

<b>ENGLISH/LANGUAGE ARTS</b>
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**Grade:** K  
**IAS 2014:** K.RF.1

**Standard Description:** Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills

**Suggestion for Integrating International Content:** Have students identify front cover, back cover, and title page of a book with a global theme. **Suggested resource:** *All the Colors of the Earth* by Sheila Hamanaka (HarperCollins, 1994).

**Grade:** K  
**IAS 2014:** K.RN.1

**Standard Description:** Actively engage in group reading activities with purpose and understanding

**Suggestion for Integrating International Content:** Have students explore books that are written in various languages about other cultures or written in English adaptations or translations to discover that printed materials provide information. **Example:** *Wabi Sabi* by Mark Reibstein and Ed Young (Little, Brown Books for Young Readers, 2008), *Hush!: A Thai Lullaby* by Minfong Ho (Scholastic Inc., 2000); A collection of online Japanese childrens stories: (<http://life.ou.edu/stories/>); *Germany ABCs: A Book about the People and Places of Germany* by Sarah Heiman (Picture Window Books, 2002). **Extension:** Teachers, parents, or students who are fluent in various languages, such as Spanish or Japanese, could be invited to read grade-appropriate books in those languages to the students, while a designated person reads the translated book in English, alternating back and forth.

**Grade:** K  
**IAS 2014:** K.RF.3.2

**Standard Description:** Orally pronounce, blend, and segment words into syllables.

**Suggestion for Integrating International Content:** Have students try saying “hello” in various languages. (In the pronunciation key below, “ah” represents the first vowel in *father*). Also have students count the number of words,

as well as the number of syllables (separated below by hyphens), in each “hello” word or phrase. **Examples:** *akwaaba* pronounced ah-kwaah-bah (Akan: Ghana); *wiña jai* pronounced wee-nyah-jai (Achuar: Peru); *dad'atay* pronounced dah-d'ah-tai (Apache: Arizona, U.S.); *marhaban* pronounced mar-hah-ban (Modern Standard Arabic: Middle East, North Africa); *nomoskaar* pronounced no-mows-kaahr (Bengali: Bangladesh & India); *neih hou* pronounced nay-hoe (Cantonese: China); *ni hao* pronounced nee-how (Mandarin: China); *dag* pronounced dahkh (as in “Bach”) (Dutch: Netherlands & Belgium); *bonjour* pronounced bone-zhure (French: France, Canada, Mali); *guten tag* pronounced goo-ten tahk (German: Germany, Austria); *shalom* pronounced as shah-loam (Hebrew: Israel); *naimbag nga bigat* pronounced naim-bahg-ngah bee-gaht (Ilocano: Philippines); *konnichi wa* pronounced ko-n-nee-chee wah (Japanese: Japan); *annyong hashimnikka* pronounced ahn-nyong hah-shim-nik-kah (Korean: Korea); *zdravstvuite* pronounced zdrahst-vwee-tyeh (Russian: Russia); *sawatdi* pronounced sah-waht-di (Thai: Thailand); *chao* pronounced chow (Vietnamese: Vietnam); *hello* (English).

**Grade:** K  
**IAS 2014:** K.RV.1

**Standard Description:** Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

**Suggestion for Integrating International Content:** Have students read and use vocabulary from stories that include a global element. **Suggested resources:** *Amy's Travels* by Kathryn

Starke (Creative Minds Publications, 2006); *Everybody Cooks Rice* by Norah Dooley and Peter Thornten (Carolrhoda Books, 1992).

**Differentiated Instruction- Special Needs**

**Accommodations:** Provide students with picture clues to go along with new vocabulary.

**Grade:** K

**IAS 2014:** K.RN.1

**Standard Description:** Actively engage in group reading activities with purpose and understanding.

**Suggestion for Integrating International**

**Content:** Have students do a “walk through” with the teacher, a partner, or by themselves to explore a picture/photo-rich non-fiction text that illustrates life in other cultures, countries, or continents. Then, with the class, create a Venn diagram and/or storyboard to compare similarities and differences between U.S. culture and the culture being studied. **Suggested Resource:** *Tales Told in Tents: Stories from Central Asia* by Sally Clayton (FrancesLincoln Children’s Books, 2005)

**Grade:** K

**IAS 2014:** K.RL.2.4

**Standard Description:** Make predictions about what will happen in a story.

**Suggestion for Integrating International**

**Content:** Have students do a “walk through” with the teacher, a partner, or by themselves to explore a picture/photo-rich non-fiction text that illustrates life in other cultures, countries, or continents. Then, with the class, create a Venn diagram and/or storyboard to compare similarities and differences between U.S. culture and the culture being studied. Read an English story with students, then as you read a comparable story from another culture, have students make predictions based the first story. Examples: *Seven Blind Mice* by Ed Young (Puffin Books, 2002).

