



**Rising Readers Leveled Books**

**State:** Texas Essential Knowledge and Skills (TEKS)

**Subjects:** Early Childhood Education, Language Arts

**Grades:** K, 1, 2

**Rising Readers Leveled Books**

Rising Readers Leveled Books  
 Summary: Nonfiction leveled readers designed for use in the classroom or at home. Each book includes information to help support parent involvement, including vocabulary and comprehension activities.

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade K - Adopted: 2010**

<b>TEKS</b>	<b>TX.110.11.</b>	English Language Arts and Reading, Kindergarten
<b>STUDENT EXPECTATION</b>	<b>(K.2)</b>	Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>K.2 (F)</b>	Blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat).
<b>GRADE LEVEL EXPECTATION</b>	<b>K.2 (G)</b>	Blend spoken phonemes to form one-syllable words (e.g., /m/ . . /a/ . . /n/ says man).
<b>GRADE LEVEL EXPECTATION</b>	<b>K.2 (H)</b>	Isolate the initial sound in one-syllable spoken words.
<b>TEKS</b>	<b>TX.110.11.</b>	English Language Arts and Reading, Kindergarten
<b>STUDENT EXPECTATION</b>	<b>(K.3)</b>	Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>K.3 (B)</b>	Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).
<b>GRADE LEVEL EXPECTATION</b>	<b>K.3 (D)</b>	Identify and read at least 25 high-frequency words from a commonly used list.
<b>TEKS</b>	<b>TX.110.11.</b>	English Language Arts and Reading, Kindergarten
<b>STUDENT EXPECTATION</b>	<b>(K.4)</b>	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>K.4 (A)</b>	Predict what might happen next in text based on the cover, title, and illustrations.
<b>GRADE LEVEL EXPECTATION</b>	<b>K.4 (B)</b>	Ask and respond to questions about texts read aloud.
<b>TEKS</b>	<b>TX.110.11.</b>	English Language Arts and Reading, Kindergarten
<b>STUDENT EXPECTATION</b>	<b>(K.9)</b>	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. Students are expected to identify the topic of an informational text heard.
<b>TEKS</b>	<b>TX.110.11.</b>	English Language Arts and Reading, Kindergarten
<b>STUDENT EXPECTATION</b>	<b>(K.10)</b>	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. Students are expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>K.10 (A)</b>	Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.
<b>GRADE LEVEL</b>	<b>K.10 (D)</b>	Use titles and illustrations to make predictions about text.

<b>EXPECTATION</b>		
<b>TEKS</b>	<b>TX.110.10(b)</b>	Figure 19 TAC, Reading/Comprehension Skills Kindergarten
<b>STUDENT EXPECTATION</b>	<b>(110.11)</b>	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:
<b>GRADE LEVEL EXPECTATION</b>	<b>110.11 (B)</b>	Ask and respond to questions about text.
<b>GRADE LEVEL EXPECTATION</b>	<b>110.11 (C)</b>	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).
<b>GRADE LEVEL EXPECTATION</b>	<b>110.11 (F)</b>	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

## Texas Essential Knowledge and Skills (TEKS)

### Language Arts

#### Grade 1 - Adopted: 2010

<b>TEKS</b>	<b>TX.110.12.</b>	English Language Arts and Reading, Grade 1
<b>STUDENT EXPECTATION</b>	<b>(1.2)</b>	Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>1.2 (D)</b>	Blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr).
<b>TEKS</b>	<b>TX.110.12.</b>	English Language Arts and Reading, Grade 1
<b>STUDENT EXPECTATION</b>	<b>(1.3)</b>	Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>1.3 (I)</b>	Monitor accuracy of decoding.
<b>TEKS</b>	<b>TX.110.12.</b>	English Language Arts and Reading, Grade 1
<b>STUDENT EXPECTATION</b>	<b>(1.4)</b>	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>1.4 (A)</b>	Confirm predictions about what will happen next in text by "reading the part that tells".
<b>GRADE LEVEL EXPECTATION</b>	<b>1.4 (B)</b>	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.
<b>GRADE LEVEL EXPECTATION</b>	<b>1.4 (C)</b>	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).
<b>TEKS</b>	<b>TX.110.12.</b>	English Language Arts and Reading, Grade 1
<b>STUDENT EXPECTATION</b>	<b>(1.5)</b>	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.
<b>TEKS</b>	<b>TX.110.12.</b>	English Language Arts and Reading, Grade 1
<b>STUDENT EXPECTATION</b>	<b>(1.6)</b>	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>1.6 (C)</b>	Determine what words mean from how they are used in a sentence, either heard or read.
<b>TEKS</b>	<b>TX.110.12.</b>	English Language Arts and Reading, Grade 1
<b>STUDENT EXPECTATION</b>	<b>(1.12)</b>	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.
<b>TEKS</b>	<b>TX.110.12.</b>	English Language Arts and Reading, Grade 1
<b>STUDENT EXPECTATION</b>	<b>(1.14)</b>	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. Students are expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>1.14 (A)</b>	Restate the main idea, heard or read.
<b>GRADE LEVEL EXPECTATION</b>	<b>1.14 (B)</b>	Identify important facts or details in text, heard or read.
<b>GRADE LEVEL EXPECTATION</b>	<b>1.14 (D)</b>	Use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.
<b>TEKS</b>	<b>TX.110.10(b)</b>	Figure 19 TAC, Reading/Comprehension Skills First Grade

