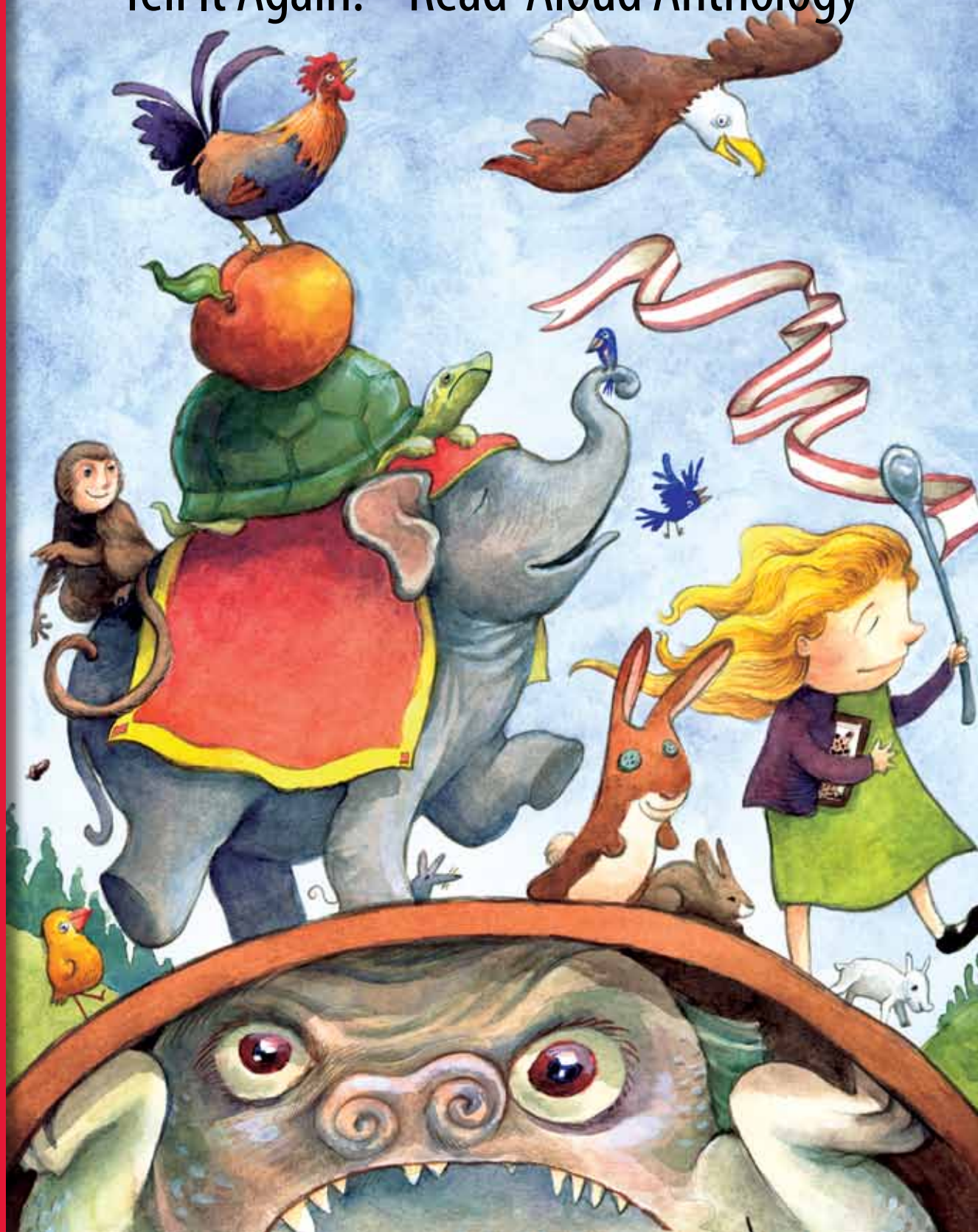




Stories

Tell It Again!™ Read-Aloud Anthology





Stories

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
KINDERGARTEN

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Stories

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Stories		Lessons									
		1	2	3	4	5	6	7	8	9	10
Core Content Objectives											
Listen to and demonstrate familiarity with stories, including the ideas they express											
Explain that stories that are made-up and come from a writer's imagination are called fiction		✓									
Identify the beginning, middle, and end of a given story		✓									
Identify the sequence of events in a given story		✓	✓		✓						
Identify the characters of a given story		✓		✓		✓	✓	✓	✓	✓	
Identify the plot of a given story			✓	✓						✓	
Identify the setting of a given story				✓			✓			✓	✓
Identify the characteristics of subgenres of fiction, including folktales and trickster tales					✓	✓					✓
Reading Standards for Literature: Kindergarten											
Key Ideas and Details											
STD RL.K.1		With prompting and support, ask and answer questions about key details in a text.									
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a fiction read-aloud										
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships										

Alignment Chart for Stories

Lessons

		1	2	3	4	5	6	7	8	9	10
STD RL.K.2	With prompting and support, retell familiar stories, including key details.										
CKLA Goal(s)	With prompting and support, retell or dramatize fiction read-alouds, including key details	✓	✓	✓	✓						
STD RL.K.3	With prompting and support, identify characters, settings, and major events in a story.										
CKLA Goal(s)	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud						✓				
Craft and Structure											
STD RL.K.4	Ask and answer questions about unknown words in a text.										
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in fiction read-alouds and discussions						✓				
STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).										
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems						✓				
STD RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.										
CKLA Goal(s)	With prompting and support, describe the roles of an author and an illustrator in a fiction text				✓						
Integration of Knowledge and Ideas											
STD RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).										
CKLA Goal(s)	With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read-aloud	✓	✓	✓	✓						
STD RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.										
CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds							✓			

Alignment Chart for Stories

Lessons

		1	2	3	4	5	6	7	8	9	10
Range of Reading and Level of Text Complexity											
STD RL.K.10	Actively engage in group reading activities with purpose and understanding.										
CKLA Goal(s)	Actively engage in fiction read-alouds						✓				
Writing Standards: Kindergarten											
Text Types and Purposes											
STD W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).										
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the fiction or nonfiction/informational text they are writing about and state an opinion or preference about the text								✓		
STD W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.										
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details						✓				
