



Elephant & Piggie

State: Common Core State Standards

Subject: Language Arts

Grades: 1, 2, 3

Elephant & Piggie

Elephant and Piggie-My New Friend Is So Fun! (978-1-42317-958-0)

Summary: Piggie is having so much fun with her new friend! But where does that leave Gerald?

Common Core State Standards

Language Arts

Grade 1 - Adopted: 2010

| | | |
|---------------------------|----------------------------------|---|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.1 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RL.1.1 | Ask and answer questions about key details in a text. |
| STANDARD | CCSS.ELA-Literacy.RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| STANDARD | CCSS.ELA-Literacy.RL.1.3 | Describe characters, settings, and major events in a story, using key details. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.1 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RF.1 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.ELA-Literacy.RF.1.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.ELA-Literacy.RF.1.4a | Read on-level text with purpose and understanding. |
| EXPECTATION | CCSS.ELA-Literacy.RF.1.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.1 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.1 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA- | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on |

| | | |
|--------------------|---------------------------------|---|
| | Literacy.L.1.4 | grade 1 reading and content, choosing flexibly from an array of strategies. |
| EXPECTATION | CCSS.ELA-Literacy.L.1.4a | Use sentence-level context as a clue to the meaning of a word or phrase. |

Common Core State Standards

Language Arts

Grade 2 - Adopted: 2010

| | | |
|---------------------------|----------------------------------|---|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.2 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RL.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| STANDARD | CCSS.ELA-Literacy.RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.2 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RL.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.2 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RL.2.10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RF.2 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.ELA-Literacy.RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.ELA-Literacy.RF.2.4a | Read on-level text with purpose and understanding. |
| EXPECTATION | CCSS.ELA-Literacy.RF.2.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.2 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.2.1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | CCSS.ELA-Literacy.SL.2.1c | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.2 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.2 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-Literacy.L.2.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |
| EXPECTATION | CCSS.ELA-Literacy.L.2.4a | Use sentence-level context as a clue to the meaning of a word or phrase. |

Common Core State Standards

Language Arts

Grade 3 - Adopted: 2010

| | | |
|---------------------------|----------------------------------|---|
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.3 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RL.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| STANDARD | CCSS.ELA-Literacy.RL.3.3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.3 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RL.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.3 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RL.3.7 | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.3 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RF.3 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.ELA-Literacy.RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.ELA-Literacy.RF.3.4a | Read on-level text with purpose and understanding. |
| EXPECTATION | CCSS.ELA-Literacy.RF.3.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.3 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.3 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-Literacy.L.3.4 | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | CCSS.ELA-Literacy.L.3.4a | Use sentence-level context as a clue to the meaning of a word or phrase. |