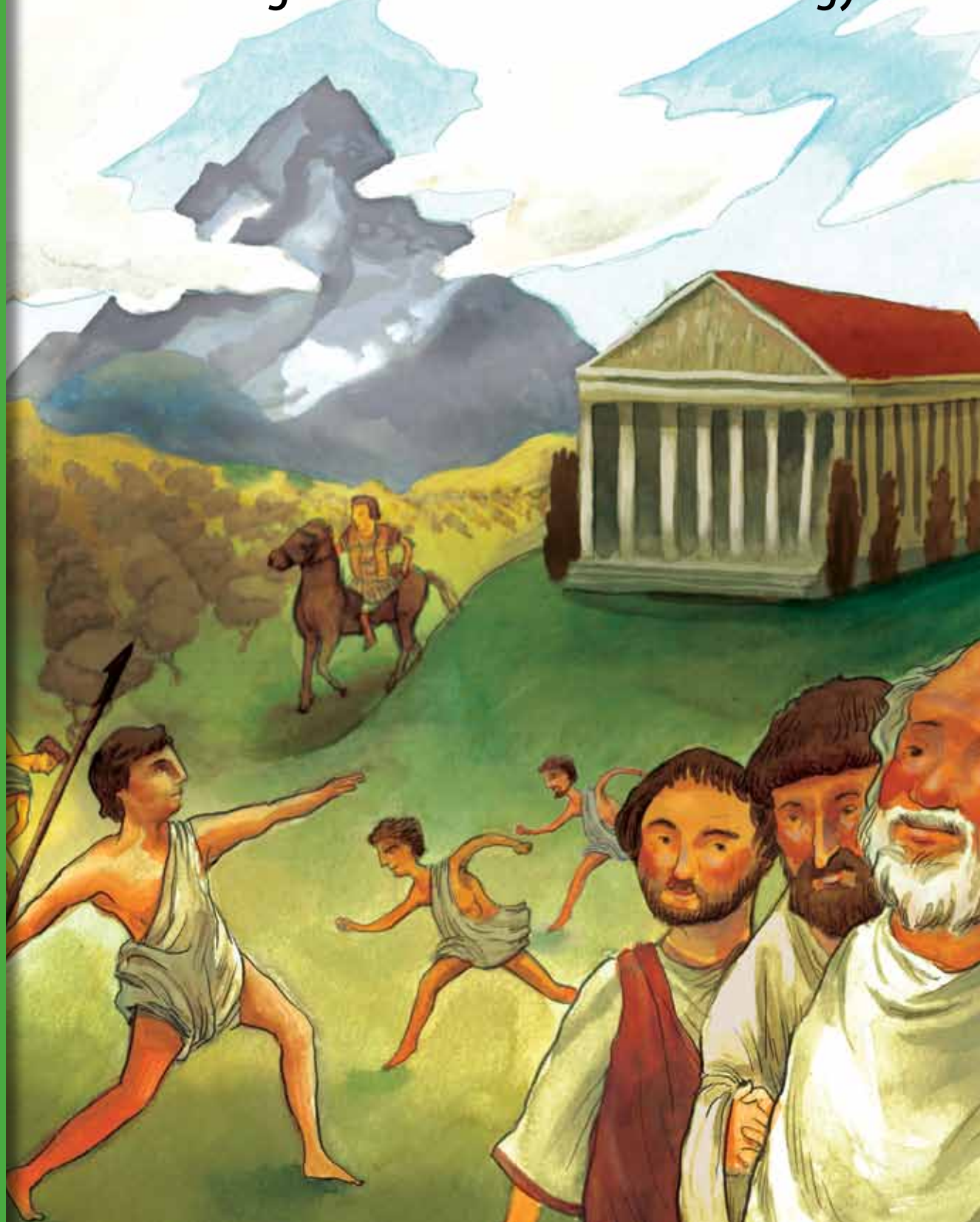


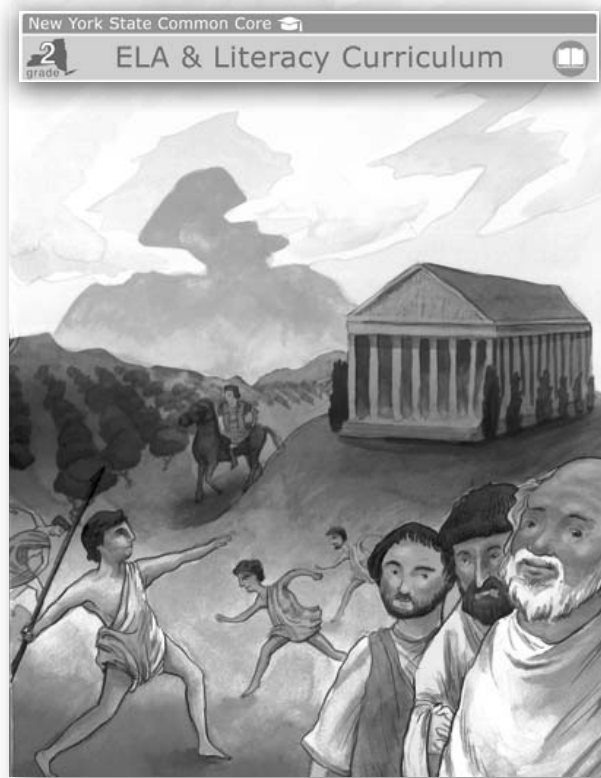


# The Ancient Greek Civilization

## Tell It Again!™ Read-Aloud Anthology







# The Ancient Greek Civilization

## 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 The Ancient Greek Civilization

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 The Ancient Greek Civilization

### Lesson

	1	2	3	4	5	6	7	8	9	10	11	12
<b>Core Content Objectives</b>												
Identify the area of ancient Greece on a map	✓											
Locate Crete, the Black Sea, the Aegean Sea, and the Mediterranean Sea on a map	✓											
Describe the terrain of ancient Greece and how it affected development	✓											
Define the term <i>civilization</i>	✓			✓			✓	✓	✓	✓	✓	
Define the term <i>city-state</i>	✓		✓		✓							
Explain that the ancient Greeks worshipped many gods and goddesses		✓	✓			✓						
Identify Mount Olympus as the place the ancient Greeks believed was the home of the gods		✓	✓									
Identify ancient Greece as the site of the original Olympic Games				✓								
Describe the Olympic Games of ancient Greece				✓								
Describe how the contributions of the ancient Greek civilization have influenced the present				✓			✓	✓	✓	✓		
Describe the city-state Sparta and the Spartan way of life					✓				✓			
Explain that Athens is named after the goddess Athena						✓						
Describe the city-state Athens						✓	✓					
Describe how Athenians worshipped Athena						✓	✓					
Explain what the Parthenon was							✓					
Define the term <i>democracy</i>							✓					
Identify Athens as the birthplace of democracy							✓					

## Alignment Chart for The Ancient Greek Civilization

### Lesson

	1	2	3	4	5	6	7	8	9	10	11	12
Explain how Athenian boys and girls were educated							✓					
Explain that women did not have as many rights as men in Greek society							✓					
Compare/contrast life in Sparta and Athens							✓					
Explain the significance of the battles of Marathon and Thermopylae								✓	✓			
Identify Socrates, Plato, and Aristotle as famous philosophers of ancient Greece										✓		
Describe the accomplishments of Alexander the Great											✓	✓

## Reading Standards for Literature: Grade 2

### Key Ideas and Details

STD RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.												
CKLA Goal(s)	Recount fiction read-alouds, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral		✓	✓									

