



**You Read to Me, I'll Read to You  
Grades: 2**

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

You Read to Me, I'll Read to You – All titles in this series correlate to these standards.

Summary: Summary: These books are all specifically designed for a pair of readers to take turns reading. They are perfect for a student to read together with a parent, a buddy or a tutor. The color-coded text in the books cues each reader for their turn, the illustrations are witty and playful, and the short tales are told with infectious rhythms and rhymes (each book contains 8 to 12 humorous stories).

**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>(2.3)</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 (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>(2.9)</b>	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:
<b>GRADE LEVEL EXPECTATION</b>	<b>2.9 (B)</b>	Describe main characters in works of fiction, including their traits, motivations, and feelings.
<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.110.10(b)</b>	Figure 19 TAC, Reading/Comprehension Skills Second Grade
<b>STUDENT EXPECTATION</b>	<b>(2.1)</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>2.1 (C)</b>	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
<b>GRADE LEVEL EXPECTATION</b>	<b>2.1 (D)</b>	Make inferences about text using textual evidence to support understanding.

**GRADE LEVEL  
EXPECTATION**

**2.1 (F)**

Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

---