Speaking and Listening Standards: Kindergarten											
Comprehension and Collaboration											
STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.										
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).										
CKLA Goal(s)	Use agreed-upon rules for group discussions, (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)						✓				
STD SL.K.1b	Continue a conversation through multiple exchanges.										
CKLA Goal(s)	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age						✓				

Alignment Chart for Stories

Lessons

		1	2	3	4	5	6	7	8	9	10
STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.										
CKLA Goal(s)	Ask and answer questions to clarify information in a fiction or nonfiction/ informational read-aloud						✓				
Presentation of Knowledge and Ideas											
STD SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.										
CKLA Goal(s)	Describe familiar people, places, things, and events, and with prompting and support, provide additional detail		✓				✓			✓	
STD SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.										
CKLA Goal(s)	Add drawings or other visual displays to descriptions as desired to provide additional detail								✓		
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.										
CKLA Goal(s)	Speak audibly and express thoughts, feelings, and ideas clearly						✓				
Language Standards: Kindergarten											
Conventions of Standard English											
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.										
STD L.K.1b	Use frequently occurring nouns and verbs.										
CKLA Goal(s)	Use frequently occurring nouns and verbs in oral language						✓				
STD L.K.1d	Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>).										
CKLA Goal(s)	Ask questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , or <i>how</i>						✓				
STD L.K.1f	Produce and expand complete sentences in shared language										
CKLA Goal(s)	Answer questions orally in complete sentences						✓				
	Produce and expand complete sentences in shared language						✓				

Alignment Chart for Stories

Lessons

		1	2	3	4	5	6	7	8	9	10
Vocabulary Acquisition and Use											
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.										
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).										
CKLA Goal(s)	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)			✓		✓					
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.										
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).										
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).						✓				
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.										
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts										
	Learn the meaning of common sayings and phrases									✓	
Additional CKLA Goals											
	While listening to a fiction read-aloud, orally predict what will happen in the read-aloud based on pictures and/or text heard thus far		✓				✓	✓			
	Explain which elements of a given story are fantasy				✓	✓	✓			✓	
	Prior to listening to a fiction read-aloud, identify orally what they know about a given topic					✓	✓			✓	✓
	Create a two-columned chart illustrating things animals do in real life and things animals cannot do in real life					✓					
	Evaluate and select stories on the basis of personal choice for rereading								✓		
	Orally share a different ending to a given story									✓	
	Compare and contrast characters in the read-aloud using a Venn diagram										✓