## Reading Standards for Informational Text: Grade 2

### Key Ideas and Details

STD RI.2.1	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.												
CKLA Goal(s)	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  
The Ancient Greek Civilization**

**Lesson**

The Ancient Greek Civilization		1	2	3	4	5	6	7	8	9	10	11	12
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.2.8		Describe how reasons support specific points the author makes in a text.											
CKLA Goal(s)		Describe how reasons or facts support specific points the author makes in a nonfiction/informational 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  
The Ancient Greek Civilization**

**Lesson**

		1	2	3	4	5	6	7	8	9	10	11	12
<b>Writing Standards: Grade 2</b>													
<b>Text Types and Purposes</b>													
<b>STD W.2.1</b>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.												
<b>CKLA Goal(s)</b>	Plan, draft, and edit opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section							✓					
<b>STD W.2.3</b>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.												
<b>CKLA Goal(s)</b>	Plan, draft, and edit a narrative retelling of a fiction read-aloud, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure										✓	✓	✓
<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										✓	✓	✓

**Alignment Chart for  
The Ancient Greek Civilization**

**Lesson**

The Ancient Greek Civilization				1	2	3	4	5	6	7	8	9	10	11	12
Research to Build and Present Knowledge															
STD W.2.7		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).													
CKLA Goal(s)		Participate in shared research and writing projects (e.g., after listening to several read-alouds, produce a report on a single topic)											✓	✓	✓
STD W.2.8		Recall information from experiences or gather information from provided sources to answer a question.													
CKLA Goal(s)		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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Speaking and Listening Standards: Grade 2															
Comprehension and Collaboration															
STD SL.2.1		Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.													
STD SL.2.1a		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).													
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.2.1b		Build on others’ talk in conversations by linking their comments to the remarks of others.													
CKLA Goal(s)		Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age													