<b>STUDENT EXPECTATION</b>	<b>(110.12)</b>	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:
<b>GRADE LEVEL EXPECTATION</b>	<b>110.12 (B)</b>	Ask literal questions of text.
<b>GRADE LEVEL EXPECTATION</b>	<b>110.12 (C)</b>	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).
<b>GRADE LEVEL EXPECTATION</b>	<b>110.12 (D)</b>	Make inferences about text and use textual evidence to support understanding.
<b>GRADE LEVEL EXPECTATION</b>	<b>110.12 (F)</b>	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

## Texas Essential Knowledge and Skills (TEKS)

### Language Arts

Grade 2 - Adopted: 2010

<b>TEKS</b>	<b>TX.110.13.</b>	English Language Arts and Reading, Grade 2
<b>STUDENT EXPECTATION</b>	<b>(2.2)</b>	Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>2.2 (H)</b>	Monitor accuracy of decoding.
<b>TEKS</b>	<b>TX.110.13.</b>	English Language Arts and Reading, Grade 2
<b>STUDENT EXPECTATION</b>	<b>(2.3)</b>	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>2.3 (A)</b>	Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions.
<b>GRADE LEVEL EXPECTATION</b>	<b>2.3 (B)</b>	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.
<b>GRADE LEVEL EXPECTATION</b>	<b>2.3 (C)</b>	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).
<b>TEKS</b>	<b>TX.110.13.</b>	English Language Arts and Reading, Grade 2
<b>STUDENT EXPECTATION</b>	<b>(2.4)</b>	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.
<b>TEKS</b>	<b>TX.110.13.</b>	English Language Arts and Reading, Grade 2
<b>STUDENT EXPECTATION</b>	<b>(2.5)</b>	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>2.5 (B)</b>	Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.
<b>TEKS</b>	<b>TX.110.13.</b>	English Language Arts and Reading, Grade 2
<b>STUDENT EXPECTATION</b>	<b>(2.6)</b>	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:
<b>GRADE LEVEL EXPECTATION</b>	<b>2.6 (A)</b>	Identify moral lessons as themes in well-known fables, legends, myths, or stories.
<b>TEKS</b>	<b>TX.110.13.</b>	English Language Arts and Reading, Grade 2
<b>STUDENT EXPECTATION</b>	<b>(2.12)</b>	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.
<b>TEKS</b>	<b>TX.110.13.</b>	English Language Arts and Reading, Grade 2
<b>STUDENT EXPECTATION</b>	<b>(2.14)</b>	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. Students are expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>2.14 (A)</b>	Identify the main idea in a text and distinguish it from the topic.
<b>GRADE LEVEL EXPECTATION</b>	<b>2.14 (B)</b>	Locate the facts that are clearly stated in a text.
<b>TEKS</b>	<b>TX.110.13.</b>	English Language Arts and Reading, Grade 2
<b>STUDENT</b>	<b>(2.15)</b>	Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean

<b>EXPECTATION</b>		and use information in procedural texts and documents. Students are expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>2.15 (B)</b>	Use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).
<b>TEKS</b>	<b>TX.110.10(b)</b>	Figure 19 TAC, Reading/Comprehension Skills Second Grade
<b>STUDENT EXPECTATION</b>	<b>(110.13)</b>	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:
<b>GRADE LEVEL EXPECTATION</b>	<b>110.13 (B)</b>	Ask literal questions of text.
<b>GRADE LEVEL EXPECTATION</b>	<b>110.13 (C)</b>	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).

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