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Stories

This introduction includes the necessary background information to be used in teaching the *Stories* domain. The *Tell It Again! Read-Aloud Anthology* for *Stories* contains ten daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 5. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than fourteen days total on this domain.**

Week One							
Day 1	# 10	Day 2	# 10	Day 3	Day 4	# 10	Day 5
Lesson 1A: “Chicken Little” (35 min.)		Lesson 2A: “The Three Little Pigs” (35 min.)		Lesson 3A: “The Three Billy Goats Gruff” (35 min.)	Lesson 4A: “The Wolf and the Seven Little Kids” (35 min.)		Lesson 5A: “The Bremen Town Musicians” (35 min.)
Lesson 1B: Extensions (15 min.)		Lesson 2B: Extensions (15 min.)		Lesson 3B: Extensions (15 min.)	Lesson 4B: Extensions (15 min.)		Lesson 5B: Extensions (15 min.)
50 min.		50 min.		50 min.	50 min.		50 min.

Week Two				
Day 6	Day 7	Day 8	Day 9	Day 10
Pausing Point (35 min.)	Lesson 6A: “Momotaro, Peach Boy” (35 min.)	Lesson 7A: “The Story of Jumping Mouse, Part I” (35 min.)	Lesson 8A: “The Story of Jumping Mouse, Part II” (35 min.)	Lesson 9A: “Goldilocks and the Three Bears” (35 min.)
Pausing Point (15 min.)	Lesson 6B: Extensions (15 min.)	Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	Lesson 9B: Extensions (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Three			
Day 11	Day 12	Day 13	Day 14
Lesson 10A: "Tug-of-War" (35 min.)	Domain Review (35 min.)	Domain Assessment (35 min.)	Culminating Activities (35 min.)
Lesson 10B: Extensions (15 min.)	Domain Review (15 min.)	Domain Assessment (15 min.)	Culminating Activities (15 min.)
50 min.	50 min.	50 min.	50 min.

10 Lessons include Student Performance Task Assessments

Lessons require advanced preparation and/or additional materials; please plan ahead

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book for Stories*
- *Tell It Again! Image Cards for Stories*
- *Tell It Again! Supplemental Guide for Stories*
- *Tell It Again! Multiple Meaning Word Posters for Stories*

Recommended Resource:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

Why Stories Are Important

This domain will introduce students to classic stories that have been favorites with children for generations. Students will become familiar with stories like “The Three Little Pigs,” “Chicken Little,” and “The Bremen Town Musicians.” They will meet memorable characters like Goldilocks and the Billy Goats Gruff. Students will also learn about trickster tales and how smaller characters can outwit larger, stronger characters. In addition, two of the read-alouds—“Momotaro, Peach Boy” (a Japanese folktale) and “The Story of Jumping Mouse” (a Native American legend)—will help students develop an appreciation for fiction from other cultures.

By listening carefully to and discussing the stories, students will acquire an understanding of the elements of a story including characters, plot, and setting. This domain will help students develop an awareness of language to help them become both better writers and readers. This domain will also introduce students to recurring themes in popular culture and children’s literature.

It is important to note that the content of some of these read-alouds might unsettle some children. It is important to remind students that the stories are fiction, are not real, and cannot actually happen. Please preview all read-alouds and lessons in this domain before presenting them to students and feel free to substitute a trade book from the list of recommended trade books if you feel doing so would be more appropriate for your students. As you read, use the same

strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book, lead students in a discussion as to how the story or information in the book relates to the read-alouds in this domain.

