

	Iversen Publishing Ltd Correlation to Texas Essential Knowledge and Skills Rev Up Grade 2 Reading Standards		Rev Up Sport	Rev Up Extreme	Rev Up Action	Rev Up Science	Rev Up Climate
3	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
4	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
12	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		x	x	x	x	x
13	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
14	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding.		x	x	x	x	x
A	identify the main idea in a text and distinguish it from the topic		x	x	x	x	x
B	locate the facts that are clearly stated in a text		x	x	x	x	x
C	describe the order of events or ideas in a text						

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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 generating ideas for writing		x	x	x	x	x
B	develop drafts by sequencing ideas through writing sentences		x	x	x	x	x
C	revise drafts by adding or deleting words, phrases, or sentences		x	x	x	x	x
D	edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.		x	x	x	x	x
E	publish and share writing with others		x	x	x	x	x
24	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.		x	x	x	x	x
25	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	gather evidence from available sources (natural and personal) as well as from interviews with local experts		x	x	x	x	x
B	use text features (e.g., table of contents, alphabetized index, headings) in age- appropriate reference works (e.g., picture dictionaries) to locate information.		x	x	x	x	x
C	record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)		x	x	x	x	x
26	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions		x	x	x	x	x
27	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.		x	x	x	x	x

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	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 content to enhance comprehension;		x	x	x	x	x
B	ask literal 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	retell important events in stories in logical order		x	x	x	x	x
F	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence		x	x	x	x	x