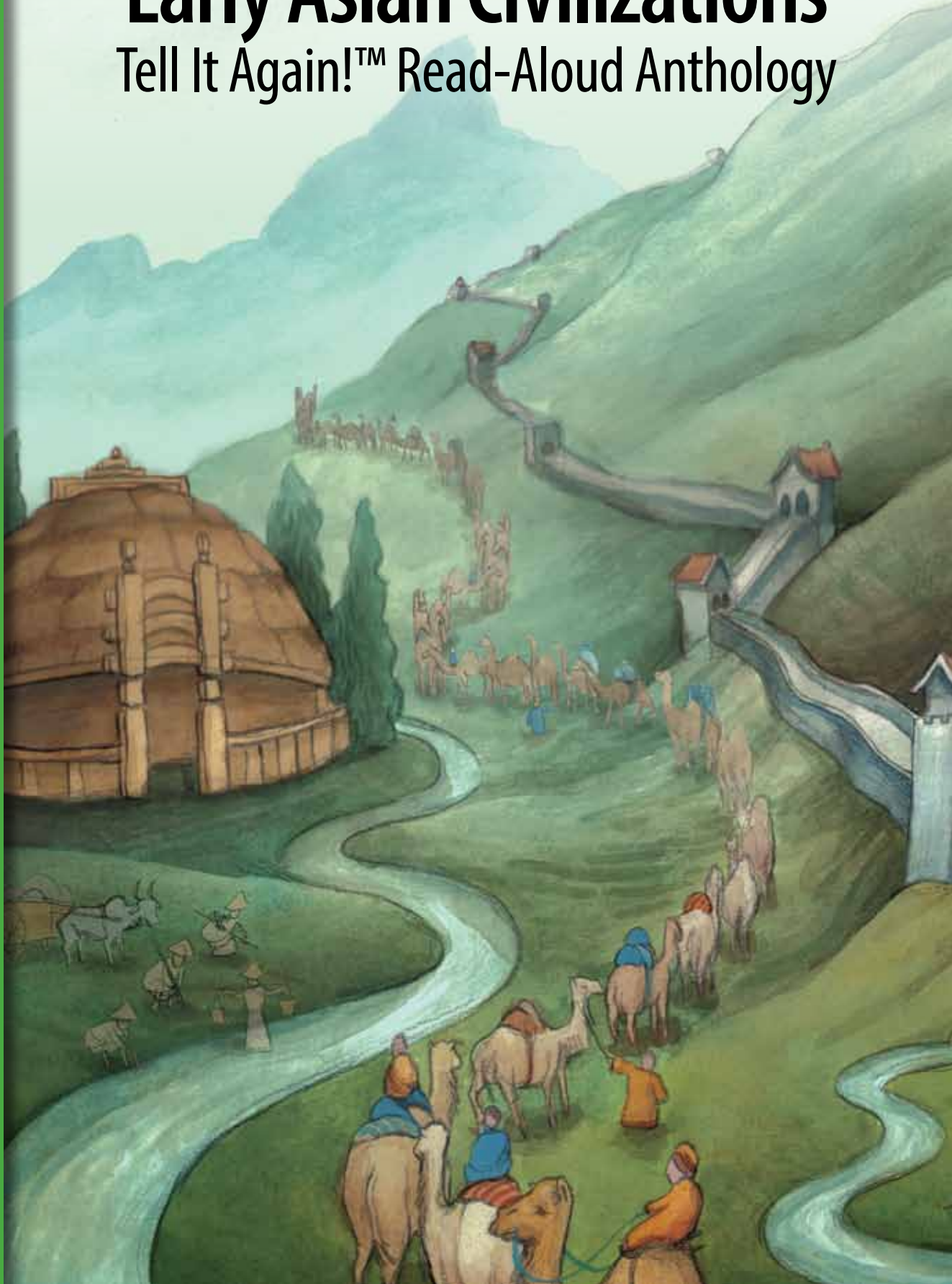




# Early Asian Civilizations

## Tell It Again!™ Read-Aloud Anthology



Core Knowledge Language Arts® • New York Edition • Listening & Learning™ Strand



Core Knowledge®

GRADE 2





# Early Asian Civilizations

## Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

**GRADE 2**

Core Knowledge Language Arts®  
New York Edition



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# Alignment Chart for Early Asian Civilizations