Core Vocabulary for Stories

The following list contains all of the core vocabulary words in *Stories* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1	Lesson 4	Lesson 8
acorn	bleated	compassion
character	disguise	enormous
den	kids	fragrances
fiction	miller	misused
sly	terrified	Lesson 9
Lesson 2	Lesson 5	peep
blazing	musician	startled
chimney	panting	suddenly
huff	perched	wee
plot	Lesson 6	Lesson 10
puff	island	boast
Lesson 3	pheasant	bold
creaked	swooped	foolishness
gobble	Lesson 7	might
longed	brush	
scarcely	journey	
setting	perilous	
	swayed	

Student Performance Task Assessments

In the *Tell It Again Read-Aloud Anthology for Stories*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: ⑩. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Stories*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening and Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for Stories

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the and Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *The Amazing Bone*, by William Steig (Square Fish, 2011) ISBN 978-0312564216
2. *Brave Wolf and the Thunderbird: Tales of the People*, by Joseph Medicine Crow and illustrated by Linda R. Martin (Abbeville Kids, 1998) ISBN 978-0789201607
3. *Casey Jones*, by Allan Drummond (Farrar Straus and Giroux, 2001) ISBN 978-0374311759

4. *The Fisherman and His Wife*, by Rachel Isadora (Putnam Juvenile, 2008) ISBN 978-0399247712
5. *Hansel and Gretel*, by Rachel Isadora (Putnam Juvenile, 2009) ISBN 978-0399250286
6. *How Chipmunk Got His Stripes*, by Joseph Bruchac and James Bruchac and illustrated by José Aruego and Ariane Dewey (Puffin, 2003) ISBN 978-0142500217
7. *How Many Spots Does a Leopard Have? And Other Tales*, by Julius Lester and illustrated by David Shannon (Scholastic, 1994) ISBN 978-0590419727
8. *The Little Red Hen: An Old Story*, by Margot Zemach (Farrar, Straus, and Giroux, 1993) ISBN 978-0374445119
9. *The Little Red Hen*, by Paul Galdone (Clarion Books, 1985) ISBN 978-0618836840
10. *Little Red Riding Hood*, by Trina Schart Hyman (Holiday House, 1987) ISBN 978-0823406531
11. *Snow White and the Seven Dwarfs: A Tale from the Brothers Grimm*, translated by Randall Jarrell and pictures by Nancy Ekholm Burkert (Farrar, Straus, and Giroux, 1987) ISBN 978-0374468682
12. *The Three Little Javelinas*, by Susan Lowell and illustrated by Jim Harris (Cooper Square, 2009) ISBN 978-0873589550
13. *Three Tuneful Tales (Once-Upon-A-Time)*, retold by Marilyn Helmer and illustrated by Kasia Charko (Kids Can Press, 2003) ISBN 978-1550749410
14. *Tikki Tikki Tembo*, by Arlene Mosel and illustrated by Blair Lent (MacMillan, 1998) ISBN 978-0312367480
15. *The Ugly Duckling*, adapted and illustrated by Jerry Pinkney (HarperCollins, 1999) ISBN 978-0688159320
16. *The Velveteen Rabbit (Dover Children's Classics)*, by Margery Williams and William Nicholson (Dover Publications, 2011) ISBN 978-0486486062
17. *Why Mosquitoes Buzz in People's Ears: A West African Tale*, by Verna Aardema and pictures by Leo and Diane Dillon (Puffin, 1992) ISBN 978-0140549058

Other Versions of Stories in the Domain

18. *Henny Penny*, by Paul Galdone (Clarion Books, 1984)
ISBN 978-0899192253
19. *The Story of Jumping Mouse: A Native American Legend*,
retold and illustrated by John Steptoe (HarperTrophy, 1989)
ISBN 978-0688087401
20. *The Adventure of Momotaro, the Peach Boy (Kodansha
Children's Bilingual Classics)*, by Ralph F. McCarthy and
illustrated by Ioe Saito (Kodansha International, 2000)
ISBN 978-4770020987
21. *The Bremen-Town Musicians*, by Ilse Plume (Dragonfly Books,
1998) ISBN 978-0440414568
22. *Goldilocks and the Three Bears*, by James Marshall (Puffin,
1998) ISBN 978-0140563660
23. *The Three Billy Goats Gruff*, by Paul Galdone (Clarion Books,
1981) ISBN 978-0899190358