**Grade:** K

**IAS 2014:** K.RL.2.2

**Standard Description:** With support, retell familiar stories, poems, and nursery rhymes, including key details.

**Suggestion for Integrating International**

**Content:** Have students retell variations of the Cinderella story from the perspective of other cultures. **Extension:** Have students create a Cinderella story for their home town or in their own culture. **Suggested resource:** Level 1 books retelling Cinderella in French, German, Italian, Chinese, Japanese, etc., available in David Burke’s Slangman’s Fairy Tales series, found at <http://slangman.com/store/>.

**Grade:** K

**IAS 2014:** K.RN.4.2

**Standard Description:** With support, identify basic similarities in and differences between two texts on the same topic.

**Suggestion for Integrating International**

**Content:** Have students retell variations of the Cinderella story from the perspective of other cultures. **Extension:** Have students create a Cinderella story for (one of) their own heritage culture. **Suggested resources:** Level 1 books retelling Cinderella in French, German, Italian, Chinese, Japanese, etc., which are available in David Burke’s Slangman’s Fairy Tales series; <http://slangman.com/store/>.

**Grade:** K

**IAS 2014:** K.RL.2.3

**Standard Description:** Identify important elements of the text (e.g., characters, settings, or events).

**Suggestion for Integrating International**

**Content:** Have students retell various stories to reflect various cultures. **Example:** Change the main character (train engine) in the classic American story, “The Little Engine That Could” to possible types of local transportation used in other countries: The Little Junk [sailboat] That Could (Vietnam); The Little Rickshaw [two-wheel cart with seats, pulled by a runner] That Could (Japan); The Little Bamboo Train That Could (Cambodia); The Little Tuktuk [motorized rickshaw] That Could (India); The Little Elephant That Could (Thailand); The Little Dog

Sled That Could (Norway); The Little Totora [reed boat] That Could (Peru); The Little Chicken Bus That Could (Guatemala); The Little Camel That Could (Jordan); The Little Felucca [wooden sailing boat] That Could (Egypt); The Little Lada (car) That Could (Russia).

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**Grade:** K

**IAS 2014:** K.SL.4.1

**Standard Description:** Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.

**Suggestion for Integrating International**

**Content:** Have students sing, chant, clap, and dance various songs from different cultures. Introduce and give background information to the students about the culture and discuss with them why the song was created. **Example:** A song in Spanish about mole sauce: “*Bate bate chocolate con arroz y con tomate. Uno, dos, tres, CHO; uno, dos, tres, CO; uno, dos, tres, LA; uno, dos, tres, TE! CHO-CO-LA-TE!*”; Magtanim ay di biro (“Planting Rice Is Never Fun”) Tagalog (Filipino) folk song: English version of the folk song--sheet music with note on cultural context. **Suggested resource:** <https://onedrive.live.com/view.aspx?cid=B12DD6E478630EA7&resid=b12dd6e478630ea7%21142&qt=sharedby&app=WordPdf&authkey=%21AA8TTO3gDyMOIsE>. **Extension:** This could also be done with *Frère Jacques* (Brother Peter or Brother John) in French and sung as a round, or with *O! Tannenbaum* (Oh, Christmas Tree) in German (see discussions in Wikipedia).