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 Early Asian Civilizations

	Lesson													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Core Content Objectives</b>														
Identify Asia as the largest continent with the most populous countries in the world	✓	✓												
Locate Asia, India, and China on a map or globe	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Explain the importance of mountains in the development of early Asian civilizations	✓							✓						
Explain the importance of the Indus and Ganges Rivers for the development of civilization in ancient times	✓	✓	✓											
Describe the key components of a civilization	✓	✓	✓					✓	✓		✓	✓		
Identify Hinduism and Buddhism as major religions originating in Asia			✓			✓	✓							
Describe the basic principles of Hinduism and Buddhism			✓				✓							
Identify the names for followers of Hinduism and Buddhism			✓			✓	✓							
Identify the holy texts of Hinduism and Buddhism			✓				✓							
Identify holy places for Hindus and Buddhists			✓				✓							
Identify important figures in Hinduism and Buddhism			✓			✓	✓							
Identify Diwali as an important holiday in Hinduism						✓								
Demonstrate familiarity with the folktale “The Tiger, the Brahman, and the Jackal”				✓										
Describe the characters, plot, and setting of the folktale “The Tiger, the Brahman, and the Jackal”				✓										
Identify trickster tales and folktales as types of fiction				✓						✓				

**Alignment Chart for  
Early Asian Civilizations**

**Lesson**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Demonstrate familiarity with the poem “The Blind Men and the Elephant”					✓									
Describe the characters, plot, and setting of the poem “The Blind Men and the Elephant”					✓									
Explain the importance of the Yellow and Yangtze Rivers for the development of civilizations in ancient times								✓						
Describe contributions of ancient China (e.g., paper, silk, writing, the Great Wall)								✓	✓		✓	✓		
Demonstrate familiarity with the folktale “The Magic Paintbrush”										✓				
Describe the characters, plot, and setting of the folktale “The Magic Paintbrush”										✓				
Describe silk making											✓			
Explain the significance of the Great Wall of China												✓		
Identify Confucius													✓	
Describe the teachings of Confucius													✓	
Describe the Chinese New Year														✓

**Reading Standards for Literature: Grade 2**



**Key Ideas and Details**

<b>STD RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.													
<b>CKLA Goal(s)</b>	Recount fiction read-alouds, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral				✓					✓				
<b>STD RL.2.3</b>	Describe how characters in a story respond to major events and challenges.													
<b>CKLA Goal(s)</b>	Describe how characters in a fiction read-aloud respond to major events and challenges				✓	✓				✓				





**Alignment Chart for  
Early Asian Civilizations**

**Lesson**

		1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Craft and Structure</b>															
<b>STD RL.2.5</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.														
<b>CKLA Goal(s)</b>	Describe the following story elements: characters, setting, and plot, including how the beginning introduces the story and the ending concludes the action					✓					✓				
<b>Integration of Knowledge and Ideas</b>															
<b>STD 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>CKLA Goal(s)</b>	Use information gained from the illustrations and words in a read-aloud to demonstrate understanding of its characters, setting, or plot				✓	✓					✓				
<b>Reading Standards for Informational Text: Grade 2</b>															
<b>Key Ideas and Details</b>															
<b>STD RI.2.1</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.														
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud														
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships														

**Alignment Chart for  
Early Asian Civilizations**

**Lesson**

Alignment Chart for Early Asian Civilizations		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Craft and Structure															
STD RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.														
CKLA Goal(s)	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions														
Integration of Knowledge and Ideas															
STD RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.														
CKLA Goal(s)	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud	✓	✓	✓			✓	✓	✓	✓			✓	✓	✓
STD RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.														
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds			✓					✓	✓				✓	✓
Range of Reading and Level of Text Complexity															
STD RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.														
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4														





