

Correlation Between Big6™ Skills and Texas Assessment of Knowledge & Skills (TAASII), by Barbara A. Jansen

Big6™ Skill	TAKS Reading/Writing Objective
3.2 Access information within a source 4.1 Engage in the source 4.2 Extract relevant information	(3.7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to (B) read from a variety of genres [for pleasure and] to acquire information [from both print and electronic sources] (2–3).
4.1 Engage in the source 4.2 Extract relevant information (summarize) or 5.2 Synthesis (summarize notes)	(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to (H) produce summaries of text selections (2–3).
4.1 Engage in the source	(3.9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to (F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1–3); and (J) distinguish fact from opinion in various texts, including news stories and advertisements (3).
4.1 Engage in the source 4.2 Extract relevant information (paraphrase & summarize)	(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to (F) determine a text’s main (or major) ideas and how those ideas are supported with details (4–8); and (G) paraphrase and summarize text to recall, inform, or organize ideas (4–8).
4.2 Extract relevant information (use organizers for note taking); and/or 5.1 Organize information from a variety of sources 5.2 Show results (create product)	(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to (L) represent text information in different ways such as in outline, timeline, or graphic organizer (4–8).
4.1 Engage in the source 4.2 Extract relevant information (summarize); or 5.2 Show results (create product) (summarize notes)	Grade 9 (7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to (F) identify main ideas and their supporting details; and (G) summarize texts.
	Gr. 9 (8) Reading/variety of texts. The student reads extensively and intensively for

	<p>different purposes in varied sources, including world literature. The student is expected to (B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, [electronic texts, and other media].</p>
4.1 Engage in the source	<p>Gr. 9 (12) Reading/analysis/evaluation. The student reads critically to evaluate texts. The student is expected to (D) analyze texts such as editorials, [documentaries,] and advertisements for bias and use of common persuasive techniques.</p>
2.2 Select best sources (identifying purpose of source to distinguish it as a best—or not—source)	<p>(19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.</p>
4.1 Engage in the source	<p>Gr. 9 (20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to (B) deconstruct media to get the main idea of the message’s content; and (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.</p>
4.1 Engage in the source	<p>Gr. 9 (20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to (B) deconstruct media to get the main idea of the message’s content; and (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.</p>
4.1 Engage in the source 4.2 Extract relevant information (summarize); or 5.2 Show results (create product) (summarize notes)	<p>Gr. 10 (7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to (F) produce summaries of texts by identifying main ideas and their supporting details.</p>
4.1 Engage in the source 4.2 Extract relevant information (summarize); or 5.2 Show results (create product) (summarize notes)	<p>Gr. 10 (7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].</p>
4.1 Engage in the source	<p>Gr. 10 (8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to (D) interpret the possible influences of the</p>

	historical context on a literary work.
2.2 Select best sources 4.1 Engage in the source	Gr. 10 (12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to (B) evaluate the credibility of information sources, including how the writer’s motivation may affect that credibility; and (C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.
2.2 Select best sources (identifying purpose of source to distinguish it as a best—or not—source) 4.1 Engage in the source	Gr. 10 (19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to (B) analyze relationships, ideas, [and cultures] as represented in various media; and (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.
4.1 Engage in the source 4.2 Extract relevant information	Gr. 10 (20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to (B) deconstruct media to get the main idea of the message’s content; and (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.
4.1 Engage in the source 4.2 Extract relevant information (summarize); or 5.2 Show results (create product) (summarize notes)	Gr. 11 Exit level (7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to (F) produce summaries of texts by identifying main ideas and their supporting details.
2.1 Identify possible sources 2.2 Choose best sources 4.1 Engage in the source	Gr. 11 Exit level (8) Reading/variety of texts. The student reads extensively and intensively for different purposes and in varied sources, including American literature. The student is expected to (B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, [electronic texts, and other media];
4.1 Engage in the source 4.2 Extract relevant information);	Gr. 11 Exit level (7) Reading/comprehension. The student

<p>5.1 Organize information from a variety of sources 5.2 Show results (create product)</p>	<p>comprehends selections using a variety of strategies. The student is expected to (E) analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding; and (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].</p>
<p>2.2 Select best sources 4.1 Engage in the source</p>	<p>Gr. 11 Exit level (12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to (A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice; (B) evaluate the credibility of information sources, including how the writer’s motivation may affect that credibility; and (C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.</p>
<p>2.2 Select best sources (identifying purpose of source to distinguish it as a best—or not—source) 4.1 Engage in the source</p>	<p>Gr. 11 Exit level (19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to (B) analyze relationships, ideas, [and cultures] as represented in various media; and (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.</p>
<p>4.1 Engage in the source 4.2 Extract relevant information</p>	<p>Gr. 11 Exit level (20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to (B) deconstruct media to get the main idea of the message’s content; and (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.</p>
<p>5.1 Organize information from a variety of sources 5.2 Show results (create product)</p>	<p>Gr. 4 Writing (4.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to (A) write to express, [discover, record,] develop, reflect on ideas,</p>

	and to problem solve (4–8); (C) write to inform such as to explain, describe, [report,] and narrate (4–8);
5.1 Organize information from a variety of sources 5.2 Show results (create product)	(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to (C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4–8); and (D) revise drafts for coherence, progression, and logical support of ideas (4–8).
5.1 Organize information from a variety of sources 5.2 Show results (create product)	The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure. (4.19) Writing/writing processes.
5.1 Organize information from a variety of sources 5.2 Show results (create product)	(7.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to (H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6–8).
5.1 Organize information from a variety of sources 5.2 Show results (create product)	Gr. 10 & 11 Exit level Writing Objective 4 The student will, within a given context, produce an effective composition for a specific purpose. (1) Writing/purposes. (2) Writing/writing processes. (5) Writing/evaluation.
5.1 Organize information from a variety of sources 5.2 Show results (create product)	Gr. 10 and 11 Exit level Writing Obj. 5 The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.
5.1 Organize information from a variety of sources 5.2 Show results (create product)	Gr. 10 & 11 Writing Obj. 6 The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.