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**Grade:** 1

**IAS 2014:** 1.RF.4.6 and/or 1.RV.1

**Standard Description (1.RF.4.6)** Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., *look*, *-ed*, *-ing*, *-s*, *-er*, *-est*), and simple compound words (e.g., *cupcake*) and contractions (e.g., *isn't*). (1.RV.1) Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

**Suggestion for Integrating International**

**Content:** Point out to the students that many common words in English have been borrowed from foreign languages; get students to recognize them and figure out what they mean. Many foreign words tend to fall into categories (e.g. food, arts, architecture, etc.). **Examples:** In Spanish: *adobe*, *alligator*, *enchilada*, *guitar*, *tortilla*; in French: *ballet*, *court*, *garage*, *music*, *prince/princess*; in Italian: *broccoli*, *piano*, *pizzeria*, *spaghetti*, *opera*, etc. **Suggested resources:** [http://en.wikipedia.org/wiki/Lists\\_of\\_English\\_loanwords\\_by\\_country\\_or\\_language\\_of\\_origin](http://en.wikipedia.org/wiki/Lists_of_English_loanwords_by_country_or_language_of_origin); <http://www.ruf.rice.edu/~kemmer/Words04/structure/borrowed.html>.

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**Grade:** 1

**IAS 2014:** 1.RL.4.1

**Standard Description (Academic or Indicator):** Use illustrations and details in a story to describe its characters, setting, or events.

**Suggestion for Integrating International**

**Content:** Read to the class a book such as *Where the Mountain Meets the Moon* by Grace Lin (Little, Brown Books for Young Readers, 2009). This book has a rich tapestry of stories, both original and traditional, and readers are transported to a fantasy world where Dragon joins Minli on a fortune-change quest. Have students learn about the role of the illustrator and discuss how the pictures bring to life the various settings of the story, based on traditional Chinese folklore. *Singapore Children's Favorite Stories* by Diane Taylor (Periplus Editions, 2003). This book shares stories of Singapore's past and present, and includes insights about its colonial roots; Read students European fairy tales and have them draw pictures to go along with each tale. **Suggested resource:** <http://onceuponatimeineurope.wikispaces.com/E2%96%BA+35+European+fairy+tales+translated+in+English+language>.

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**Grade:** 1

**IAS 2014:** 1.W.3.3

**Standard Description:** Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to

signal event order, with ideas organized into a beginning, middle, and ending.

**Suggestion for Integrating International**

**Content:** Have students use varied words to describe international events, people, and places.

**Examples:** A sunny day at a soccer match in Cape Town, South Africa; a rainy day at Trafalgar Square in London, England; a snowy day on Red Square in Moscow. Show students scenes of daily life from various European locations around the world and have them describe the scenes in as much detail as possible.

**Suggested resource:**

<https://www.flickr.com/photos/8430129@N06/sets/72157600736042000/>.

**Grade:** 1

**IAS 2014:** 1.SL.4.1

**Standard Description:** Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

**Suggestion for Integrating International**

**Content:** Have students recite poems that have been translated from other countries or are about children of other countries. **Suggested resource:** *Come and Play: Children of Our World Having Fun* by Ayana Lowe (Bloomsbury USA Children's Books, 2008).

**Suggested resource:** A web resource about writing haiku that also has several season and event themed haiku:

<http://www.kidzone.ws/poetry/haiku.htm>.

**Grade:** 1

**IAS 2014:** 1.SL.1

**Standard Description:** Listen actively and adjust the use of spoken language (e.g., *vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

**Suggestion for Integrating International**

**Content:** Have students listen to passages from text about various countries, especially about children and families, and discuss their interpretations.

**Grade:** 1

**IAS 2014:** 1.SL.3.1

**Standard Description:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**Suggestion for Integrating International**

**Content:** Have students listen to a book and then have them answer questions about the story.

**Suggested resource:** *The Adventures of Mouse Deer: Favorite Folktales of Southeast Asia* by Aaron Shepard (Skyhook Press, 2008) is a collection of trickster tales from Southeast Asia. *How to Heal a Broken Wing* by Bob Graham, an Australian artist (Candlewick Press, 2008), is a modern fable about one boy's efforts to heal a bird and, in doing so, how he heals his world. Students can discuss the boy, Will, as a hero and imagine how they too can be heroes and try to heal the world. The story reminds students how even one person can make a difference.

**Extension:** Have students watch/listen to a Romanian fairy tale, "The Two Step-Sisters" and ask them question about the plot and how this fairy tale differs from those they are used to.

**Suggested resource:**

<https://www.youtube.com/watch?v=FbWWajHzHJw>.

**Grade:** 2

**IAS 2014:** 2.RF.4.6

**Standard Description:** Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., *kitten's*, *sisters'*), and compound words.

