships and conflicts; (9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks); (11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order; (B) determine the facts in text and verify them through established methods; (D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and (E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.

Writing: (15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text; (16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas (17) Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.

Figure: 19 TAC §110.10(b)

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; (E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and (F) make connections between and across multiple texts of various genres and provide textual evidence.

§113.16. Social Studies

(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) use social studies terminology correctly; (B) incorporate main and supporting ideas in verbal and written communication; (C) express ideas orally based on research and experiences

Listening and Speaking (Communication)

(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