**Alignment Chart for  
Early Asian Civilizations**

**Lesson**

		1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Writing Standards: Grade 2</b>															
<b>Text Types and Purposes</b>															
<b>STD W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.														
<b>CKLA Goal(s)</b>	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section									✓		✓			
<b>Production and Distribution of Writing</b>															
<b>STD W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.														
<b>CKLA Goal(s)</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing						✓								
<b>Research to Build and Present Knowledge</b>															
<b>STD W.2.7</b>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).														
<b>CKLA Goal(s)</b>	Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)									✓					
<b>STD W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question.														
<b>CKLA Goal(s)</b>	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds							✓			✓				
	With assistance, categorize and organize facts and information within a given domain to answer questions		✓	✓	✓			✓		✓			✓	✓	✓

**Alignment Chart for  
Early Asian Civilizations**

**Lesson**

		1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Speaking and Listening Standards: Grade 2</b>															
<b>Comprehension and Collaboration</b>															
<b>STD SL.2.1</b>	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.														
<b>STD SL.2.1a</b>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).														
<b>CKLA Goal(s)</b>	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.														
<b>STD SL.2.1b</b>	Build on others’ talk in conversations by linking their comments to the remarks of others.														
<b>CKLA Goal(s)</b>	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age														
<b>STD SL.2.1c</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.														
<b>CKLA Goal(s)</b>	Ask questions to clarify information about the topic in a fiction or nonfiction/ informational read-aloud														
<b>STD 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>CKLA Goal(s)</b>	Retell (orally or in writing) important facts and information from a fiction or nonfiction/ informational read-aloud														
	Summarize (orally or in writing) text content and/or oral information presented by others		✓				✓								
<b>STD SL.2.3</b>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.														
<b>CKLA Goal(s)</b>	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue		✓		✓		✓		✓			✓	✓	✓	



**Alignment Chart for  
Early Asian Civilizations**

**Lesson**

		1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Presentation of Knowledge and Ideas</b>															
<b>STD SL.2.4</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.														
<b>CKLA Goal(s)</b>	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences												✓	✓	
<b>STD SL.2.5</b>	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.														
<b>CKLA Goal(s)</b>	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	✓					✓	✓		✓	✓				
<b>STD SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language)														
<b>CKLA Goal(s)</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification														
<b>Language Standards: Grade 2</b>															
<b>Vocabulary Acquisition and Use</b>															
<b>STD 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>STD L.2.4b</b>	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).														
<b>CKLA Goal(s)</b>	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions				✓										
<b>STD L.2.4c</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).														
<b>CKLA Goal(s)</b>	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions	✓													✓

# Alignment Chart for Early Asian Civilizations

## Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>STD L.2.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.														
<b>STD L.2.5a</b>	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).														
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> )														
	Provide synonyms and antonyms of selected core vocabulary words		✓							✓		✓			
	Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions			✓				✓							
<b>STD L.2.5b</b>	Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).														
<b>CKLA Goal(s)</b>	Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> )													✓	
<b>STD L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).														
<b>CKLA Goal(s)</b>	Learn the meaning of common sayings and phrases												✓	✓	
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> )														
<b>Additional CKLA Goals</b>															
	Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Identify and express physical sensations, mental states, and emotions of self and others		✓					✓					✓		

**Alignment Chart for  
Early Asian Civilizations**

	Lesson													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions				✓	✓					✓				✓
Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation				✓										
Share writing with others				✓		✓			✓			✓		
Use regular and irregular past tense verbs correctly in oral language					✓									
Sequence four to six pictures illustrating events in a story										✓				



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 Early Asian Civilizations

This introduction includes the necessary background information to be used in teaching the *Early Asian Civilizations* domain. The *Tell It Again! Read-Aloud Anthology for Early Asian Civilizations* contains fourteen 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. The entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 7. 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 eighteen days total on this domain.**

Week One				
Day 1	#	Day 2	Day 3	#
Lesson 1A: "The Indus River Valley, Part I" (40 min.)		Lesson 2A: "The Indus River Valley, Part II" (40 min.)	Lesson 3A: "Hindus and Hinduism" (40 min.)	
Lesson 1B: Extensions (20 min.)		Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	
60 min.		60 min.	60 min.	