**Suggestion for Integrating International**

**Content:** Have students compare spelling patterns from several different languages and look for word and letter patterns that are the same. **Examples:** In Spanish: *el libro/los libros*, *la cosa/las cosas*, *el papel/los papeles*, *la ciudad/las ciudades*. **Extension:** Give students meanings of the Chinese characters in compound words. Encourage students to explore the meaning of the compounds. **Suggested**

**resource:**

<http://chinesecharacteraday.com/2011/20-compound-words-in-chinese>.

**Grade:** 2  
**IAS 2014:** 2.RN.1

**Standard Description:** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

**Suggestion for Integrating International Content:** Read to the class international folktales or stories of global topics, cultures, or characters.  
**Examples:** Grimm's Fairy Tales; Rumpelstiltskin; Hanzel and Gretel; Perrault's Fairy Tales; Cinderella; Puss in Boots.  
**Suggested resources:**  
[http://www.worldoftales.com/fairy\\_tales/Grimm\\_fairy\\_tales.html](http://www.worldoftales.com/fairy_tales/Grimm_fairy_tales.html);  
 Tajik folk tale about a pea-sized boy:  
<http://skazochki.pp.ua/nahudak-a-pea-sized-boy/>

**Grade:** 2  
**IAS 2014:** 2.RL.4.2

**Standard Description:** Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.

**Suggestion for Integrating International Content:** Have students read various Cinderella stories from around the world, such as *The Rough-Faced Girl* by Rafe Martin and David Shannon (Putnam Juvenile, 1998), about an Algonquin Indian Cinderella, *Abadeha: The Philippine Cinderella* by Myrna de la Paz (Lee & Low Books, 2014), *Mufaro's Beautiful Daughters* by John Steptoe (HarperCollins, 1987), which takes place in a village in Zimbabwe, or Mulla Nasrudin stories from around Central Asia. Then have the students compare and contrast the characters and plots.  
**Suggested resource:**  
<http://www.rodneyohebsion.com/mulla-nasrudin.htm>.

**Differentiated Instruction- Special Needs Accommodations:** Show videos of two Cinderella stories from different cultures, then use a graphic organizer to compare and contrast.

**Differentiated Instruction- Highly Able Accommodations:** 1. Have students create their own Cinderella story based on a specific nation of their choosing. 2. Have students look for similar themes in more sophisticated pieces of writing from various countries. **Suggested resource:** *Bibliography of Cinderella Stories and Films* by Marisol Rodriguez-Price (ERIC Document No. ED439558, 1999), found on the web at <http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED435998>.

**Grade:** 2  
**IAS 2014:** 2.RL.4.2

**Standard Description:** Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.

**Suggestion for Integrating International Content:** Have students compare and contrast folktales from around the world or from overlapping cultures, as well as stories on worldly topics or characters. **Suggested resource:**  
<http://www.whatdowedoallday.com/2014/01/chinese-folktales-for-kids.html>.

**Grade:** 2  
**IAS 2014:** 2.RL.4.2

**Standard Description:** Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.

**Suggestion for Integrating International Content:** Read *Glass Slipper, Gold Sandal: A Worldwide Cinderella* by Paul Fleischman and Julie Paschkis (Henry Holt, 2007) to students. This book explores Cinderella traditions from around the world. Have students discuss and compare the different details in the story as they relate to different cultural traditions.

**Grade:** 2  
**IAS 2014:** 2.RL.4.2

**Standard Description:** Compare and contrast versions of the same stories from different

authors, time periods, or cultures from around the world.

**Suggestion for Integrating International**

**Content:** Have students compare plots for different stories, tales, and fables from different cultures or countries. **Example:** Compare the modern story *Strega Nona* by Tomie dePaola (Simon & Schuster, 1975) and the traditional folktale, Pinnocchio, both from Italy. Have students discuss themes of honesty, magic, and reality versus fantasy. **Extension:** Have students compare and contrast the story of "The Enchanted Tsarévich" and the "Beauty and the Beast". **Suggested resource:** <http://www.pitt.edu/~dash/type0425c.html#russia>.

