

Number the Stars Chapter 4

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 (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; and (C) explain different forms of third-person points of view in 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.

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.



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Created for the Educational Resource Center on Deafness by: Judi Pate