

	Iversen Publishing Ltd Correlation to Texas Essential Knowledge and Skills Rev Up Grade 3 Reading Standards		Rev Up Sport	Rev Up Extreme	Rev Up Action	Rev Up Science	Rev Up Climate
2	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.		x	x	x	x	x
A	Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;		x	x	x	x	x
B	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text		x	x	x	x	x
C	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)		x	x	x	x	x
3	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.		x	x	x	x	x
11	Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order		x	x	x	x	x
12	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.		x	x	x	x	x
13	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.		x	x	x	x	x
A	Identify the details or facts that support the main idea		x	x	x	x	x
B	Draw conclusions from the facts presented in text and support those assertions with textual evidence		x	x	x	x	x
C	Identify explicit cause and effect relationships among the ideas in texts		x	x	x	x	x

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17	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	Each Quick60 book comes with its own home-school connection booklet. Skills that are not directly presented in the book are present in the home-school connection booklet. These can be explicitly taught before the booklet is taken home.	x	x	x	x	x
A	plan a first draft by selecting a appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies		x	x	x	x	x
B	develop drafts by categorizing ideas and organizing them into paragraphs		x	x	x	x	x
C	revise drafts for coherence, organization, use of simple and compound sentences, and audience;		x	x	x	x	x
D	edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric		x	x	x	x	x
E	publish written work for a specific audience		x	x	x	x	x
25	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.		x	x	x	x	x
A	generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic		x	x	x	x	x
B	generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question		x	x	x	x	x
26	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.		x	x	x	x	x
A	follow the research plan to collect information from multiple sources of information,both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;		x	x	x	x	x

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B	use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics)						
C	take simple notes and sort evidence into provided categories or an organizer						
D	identify the author, title, publisher, and publication year of sources						
27	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic)						
28	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.						
	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.		x	x	x	x	x
A	establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;		x	x	x	x	x
B	ask literal, interpretive, and evaluative questions of text		s	x	x	x	x
C	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions)		x	x	x	x	x
D	make inferences about text using textual evidence to support understanding		x	x	x	x	x
E	summarize information in text, maintaining meaning and logical order		x	x	x	x	x
F	make connections between literary and informational texts with similar ideas and provide textual evidence.		x	x	x	x	x