**Grade:** 2

**IAS 2014:** 2.RL.4.2

**Standard Description:** Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.

**Suggestion for Integrating International**

**Content:** Have students compare versions of the same story from various cultures. **Example:** Compare the traditional folktale, *The Three Little Pigs*, with the modern American Southwest-Mexico version, *The Three Little Javalinas* by Susan Lowell and Jim Harris (Luna Rising, 1996).

**Grade:** 2

**IAS 2014:** 2.W.1

**Standard Description:** Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

**Suggestion for Integrating International**

**Content:** Have students write about global or cultural topics of personal interest. **Example:** Have students write about the use of animals in European folk tales. **Suggested resource:** <http://www.pitt.edu/~dash/folktexts.html>.

**Grade:** 2

**IAS 2014:** 2.SL.1

**Standard Description:** Listen actively and adjust the use of spoken language (e.g., *conventions, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

**Suggestion for Integrating International**

**Content:** Have students listen to passages about various countries and determine the main purpose of each text. **Example:** Have students listen to the English versions of European fairy tales and discuss differences in plot and vocabulary. **Suggested resource:** [http://www.worldoftales.com/European\\_folktale\\_s.html](http://www.worldoftales.com/European_folktale_s.html).

**Grade:** 3

**IAS 2014:** 3.RF.4.5

**Standard Description:** Know and use more difficult word families when reading unfamiliar words (e.g., *-ight*).

**Suggestion for Integrating International**

**Content:** To understand word roots, have students learn that many English words are based on Greek or Latin. The word "submarine" can be broken into *sub-* ("below") and *-mar-* (from *mare*, Latin for "sea") with *-ine* as the suffix. **Suggested resource:** *Word Roots Beginning* by Cherie A. Plant and Stephanie Stevens (The Critical Thinking Co., 2008) at <http://www.criticalthinking.com>, available as a book or software program.

**Grade:** 3

**IAS 2014:** 3.RF.4.6

**Standard Description:** Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., *will not = won't*) and possessives (e.g., *children's, Dennis's*).

**Suggestion for Integrating International**

**Content:** Read *Wabi Sabi* by Mark Reibstein and Ed Young (Little, Brown Books for Young Readers, 2008), the story of a cat in Japan who is searching for the true meaning of his name, or another grade-appropriate book of haiku poetry.

After reading the story and the haiku poems within the story, have students identify the 5-7-5 syllable scheme and write their own haiku poems describing how they got their names.

**Differentiated Instruction- Special Needs**

**Accommodations:** Send home a questionnaire that asks parents to share how their child got his/her name, whether the child is named after someone, if there is a cultural significance to the name, and/or who picked out the name. Have students use this information to create a haiku poem.

**Grade:** 3

**IAS 2014:** 3.RV.2.2

**Standard Description:** Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., *puzzle*, *fire*).

**Suggestion for Integrating International**

**Content:** Show students that foreign languages like Spanish also have synonyms like *mucho* vs. *poquito*; antonyms like *bueno* vs. *malo*; near homophones like *pero* vs. *perro*; and homographs (though not as many as in English) like *cómo* vs. *como*. **Extension:** Demonstrate how the Chinese language uses tones to differentiate otherwise identically spelled words. Have students make a list of English synonyms, antonyms, homographs, etc. and pick a European language to which they can compare their list.

**Suggested resource:**

<https://www.youtube.com/watch?v=orx53ieqEI>.

**Grade:** 3

**IAS 2014:** 3.RN.4.2

**Standard Description:** Compare and contrast the most important points and key details presented in two texts on the same topic.

**Suggestion for Integrating International**

**Content:** Have students discuss the ways they celebrate “New Year” in their homes. Many different children within a classroom may celebrate New Year’s Eve differently or at different times of the year, so all ideas should be considered appropriate. **Examples:** Introduce *Lion Dancer: Ernie Wan’s Chinese New Year* by Kate Waters and Madeline Slovenz-Low

(Scholastic Inc., 1990) and have students look at the cover. Ask students if they have ever been to a Chinese New Year celebration and what kinds of activities (shown on the cover) were presented there. Read the story aloud or in small groups (if multiple text sets allow for small group reading). Have students create a Venn diagram comparing a traditional American New Year’s Eve with Ernie Wan’s Chinese New Year celebrations. The book also includes Chinese horoscope information, fireworks, dancing, food, and other resources for a unit on China. **Extension:** Chinese customs might be appropriate to integrate at this time. **Suggested resources:** Chinese fairy tales; the Hands-on Heritage series (Upstart Books) about China.