Week Two				
Day 6		Day 7	Day 8	#
Lesson 6A: "Diwali" (40 min.)		Lesson 7A: "Buddhists and Buddhism" (40 min.)	Pausing Point (60 min.)	
Lesson 6B: Extensions (20 min.)		Lesson 7B: Extensions (20 min.)		
60 min.		60 min.	60 min.	

Week Three				
Day 11	#	Day 12	Day 13	#
Lesson 10A: "The Magic Paintbrush" (40 min.)		Lesson 11A: "The Importance of Silk" (40 min.)	Lesson 12A: "China's Great Wall" (40 min.)	
Lesson 10B: Extensions (20 min.)		Lesson 11B: Extensions (20 min.)	Lesson 12B: Extensions (20 min.)	
60 min.		60 min.	60 min.	

Week Four								
Day 16		#	Day 17		⑩	Day 18		#
Domain Review (60 min.)			Domain Assessment (60 min.)			Culminating Activities (60 min.)		
60 min.			60 min.			60 min.		

⑩ Lessons include Student Performance Task Assessments

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

## Domain Components

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Along with this Anthology, you will need:

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

Recommended Resource:

- *Core Knowledge Grade 2 Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2005) ISBN 978-1890517748

## Why Early Asian Civilizations Are Important

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This domain will introduce students to the continent of Asia and its two most populous countries, India and China. Students will learn about the early civilizations in India and China and how they were both able to form because of mighty rivers. Students will once again hear about the important features of early civilizations, to which they were introduced in the Grade 1 *Early World Civilizations* domain. These features include the advent of farming, establishment of cities and government, and other practices such as writing and religion. (You may wish to borrow the *Early World Civilizations* and *Early American Civilizations* Anthologies from your Grade 1 teachers for your personal review of these features.)

Students will first learn about early India and will be introduced to the basics of Hinduism and Buddhism—two major religions

from this area—as major forces shaping early Indian civilization. They will also hear two works of fiction originally from India: “The Tiger, the Brahman, and the Jackal” and “The Blind Men and the Elephant.” Then, students will learn about early Chinese civilization and the many contributions made by the early Chinese, including paper, silk, and the Great Wall of China.

The content in this domain is reinforced through the informational/explanatory writing genre.

This domain will lay the foundation for further study of Asia in later grades and will help students better understand world history in later years.

**Note:** The study of world religions such as Hinduism and Buddhism is important because religion has been such a central force in shaping the development of civilizations, and it is difficult to teach world history without referencing the role played by religion. For example, the Middle Ages cannot be taught without reference to the importance of the Christian Church. The Crusades cannot be taught without reference to the development of Islam. Thus, the Core Knowledge Language Arts program introduces students at various grade levels to major world religions as part of their study of world history, which will provide students with a basic vocabulary for understanding many events and ideas in history. The goal of the program is to familiarize students with major ideas and facts in world history—it is not to proselytize—and it is imperative to look at the curriculum as a whole. Students who participated in the program in Grade 1 studied very basic similarities and differences among world religions. In that program, the emphasis was on fostering an understanding of and respect for those similarities and differences. Those concepts provide the foundation for the study of other religions, such as the study of Hinduism and Buddhism in this domain.

It is recommended that, when teaching these topics, the tone be one of respect and balance. Should questions about truth and rightness come up in discussion, an appropriate answer is, “People of different faiths believe different things to be true. These are questions you may want to talk about with your family and the adults at home.”

Teachers are also advised to inform parents and caregivers of this rationale prior to covering these topics so that families understand that teachers are teaching historical and cultural facts and are not preaching. A family letter (Instructional Master 1B-2) is included in the Appendix that can be used to communicate this to students' families.

