

**Reading I, Reading II, and Reading III**  
**Correlation to TEKS, TAKS, Thinking Maps and HS Reading Standards for Grades 9-12**  
**June 27, 2002 by Dr. Karen J. Sheldon...updated on January 21, 2003**

- I. Content Standard: Vocabulary Development**
- II. Content Standard: Fluent Reading**
- III. Content Standard: Comprehension and Critical Reading**
- IV. Content Standard: Responding to Text**
- V. Content Standard: Inquiry and Research**
- VI. Content Standard: Viewing and Representing**
- VII. Content Standard: Cultural Awareness**

**Thinking Maps Connections: Circle Map = 1, Bubble Map = 2, Double Bubble = 3,  
 Tree Map = 4, Brace Map = 5, Flow Map = 6, Multi-Flow Map = 7, and Bridge Map = 8**

TEKS	TAKS	Thinking Maps	HS Reading Standards
<b>(1) The student uses a variety of word recognition strategies. The student is expected to...</b>	Obj. 1	1, 2, 3, 4, 8	Standards I. A-E
<b>(1A)</b> Apply knowledge of letter-sound correspondences, language structure, text structure, and context to recognize words.	Obj. 1 6-B	1, 2, 3, 4, 8	Standards I. A
<b>(1B)</b> Use the keys and entry information in dictionaries, glossaries, and other sources to confirm pronunciation and meanings.	Obj. 1 6-E	1, 2, 3, 4, 8	Standards I. B, C, D, and E
<b>(2) The student reads with fluency and understanding in increasingly demanding texts. The student is expected to...</b>		ALL	Standards II. A-C
<b>(2A)</b> Read silently for a sustained period of time.		N/A	Standards II. B
<b>(2B)</b> Read orally at a rate that enables comprehension; and		1, 2, 3, 4, 7, 8	Standards II. A
<b>(2C)</b> Adjust reading rate according to purpose for reading.		1, 2, 3	Standards II. C
<b>(3) The student reads for different purposes in varied sources. The student is expected to...</b>	Obj. 1	1, 2, 3, 4, 7, 8	Standards III. A-I
<b>(3A)</b> Complete a task, to gather information, to be informed, to solve problems, to answer questions, and for pleasure; and		1, 2, 3, 4, 7, 8	Standards III. C
<b>(3B)</b> Read varied sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, technical documents, and other media.	Obj. 1 8-B	ALL	Standards III. C
<b>(4) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to...</b>	Obj. 1	ALL	Standards I. A-E
<b>(4A)</b> Expand vocabulary by reading, listening, and discussing.		1, 2, 3, 4, 8	Standards I. E
<b>(4B)</b> Determine meanings by using context.	Obj. 1 6-B	1, 2, 3, 4, 8	Standards I. A
<b>(4C)</b> Use prefixes, roots, suffixes, word origins, and spelling to understand meanings.	Obj. 1 6-C	1, 2, 3, 4, 8	Standards I. B and C
<b>(4D)</b> Employ reference aids such as glossary, dictionary, thesaurus, and available technology to determine meanings.	Obj. 1 6-E	1, 2, 3, 4, 8	Standards I. B and C

TEKS	TAKS		HS Reading Standards
<b>(5) The student comprehends selections using a variety of strategies. The student is expected to...</b>		ALL	Standards III. A-I
(5A) Monitor his/her own reading and adjust when understanding breaks down such as by rereading, using resources, and questioning.		ALL	Standards III. B
(5B) Use previous experience to comprehend.		ALL	Standards III. A
(5C) Determine and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems.		ALL	Standards III. C
(5D) Find similarities and differences across texts such as explanations, points of view, or themes.		3, ALL	Standards III. H
(5E) Construct images based on text descriptions.		ALL	Standards III. E
(5F) Organize, learns, and recall important ideas from texts and oral presentations such as note taking, outlining, using learning logs, rereading, scanning, and skimming.		ALL	Standards III. G
(5G) Summarize texts by identifying main ideas and relevant details.	Obj. 1 7-F and 7-G	1, 4, 6 ALL	Standards III. H
(5H) Make inferences such as drawing conclusions and making generalizations or predictions, supporting them with text evidence and experience.	Obj. 3 7-H	1, 4, 6 ALL	Standards III. H
(5I) Analyze and use text structures such as compare/contrast, cause/effect, and chronological order.	Obj. 3 7-E	3, 6, 7 ALL	Standards III. A
(5J) Use test-taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions.		N/A	Standards III. I
<b>(6) The student formulates and supports responses to various types of texts. The student is expected to...</b>		ALL	Standards IV. A-C
(6A) Respond aesthetically, inquisitively, critically, and actively to texts.		ALL	Standards IV. A
(6B) Respond to text through discussion, journal writing, performance, and visual representation.		ALL	Standards IV. B
(6C) Support and evaluate responses by adjusting, giving evidence, and clarifying.	Obj. 2, 10-B Obj. 3, 10-B	ALL	Standards IV. C
<b>(7) The student reads texts to find information on self-selected and assigned topics. The student is expected to...</b>		ALL	Standards V. A-J
(7A) Generate relevant, interesting, and researchable questions.		ALL	Standards V. A
(7B) Locate appropriate print and non-print information using text and technical resources, including databases.		ALL	Standards V. B
(7C) Use text organizers such as overviews, headings, and graphic features to locate and categorize information.		ALL	Standards V. C
(7D) Organize and record new information such as notes, charts, and graphic organizers.		ALL	Standards V. D
(7E) Communicate information gained from reading.		ALL	Standards V. I
(7F) Use compiled information and knowledge to raise additional unanswered questions.		ALL	Standards V. J

