

Texas Standards that may apply to Bull Rider by Suzanne Morgan Williams

– From the Texas Essential Knowledge and Skills , 1998;
<http://www.tea.state.tx.us/index2.aspx?id=6148> (1/25/10)

For students attending the Author Presentation:

English Language Arts (Grades 4-8)

(6.1) **Listening/speaking/purposes.** The student listens actively and purposefully in a variety of settings.

(6.2) **Listening/speaking/critical listening.** The student listens critically to analyze and evaluate a speaker's message(s). Especially –

(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);

(C) distinguish between the speaker's opinion and verifiable fact (4-8);

(F) evaluate a spoken message in terms of its content, credibility, and delivery.

(8.21) **Writing/connections.** The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.

(C) identify challenges faced by published authors and strategies they use to compose various types of text (7-8).

For students reading the book:

Grades Four/Five:

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:

(A) read classic and contemporary works (2-8);

(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and

(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

- (A) use his/her own knowledge and experience to comprehend (4-8);
- (B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);
- (C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);
- (D) describe mental images that text descriptions evoke (4-8);
- (E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);
- (F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);
- (G) paraphrase and summarize text to recall, inform, and organize ideas (4-8);
- (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);
- (I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);
- (J) distinguish fact and opinion in various texts (4-8);
- (K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8); and
- (L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student

- (A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);
- (B) interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);

(14) **Reading/culture.** The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) compare text events with his/her own and other readers' experiences (4-8);

Grades Six - Eight:

(6.7) **Reading/fluency.** The student reads with fluency and understanding in texts at appropriate difficulty levels.

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (6);

(6.8) **Reading/variety of texts.** The student reads widely for different purposes in varied sources.

(A) read classic and contemporary works (2-8);

(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8);

(6.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies.

(A) use his/her own knowledge and experience to comprehend (4-8);

(D) describe mental images that text descriptions evoke (4-8);

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);

(6.11) **Reading/literary response.** The student expresses and supports responses to various types of texts.

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(6.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).

(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships and changes they undergo (4-8);

(G) recognize and analyze story plot, setting, and problem resolution (4-8);

(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and

(K) recognize how style, tone, and mood contribute to the effect of the text (6-8).

6.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources.

Using research questions suggested in Bull Rider teacher's guide:

(A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8);

(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);

(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);

SOCIAL STUDIES: (Grades 6 - 12)

Grade Six:

(13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:

(A) describe roles and responsibilities of citizens in selected contemporary societies including the United States;

(18) Culture. The student understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them. The student is expected to:

(C) describe ways in which societal issues influence creative expressions;

For gathering information about how to support Traumatic Brain Injured Veterans:in the future – the following:

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Grade Seven:

(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th century. The student is expected to:

(D) analyze the political, economic, and social impact of major wars, including World War I and World War II, on the history of Texas; *(Since these standards were adopted in 1998, one might guess that we could include the wars of the 21st century. . .)*

(16) Citizenship. The student understands the rights and responsibilities of Texas citizens. The student is expected to:

(B) identify civic responsibilities of Texas citizens.

(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:

(C) identify examples of Spanish influence on place names such as Amarillo and Río Grande and on vocabulary in Texas, including words that originated from the Spanish cattle industry.

(See information sheet from Nevada Historical Society/Nevada Hispanic Services at the end of this document)

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

(E) support a point of view on a social studies issue or event;

(F) identify bias in written, oral, and visual material;

(23) see Grade Six

Grade Eight:

(30) See 21, Grade Seven

(32) See 23, Grade Six/Seven

Grade Nine;

(26) see 23 grade Six/Seven

Grade Ten:

(27)see 23 grade Six/Seven

US GOVERNMENT:

(5) Geography. The student understands how government policies can affect the physical and human characteristics of places and regions. The student is expected to:

(B) analyze and evaluate the consequences of a government policy that affects the human characteristics of a place or region.

(15) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:

- (A) explain the difference between personal and civic responsibilities;
- (B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;
- (C) evaluate whether and/or when the rights of individuals are inviolable even against claims for the public good; and
- (D) analyze the consequences of political decisions and actions on society.

(20) Science, technology, and society. The student understands the impact of advances in science and technology on government and society. The student is expected to:

- (A) analyze the potential impact on society of recent scientific discoveries and technological innovations; and - *(in this case, related to the medical innovations that can save traumatic brain injury victims)*

(23) same as for grade six and seven.

PSYCHOLOGY:

(2) The individual in society. The student understands that beliefs, decisions, and actions have consequences. The student is expected to:

- (A) predict the likely outcome of given courses of action in particular situations, such as refusing to pay taxes, to register to vote, or to obey the speed limit; and
- (B) evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality.

HEALTH:

GRADES 9/10

(16) Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:

(A) identify decision-making skills that promote individual, family, and community health;

(B) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;

(D) associate risk-taking with consequences such as drinking and driving.

GRADES 11/12

(10) Influencing factors. The student recognizes the importance of personal contributions to the health of the community. The student is expected to:

(A) research and/or participate in community health programs that benefit various populations such as volunteering for teen health lines and volunteering in nursing homes; and *(ie designing community action to recognize and address veteran and military health needs.)*