

	<p>Iversen Publishing Ltd Correlation to Texas Essential Knowledge and Skills Rev Up Comprehension Grade 3 Reading Standards</p>		<p>Asking and Answering Questions</p>	<p>Comparing and Contrasting Information</p>	<p>Interpreting Points of View</p>	<p>Making Inferences and Drawing Conclusions</p>	<p>Summarizing</p>	<p>Identifying Main Ideas</p>	<p>Recognizing Cause and Effect Relationships</p>	<p>Identifying Chronological & Sequential Order</p>
	<p>Reading and Comprehension Skills</p>									
	<p>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.</p>		<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>