TEKS	TAKS	Thinking Maps	HS Reading Standards
<b>(8) The student reads critically to evaluate texts and the credibility of sources. The student is expected to...</b>		ALL	Standards V. E, F, G
<b>(8A)</b> Analyze the characteristics of well-constructed text.		ALL	Standards V. E
<b>(8B)</b> Evaluate the credibility of information sources and their appropriateness for assigned and self-selected topics.		ALL	Standards V. G
<b>(8C)</b> Describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone.	Obj. 3 12-B	ALL	Standards V. E
<b>(8D)</b> Analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect.	Obj. 3 12-A, 12-D	ALL	Standards V. E
<b>(8E)</b> Apply modes of reasoning such as induction and deduction to think critically.	Obj. 3, 12-C	ALL	Standards V. F
<b>(8F)</b> Recognize logical and illogical arguments in text.	Obj. 3, 12-C	ALL	Standards V. F
<b>(9) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to...</b>	ALL	ALL	Standards VII. A, B, C
<b>(9A)</b> Compare text events with his/her own and other readers' experiences.	ALL	3, ALL	Standards VII. A and B
<b>(9B)</b> Recognize and discuss literary themes and connections that cross cultures.	ALL	ALL	Standards VII. A and C
<b>(19) [English Language Arts] Viewing/representing and interpretation. The student understands and interprets visual representations. The student is expected to...</b>	ALL	ALL	Standards VI. A-D
<b>(19A)</b> Describe how meanings are communicated through elements of design, including shape, line, color, and texture.	ALL	ALL	Standards VI. A
<b>(19B)</b> Analyze relationships, ideas, and cultures as represented in various media.	ALL Obj. 3 19-B	ALL	Standards VI. B
<b>(19C)</b> Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	ALL Obj. 3 19-C	ALL	Standards VI. B
<b>(20) [English Language Arts] Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to...</b>	ALL	ALL	Standards VI. A-D
<b>(20A)</b> Investigate the source of a media presentation or production such as who made it and why it was made.	ALL	ALL	Standards VI. B
<b>(20B)</b> Deconstruct media to get the main idea of the message content.	ALL	ALL	Standards VI. B
<b>(20C)</b> Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.	ALL	ALL	Standards VI. B
<b>(20D)</b> Recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music.	ALL	ALL	Standards VI. B
<b>(20E)</b> Recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each.	ALL	ALL	Standards VI. B
<b>(20F)</b> Compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.	ALL	ALL	Standards VI. B

TEKS	TAKS	Thinking Maps	HS Reading Standards
<b>(21) [English Language Arts] Viewing/representing/production. The student produces visual representations that communicate with others. The student is expected to...</b>	ALL	ALL	Standards VI. A-D
<b>(21A)</b> Examine the effect of media on constructing his/her own perception of reality.	ALL	ALL	Standards VI. C
<b>(21B)</b> Use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages.	ALL	ALL	Standards VI. C
<b>(21C)</b> Use a range of techniques to plan and create a media text and reflect critically on the work produced.	ALL	ALL	Standards VI. C
<b>(21D)</b> Create media products to engage specific audiences.	ALL	ALL	Standards VI. C
<b>(21E)</b> Create, present, test, revise, analyze, and critique project.	ALL	ALL	Standards VI. C and D