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	Iversen Publishing Ltd Correlation to Texas Essential Knowledge and Skills Rev Up Comprehension Grade 3 Reading Standards	Asking and Answering Questions	Comparing and Contrasting Information	Interpreting Points of View	Making Inferences and Drawing Conclusions	Summarizing	Identifying Main Ideas	Recognizing Cause and Effect Relationships	Identifying Chronological & Sequential Order
	Knowledge and Skills								
5	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:  (A) paraphrase the themes and supporting details of fables, legends, myths, or stories; and  (B) compare and contrast the settings in myths and traditional folktales	*	*	*	*	*	*	*	*
8	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) sequence and summarize the plot's main events and explain their influence on future events;  (B) describe the interaction of characters including their relationships and the changes they undergo; and  (C) identify whether the narrator or speaker of a story is first or third person.	*	*	*	*	*	*	*	*
9	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 respond by providing evidence from text to support their understanding.	*	*	*	*	*	*	*	*

Iversen Publishing Ltd Correlation to Texas Essential Knowledge and Skills Rev Up Comprehension Grade 3 Reading Standards	Asking and Answering Questions	Comparing and Contrasting Information	Interpreting Points of View	Making Inferences and Drawing Conclusions	Summarizing	Identifying Main Ideas	Recognizing Cause and Effect Relationships	Identifying Chronological & Sequential Order
Reading and Comprehension Skills								
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, and evaluative 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 information in text, maintaining meaning and logical order; and  (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	*	*	*	*	*	*	*	*