

	Iversen Publishing Ltd Correlation to Texas Essential Knowledge and Skills Rev Up Comprehension Grade 2 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										
6	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) identify moral lessons as themes in well-known fables, legends, myths, or stories; and (B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.		*	*	*	*	*	*	*	*
9	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 similarities and differences in the plots and settings of several works by the same author; and (B) describe main characters in works of fiction, including their traits, motivations, and feelings.		*	*	*	*	*	*	*	*
10	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 respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction		*	*	*	*	*	*	*	*

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	<p>Reading and Comprehension Skills</p>									
	<p>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:</p> <p>(A) establish purposes for reading selected texts based upon content to enhance comprehension;</p> <p>(B) ask literal questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text using textual evidence to support understanding;</p> <p>(E) retell important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>		<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>	<p>*</p>