## **What Students Have Already Learned in Core Knowledge Language Arts During Grade 1**

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The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Early Asian Civilizations*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

### ***Early World Civilizations (Grade 1)***

- Locate the area known as Mesopotamia on a world map or globe, and identify it as a part of Asia
- Explain the importance of rivers, canals, and flooding to support farming in Mesopotamia and ancient Egypt
- Identify the system of writing in Mesopotamia and ancient Egypt
- Explain why writing is important to a civilization
- Describe the Code of Hammurabi
- Explain why rules and laws are important to the development of a civilization
- Explain how a leader is important to the development of a civilization
- Describe aspects of religion in Mesopotamia and ancient Egypt
- Describe how a civilization evolves and changes over time
- Locate Egypt on a world map or globe, and identify it as a part of Africa
- Describe key components of a civilization
- Identify Judaism, Christianity, and Islam as major monotheistic world religions

- Define monotheism as the belief in one God
- Identify the Western Wall (or the Wailing Wall) as associated with Judaism, the church of the Holy Sepulchre with Christianity, and the Dome of the Rock with Islam
- Demonstrate familiarity with holidays associated with Judaism, Christianity, and Islam
- Identify the holy books of Judaism, Christianity, and Islam

### ***Early American Civilizations (Grade 1)***

- Identify the area in which the Maya, Aztec, and Inca each lived
- Explain that the Maya developed large cities or population centers in the rainforests of Mexico and Central America many, many years ago
- Explain that the Maya, Aztec, and Inca had a religion, leaders, towns, and farming
- Explain that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago
- Recall that Machu Picchu is an Incan city

### ***Astronomy (Grade 1)***

- Identify the four phases of the moon—new, crescent, half, full

## ***Core Vocabulary for Early Asian Civilizations***

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The following list contains all of the core vocabulary words in *Early Asian Civilizations* in the forms in which they appear in the domain. These words 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 all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

---

**Lesson**

common  
cultivate  
**fertile**  
Indus River  
irrigation canals

---

**Lesson 2**

bustling  
nestles  
recede  
**source**

---

**Lesson 3**

existence  
Hinduism  
**represents**  
sacred

---

**Lesson 4**

contrary  
devour  
distracted  
pious  
**unjust**

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**Lesson 5**

bawl  
grope  
marvel  
observation  
**resembles**

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**Lesson 6**

archer  
**custom**  
Diwali  
prosperity

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**Lesson 7**

Buddhism  
**conquer**  
suffering  
venture

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**Lesson 8**

plateaus  
silt  
**sorrow**  
Yangtze River  
Yellow River

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**Lesson 9**

character  
**durable**  
remarkable

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**Lesson 10**

beggar  
cork  
**praise**  
scowl

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**Lesson 11**

barriers  
**emerge**  
**plunged**  
trade

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**Lesson 12**

**defense**  
intervals  
span  
transport

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**Lesson 13**

**eager**  
example  
sages

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**Lesson 14**

adhering  
banished  
grudges  
**prosperous**

## Comprehension Questions

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In the *Tell It Again! Read-Aloud Anthology* for *Early Asian Civilizations*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.2.1) and Reading Standards for Informational Text 1 (RI.2.1).

*Inferential* questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–5 (RL.2.2–RL.2.5) and Reading Standards for Informational Text 2–4 and 6 (RI.2.2–RI.2.4; RI.2.6).

*Evaluative* questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.2.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.2.9) and Reading Standards for Informational Text 9 (RI.2.9).

The *Tell It Again! Read-Aloud Anthologies* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.2.7) and Reading Standards for Informational Text 7 (RI.2.7) are addressed as well.

## Student Performance Task Assessments

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In the *Tell It Again! Read-Aloud Anthology* for *Early Asian Civilizations*, 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

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In the *Tell It Again! Read-Aloud Anthology* for *Early Asian Civilizations*, 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

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Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed specifically to assist educators who serve students with limited English oral language skills or students with limited home literary 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 & 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 Early Asian Civilizations***

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### **Trade Book List**

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The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, Pausing Point, and the Domain Review 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.