**Differentiated Instruction- Special Needs**

**Accommodations:** Have students select a country and research Christmas traditions and customs, providing visual as well as actual props, including food, decorations, or ornaments, to present to the class.

**Differentiated Instruction- Highly Able**

**Accommodations:** Provide students with several nonfiction text selections 2+ grade levels above. Provide students multiple ways to demonstrate their reaction to the text. **Examples:** Dioramas; PowerPoint; 100-word summary/journalistic response.

**Grade:** 3

**IAS 2014:** 3.RL.1

**Standard Description:** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

**Suggestion for Integrating International**

**Content:** Have students read a variety of books, plays, poems, or stories that involve international settings, characters, and cultural norms.

**Suggested resources:** *Just So Stories* by Rudyard Kipling (multiple editions); *Yang the Third and Her Impossible Family* by Lensey Namioka (Yearling Books, 1996); *Why Mosquitoes Buzz in People’s Ears* by Verna Aardema (Puffin/Dial, 2004), *Folk Stories of the Hmong: Peoples of Laos, Thailand, and Vietnam* by Dia Cha & Norma Livo (Libraries Unlimited, 1991).

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**Grade:** 3

**IAS 2014:** 3.RL.2.2

**Standard Description:** Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.

**Suggestion for Integrating International**

**Content:** Have students read various fables from around the world. **Examples:** “The Crow and the Peacock” (China), “The Golden Fish” (Russia), or “How the Princess Learned to Laugh” (Poland). **Extensions:** Use these fables as the basis for comprehension questions, phonics skills, homophones, similes/metaphors, and other language arts exercises. **Suggested resources:** *Read and Understand Folktales and Fables, Grades 2-3* by Jo Ellen Moore (Evan-Moor Educational Publications, 2000); *Alternative Alamat: Stories Inspired by Philippine Mythology* by Paolo Chikiamco (Rocket Kapre Books & Flipside Publishing, 2014).

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**Grade:** 3

**IAS 2014:** 3.W.5

**Standard Description:** Conduct short research on a topic:

- Identify a specific topic or question of interest (e.g., *where did Benjamin Harrison grow up?*).
- Locate information in reference texts, electronic resources, or through interviews.
- Recognize that some sources may be more reliable than others.
- Record relevant information in their own words.
- Present the information, choosing from a variety of formats.

**Suggestion for Integrating International**

**Content:** Each nine weeks, have students focus on a different way of writing. Use *TIME For Kids Around the World* magazine as a springboard for learning about a country or culture. Have students research more about this topic and present information in paragraph form and with a visual aid (PowerPoint, poster, etc.). **Suggested resource:** *FACES: Peoples, Places, and Cultures* magazine.

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**Grade:** 3

**IAS 2014:** 3.W.4

**Standard Description:** Apply the writing process to:

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., *quality of ideas, organization, sentence fluency, word choice*); and edit writing for format and conventions (e.g., *spelling, capitalization, usage, punctuation*).
- Use technology to interact and collaborate with others to publish legible documents.

**Suggestion for Integrating International**

**Content:** During Hispanic Heritage Month or any other multicultural month or holiday, have students read books depicting aspects of the culture and write a book review in three paragraphs. The first paragraph should be a brief summary, the second what the reviewer liked or disliked, and the third should address the author’s purpose. If students haven’t yet had paragraph crafting practice, the teacher can use the “Hamburger Paragraph” structure. The top bun is the topic sentence/main idea. The meat, cheese, toppings, and condiments are all the supporting details. Finally, the bottom part of the bun is the conclusion sentence. **Suggested resource:** *Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull and Yuyi Morales (Harcourt Children’s Books, 2003).

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**Grade:** 3

**IAS 2014:** 3.W.1

**Standard Description:** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

**Suggestion for Integrating International**

**Content:** When studying different events in history, have students look at international events about which they can report, summarize, and write persuasive essays.