**Alignment Chart for  
The Ancient Greek Civilization**

**Lesson**

		1	2	3	4	5	6	7	8	9	10	11	12
<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									✓	✓		
<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	✓							✓				


**Alignment Chart for  
The Ancient Greek Civilization**

**Lesson**

		1	2	3	4	5	6	7	8	9	10	11	12
<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												✓
<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 spicy or juicy).												
<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					✓				✓			

**Alignment Chart for  
The Ancient Greek Civilization**

**Lesson**

The Ancient Greek Civilization		1	2	3	4	5	6	7	8	9	10	11	12
STD L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).												
CKLA Goal(s)	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> )									✓			
STD L.2.6	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> ).												
CKLA Goal(s)	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> )												
Additional CKLA Goals													
Prior to listening to a read-aloud, identify orally what they know and have learned about a given topic			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Prior to listening to a read-aloud, orally predict what will happen based on images or text heard and then compare the actual outcome to the prediction			✓	✓			✓			✓		✓	✓



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 The Ancient Greek Civilization

This introduction includes the necessary background information to be used in teaching *The Ancient Greek Civilization* domain. The *Tell It Again! Read-Aloud Anthology* for *The Ancient Greek Civilization* contains twelve 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 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 sixteen days total on this domain.**

Week One						
Day 1	#	Day 2	#	Day 3	Day 4	Day 5
Lesson 1A: “The Ancient Greeks” (40 min.)		Lesson 2A: “Mount Olympus, Part I” (40 min.)		Lesson 3A: “Mount Olympus, Part II” (40 min.)	Lesson 4A: “The Olympic Games” (40 min.)	Lesson 5A: “All for Sparta” (40 min.)
Lesson 1B: Extensions (20 min.)		Lesson 2B: Extensions (20 min.)		Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.		60 min.		60 min.	60 min.	60 min.

Week Two						
Day 6	Day 7	Day 8	# ⑩	Day 9	#	Day 10
Lesson 6A: “Athens and the Olive Tree” (40 min.)	Lesson 7A: “Athens: The Birthplace of Democracy” (40 min.)	Pausing Point (60 min.)		Lesson 8A: “Marathon” (40 min.)		Lesson 9A: “Thermopylae: The Persians Strike Again” (40 min.)
Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)			Lesson 8B: Extensions (20 min.)		Lesson 9B: Extensions (20 min.)
60 min.	60 min.	60 min.		60 min.		60 min.

Week Three				
Day 11	Day 12	Day 13 #	Day 14 #	Day 15 10
Lesson 10A: “The Great Thinkers of Greece” (40 min.)	Lesson 11A: “Alexander the Great, Part I” (40 min.)	Lesson 12A: “Alexander the Great, Part II” (40 min.)	Domain Review (60 min.)	Domain Assessment (60 min.)
Lesson 10B: Extensions (20 min.)	Lesson 11B: Extensions (20 min.)	Lesson 12B: Extensions (20 min.)		
60 min.	60 min.	60 min.	60 min.	60 min.

<b>Week Four</b>	
<b>Day 16</b>	<b>#</b>
Culminating Activities (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 *The Ancient Greek Civilization*
- *Tell It Again! Image Cards* for *The Ancient Greek Civilization*
- *Tell It Again! Supplemental Guide* for *The Ancient Greek Civilization*
- *Tell It Again! Multiple Meaning Word Posters* for *The Ancient Greek Civilization*

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 2)*, edited by E. D. Hirsch, Jr., and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN 978-1890517700

## Why The Ancient Greek Civilization Is Important

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This domain will introduce students to an ancient civilization whose contributions can be seen in many areas of our lives today. Students will learn about the gods and goddesses of the ancient Greeks, the city-states of Sparta and Athens, and the philosophers Socrates, Plato, and Aristotle. They will learn about the first Olympic Games held in honor of Zeus, the significance of the battles of Marathon and Thermopylae, and the conquests of Alexander the Great. Students will also learn about the Greek contribution of democracy and how those ideas are used today in many governments, including our own.

The content in this domain is reinforced through the fictional narrative writing genre.



This domain will lay the foundation for review and further study of ancient Greece in later grades, and will help students better understand world history and American history in later years.

