

## Elephant & Piggie

Grades: 1, 2

States: Texas Essential Knowledge and Skills (TEKS)

Elephant & Piggie - All titles in this series correlate to these standards.

Summary: Summary: This series is perfect for Title I Parent Involvement and Response to Intervention Programs. Your students will love this series—even your reluctant and struggling readers. The series is ideal for independent reading, as well as reading together with a buddy, a tutor or a parent. The books feature hilarious conversations between two characters, Elephant and Piggie. Two readers can easily take turns reading: each reader simply reads the part of one of the two characters (if they can stop laughing!). The Elephant and Piggie books are all written and illustrated by Mo Willems, the author of Don't Let the Pigeon Drive the Bus and winner of three Caldecott Honor Awards.

### 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>(1.4)</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 (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>(1.9)</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>1.9 (B)</b>	Describe characters in a story and the reasons for their actions and feelings.
<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>STUDENT EXPECTATION</b>	<b>(1.28)</b>	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
<b>STUDENT EXPECTATION</b>	<b>(1.29)</b>	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.
<b>TEKS</b>	<b>TX.110.10(b)</b>	Figure 19 TAC, Reading/Comprehension Skills First Grade
<b>STUDENT EXPECTATION</b>	<b>(1.1)</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>1.1 (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>1.1 (D)</b>	Make inferences about text and use textual evidence to support understanding.
<b>GRADE LEVEL EXPECTATION</b>	<b>1.1 (F)</b>	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

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>(2.9)</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>STUDENT EXPECTATION</b>	<b>(2.29)</b>	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
<b>STUDENT EXPECTATION</b>	<b>(2.3)</b>	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.
<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.
<b>GRADE LEVEL EXPECTATION</b>	<b>2.1 (F)</b>	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.