#### ***Ancient India***

1. *Ancient India*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050140
2. *Diwali (Celebrations in My World)*, by Kate Torpie (Crabtree Publishing Company, 2009) ISBN 978-0778743002
3. *Dumpling Days*, by Grace Lin (Little, Brown Books for Young Readers, 2013) ISBN 978-0316125895

4. *Lighting a Lamp: A Diwali Story*, by Jonny Zucker (Barron's Educational Series, Inc., 2004) ISBN 978-0764126703
5. *The Monkey and the Crocodile*, by Paul Galdone (Clarion Books, 1997) ISBN 978-0899195247
6. *One Grain of Rice*, by Demi (Scholastic Press, 1997) ISBN 978-0590939980
7. *Seven Blind Mice*, by Ed Young (Puffin Books, 2002) ISBN 978-0698118959

### ***Ancient China***

8. *Ancient China*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050133
9. *The Ballad of Mulan: English/Hmong*, by Song Nan Zhang (Pan Asian Publications, 1998) ISBN 978-1572270589
10. *Colors of China*, by Shannon Zemlicka (Lerner Publishing Group, 2001) ISBN 978-1575055633
11. *Day of the Dragon King (Magic Tree House, No. 14)*, by Mary Pope Osborne (Random House Books for Young Readers, 1998) ISBN 978-0679890515
12. *Dragon of the Red Dawn (Magic Tree House, No. 37)*, by Mary Pope Osborne (Random House Books for Young Readers, 2008) ISBN 978-0375837289
13. *The Dragon Prince: A Chinese Beauty & the Beast Tale*, by Laurence Yep and illustrated by Kam Mak (HarperCollins, 1997) ISBN 978-0064435185
14. *The Emperor and the Kite*, by Jane Yolen and illustrated by Ed Young (Puffin, 1998) ISBN 978-0698116443
15. *The Great Wall of China*, by Leonard Everett Fisher (Aladdin, 1995) ISBN 978-0689801785
16. *Greetings, Asia!*, by April Pulley Sayre (Millbrook Press, 2003) ISBN 978-0761319917
17. *Look What Came from China*, by Miles Harvey (Franklin Watts, 1999) ISBN 978-0531159361

18. *Ming Lo Moves the Mountain*, by Arnold Lobel (Greenwillow Books, 1993) ISBN 978-0688109950
19. *The Seven Chinese Brothers*, by Margaret Mahy and illustrated by Mou-Sien Tseng (Scholastic Inc., 1990) ISBN 978-0590420570
20. *The Silk Route: 7,000 Miles of History*, by John S. Major (HarperCollins, 1996) ISBN 978-0064434683
21. *The Year of the Dog*, by Grace Lin (Little, Brown and Company, 2007) ISBN 978-0316060028

#### **Teacher Resource**

22. *Moonbeams, Dumplings & Dragon Boats: A Treasury of Chinese Holiday Tales, Activities & Recipes*, by Nina Simonds, Leslie Swartz, & The Children's Museum, Boston and illustrated by Meilo So (Harcourt, Inc., 2002) ISBN 978-0152019839

### **Websites and Other Resources**

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#### **Student Resources**

1. Asian Stories, Games, and Art for Students  
<http://kids.asiasociety.org>
2. Geography for Kids: Asian countries  
<http://www.ducksters.com/geography/asia.php>
3. World Religions: Hinduism and Buddhism  
[http://www.uri.org/kids/world\\_hind.htm](http://www.uri.org/kids/world_hind.htm)

#### **Teacher Resources**

4. American Museum of Natural History: Asian Peoples  
<http://www.amnh.org/exhibitions/permanent-exhibitions/human-origins-and-cultural-halls/gardner-d.-stout-hall-of-asian-peoples>
5. Chinese New Year  
<http://www.history.com/topics/chinese-new-year>
6. Diwali  
<http://kids.nationalgeographic.com/kids/stories/peopleplaces/diwali/>
7. Great Wall of China  
[http://www.kinabaloo.com/great\\_wall\\_photo\\_gallery.html](http://www.kinabaloo.com/great_wall_photo_gallery.html)