

	Iversen Publishing Ltd Correlation to Texas Essential Knowledge and Skills Rev Up Comprehension Grade 4 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									
3	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 (A) summarize and explain the lesson or message of a work of fiction as its theme; and (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.		*	*	*	*	*	*	*	*
6	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		*	*	*	*	*	*	*	*
7	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 provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters' experiences in a fictional work and the actual events		*	*	*	*	*	*	*	*

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	<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>