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

---

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 *The Ancient Greek Civilization*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

### ***Kings and Queens (Kindergarten)***

- Describe what a king or queen does
- Describe a royal family
- Identify important factors (children, partnerships, arranged marriages) that ensured a royal family's success
- Describe appropriate dress and manners used in meeting and/or talking with kings and queens
- Explain that proper dress and manners in the presence of a member of the royal family is a sign of respect for the importance of that person
- Explain that kings usually possess gold and other treasures
- Describe the behaviors that reinforce that kings and queens are royal
- Discuss the difference between valuing relationships with people and valuing wealth

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

- Explain the importance of rivers, canals, and flooding to support farming in Mesopotamia and ancient Egypt
- Explain why writing is important to a civilization
- 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
- Discuss 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 and describe the significance of structures built in Mesopotamia and ancient Egypt
- Describe aspects of religion in Mesopotamia and ancient Egypt
- Identify Judaism, Christianity, and Islam as major monotheistic world religions

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

- Identify that the Maya, Aztec, and Inca had a religion, leaders, towns, and farming
- Explain that the Aztec established a vast empire in central Mexico many, many years ago
- Identify by name the emperor of the Aztec, Moctezuma
- Explain that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago

### **Core Vocabulary for The Ancient Greek Civilization**

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The following list contains all of the core vocabulary words in *The Ancient Greek Civilization* 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**

boundaries  
contributions  
**independently**  
rugged  
unique

---

**Lesson 2**

delightfully  
longingly  
massive  
messenger  
**summoned**

---

**Lesson 3**

dedicate  
grove  
**mission**  
spectacle

---

**Lesson 4**

compete  
determination  
**grand**  
sacred  
victory

---

**Lesson 5**

conquest  
council  
discomfort  
**permanently**  
self-discipline

---

**Lesson 6**

blessing  
**ideal**  
ignite  
overjoyed  
swiftly

---

**Lesson 7**

achieve  
architecture  
assembly  
debated  
**democracy**

---

**Lesson 8**

avoid  
marathon  
mercy  
purposely  
**tribute**

---

**Lesson 9**

channel  
defeating  
deserted  
fate  
**prefer**

---

**Lesson 10**

affection  
astonishing  
**marvelous**  
philosopher  
proof

---

**Lesson 11**

ambitious  
devoted  
retreat  
**tame**

---

**Lesson 12**

attention  
flung  
**invader**  
proclaimed

---

## Comprehension Questions

In the *Tell It Again! Read-Aloud Anthology* for *The Ancient Greek Civilization*, 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 six (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 *The Ancient Greek Civilization*, 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 (SPTAs) 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 *The Ancient Greek Civilization*, 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 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 & 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 The Ancient Greek Civilization***

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### **Trade Books**

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The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the 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. *Ancient Greece*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050164
2. *Ancient Greece (DK Eyewitness Books)*, by Anne Pearson (DK Children, 2007) ISBN 978-0756630027
3. *Ancient Greece (True Books: Ancient Civilizations)*, by Sandra Newman (Children's Press, 2010) ISBN 978-0531241073
4. *Ancient Greece (Cultural Atlas for Young People)*, by Anton Powell (Chelsea House Publications, 2007) ISBN 978-0816068210
5. *Ancient Greece and the Olympics: A Nonfiction Companion to Hour of the Olympics*, by Mary Pope Osborne and Natalie Pope Boyce (Random House Books for Young Readers, 2004) ISBN 978-0375823787
6. *The Gods and Goddesses of Olympus*, by Alikì (HarperCollins, 1997) ISBN 978-0064461894

7. *The Greeks (Starting History)*, by Sally Hewitt (Smart Apple Media, 2008) ISBN 978-1599200453
8. *Hour of the Olympics* (Magic Tree House, No. 16), by Mary Pope Osborne (Random House Books for Young Readers, 1998) ISBN 978-0679890621
9. *I Wonder Why Greeks Built Temples and Other Questions About Ancient Greece*, by Fiona Macdonald (Kingfisher Publications, 2012) ISBN 978-0753467053
10. *Life in a Greek Trading Port*, by Jane Shuter (Heinemann Library, 2005) ISBN 978-1403464514
11. *Life in Ancient Athens*, by Jane Shuter (Heinemann Library, 2005) ISBN 978-1403464507
12. *Tools of the Ancient Greeks: A Kid's Guide to the History & Science of Life in Ancient Greece*, by Kris Bordessa (Nomad Press, 2006) ISBN 978-0974934464

## Websites and Other Resources

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### **Student Resources**

1. Ancient Greek Gods  
<http://bit.ly/Z0qLRi>
2. Birmingham Museum and Art Gallery for Kids: Ancient Greece  
<http://bit.ly/VeuRIR>
3. Metropolitan Museum of Art  
<http://bit.ly/Wk46nP>
4. Socrates, Plato, and Aristotle  
<http://bit.ly/13qiNrS>

### **Teacher Resources**

5. Battle of Marathon  
<http://bit.ly/XnCFGV>
6. Sparta  
<http://bit.ly/Y81eYx>
7. The Parthenon  
<http://bit.ly/ZEI2Tk>