

	Iversen Publishing Ltd Correlation to Texas Essential Knowledge and Skills Rev Up Comprehension Grade 5 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 to: (A) compare and contrast the themes or moral lessons of several works of fiction from various cultures; (B) describe the phenomena explained in origin myths from various cultures;		*	*	*	*	*	*	*	*
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) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events; (B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and		*	*	*	*	*	*	*	*
	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		*	*	*	*	*	*	*	*

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	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, evaluative, and universal 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 and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.		*	*	*	*	*	*	*	*