

Key Education Publishing
Standards Correlation for *Tall Tales Retold*
14 New Versions of Familiar North American Tall Tales Partnered
with the Researched Principles of Reading First

This book supports the NCTE/IRA Standards for the English Language Arts and the recommended teaching practices outlined in the NAEYC/IRA position statement Learning to Read and Write: Developmentally Appropriate Practices for Young Children

NCTE/IRA Standards for the English Language Arts

Each activity in this book supports one or more of the following standards:

- 1. Students read many different types of print and nonprint texts for a variety of purposes.** *Tall Tales Retold* includes 14 new versions of familiar North American tall tales for students to read.
- 2. Students read literature from various time periods, cultures, and genres in order to form an understanding of humanity.** *Tall Tales Retold* includes adaptations of classic folkloric literature, providing opportunities to discuss various issues.
- 3. Students use a variety of strategies to build meaning while reading.** Activities focusing on phonemic awareness and phonics, vocabulary, and comprehension strategies support this standard.
- 4. Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** Activities in *Tall Tales Retold* incorporate discussion, writing, and performance.
- 5. Students use the writing process to write for different purposes and different audiences.** *Tall Tales Retold* incorporates writing activities ranging from lists to stories.
- 6. Students conduct research on a variety of topics and present their research findings in ways appropriate to their purpose and audience.** Students conduct research and present information on a variety of the topics found in *Tall Tales Retold*.
- 7. Students begin to understand and respect the diversity of language across cultures, regions, ethnicities, and social roles.** The stories in *Tall Tales Retold* serve as an introduction to the 19th-century colloquial language found in tall tales.
- 8. Students become participating members of a variety of literacy communities.** The discussions included as warm-up activities and extensions in *Tall Tales Retold* help create a classroom literacy community.
- 9. Students use spoken, written, and visual language for their own purposes, such as to learn, for enjoyment, or to share information.** The engaging stories in *Tall Tales Retold* will motivate students to read independently, and the skill-building activities will support students in becoming more effective independent readers and writers.

NAEYC/IRA Position Statement Learning to Read and Write:
Developmentally Appropriate Practices for Young Children

- 1. Teachers read to children daily and provide opportunities for students to read independently both fiction and nonfiction texts.** *Tall Tales Retold* includes 14 new versions of classic North American tall tales for students to read.
- 2. Teachers provide balanced literacy instruction that incorporates systematic phonics instruction along with meaningful reading and writing activities.** The activities in *Tall Tales Retold* incorporate phonics instruction into meaningful reading of tall tales.
- 3. Teachers provide opportunities for students to write many different kinds of texts for different purposes.** *Tall Tales Retold* incorporates writing activities such as writing lists and stories.

4. **Teachers provide opportunities for children to work in small groups.** *Tall Tales Retold* includes small group activities such as peer reading and group writing.
5. **Teachers provide challenging instruction that expands children's knowledge of their world and expands their vocabularies.** *Tall Tales Retold* introduces children to a classic literature form and expands their vocabularies through the stories themselves and the accompanying activities.