



**Elephant & Piggie**

**Grades: 1, 2**

**States: Common Core State Standards**

Elephant & Piggie - Should I Share My Ice Cream?

Summary: Gerald has a big decision to make. But will he make it in time? - Hardcover only (978-1-42314-343-7)

**Common Core State Standards**

**Language Arts**

**Grade: 1 - Adopted 2010**

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

**Grade: 2 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.2</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.2</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.2</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.2.10</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RF.2</b>	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.2.4a</b>	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.2.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.2</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.2.1</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.2.1c</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.2</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.2</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.2.4</b>	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.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.L.2.4a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.