**Example:** Have students consider nuclear power and write a persuasive essay to convince readers that it is harmful and dangerous and to opt for green energy instead, based on new technology. Students can write to different audiences, such as

school custodian, principal, or school board president. **Suggested resources:** A history of Chernobyl and its aftermath: [http://news.bbc.co.uk/cbbcnews/hi/newsid\\_494000/newsid\\_4942900/4942906.stm](http://news.bbc.co.uk/cbbcnews/hi/newsid_494000/newsid_4942900/4942906.stm);  
Solar/wind green energy mom-and-pop business in Nova Scotia: <http://www.appleseedenergy.com>;  
Spanish Solar Power, German Wind Power, Denmark Streetlamps That Run on Carbon Emissions: ([http://www.abengoasolar.com/web/en/nuestras\\_plantas/plantas\\_en\\_operacion/espana/PS10\\_la\\_primer\\_torre\\_comercial\\_del\\_mundo.html](http://www.abengoasolar.com/web/en/nuestras_plantas/plantas_en_operacion/espana/PS10_la_primer_torre_comercial_del_mundo.html));  
Impacts of nuclear testing in Kazakhstan: [http://www.rferl.org/content/soviet\\_nuclear\\_testing\\_semipalatinsk\\_20th\\_anniversary/24311518.html](http://www.rferl.org/content/soviet_nuclear_testing_semipalatinsk_20th_anniversary/24311518.html).

#### **Differentiated Instruction- Special Needs**

**Accommodations:** Have students participate in an oral presentation, rather than a written piece, to persuade others of their position.

#### **Differentiated Instruction- Highly Able**

**Accommodations:** Have students reference a minimum of three primary sources in their persuasive piece or develop a persuasive piece for the stance which they do not believe in.

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**Grade:** 3  
**IAS 2014:** 3.W.3.1

**Standard Description:** Write persuasive compositions in a variety of forms that :

- State the opinion in an introductory statement or section.
- Support the opinion with reasons in an organized way
- Connect opinion and reasons using words and phrases.
- Provide a concluding statement or section.

#### **Suggestion for Integrating International**

**Content:** Have students read about various non-U.S. communities around the world and write a persuasive letter to their parents, to convince them to vacation in one of those places. Allow students to choose a place they'd really love to visit, but encourage places from regions around the world. Some children might want to choose a place related to their ancestry, while others may want to go somewhere exotic. Preselect some books and magazines to shorten the research

phase of the assignment. **Suggested resources:** Use globally oriented magazines such as *TIME For Kids Around the World* magazine; *National Geographic Kids* magazine; *FACES: Peoples, Places, and Cultures* magazine; <http://www.travelforkids.com>.

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**Grade:** 3  
**IAS 2014:** 3.W.5

**Standard Description:** Conduct short research on a topic:

- Identify a specific topic or question of interest (e.g., *where did Benjamin Harrison grow up?*).
- Locate information in reference texts, electronic resources, or through interviews.
- Recognize that some sources may be more reliable than others.
- Record relevant information in their own words.
- Present the information, choosing from a variety of formats.

#### **Suggestion for Integrating International**

**Content:** Have students examine various countries and identify aspects such as languages spoken, kinds of animals or plants, foods, arts, music, and types of government. Then have them use this information to write several paragraphs that contain a main idea and supporting details.

**Suggested resource:** *The Usborne Book of Peoples of the World: Internet-Linked (Encyclopedias)* by Gillian Douherly, Anna Claybourne, and Felicity Brooks (Usborne Books, 2001), also found at <http://www.usborne-quicklinks.com>. Type in "peoples" as the quicklink for this volume. Topics are sorted by pages. **Remediation:** Students may need a mini-lesson on how to write notes in their own words. Read out loud a newspaper report about something happening in a foreign country so students can practice taking notes together.

#### **Differentiated Instruction- Special Needs**

**Accommodations:** Provide an outline worksheet with questions to help with the research and note-taking. The worksheet could then easily transition into a report.

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**Grade:** 3  
**IAS 2014:** 3.ML.2.1

**Standard Description:** Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.

**Suggestion for Integrating International Content:** Have students listen to various versions of a particular news story from a variety of sources. **Suggested resources:** *TIME For Kids Around the World* magazine; online websites for Fox News at <http://www.foxnews.com/>; BBC at <http://www.bbc.co.uk/news/>; Al Jazeera English at <http://english.aljazeera.net/>. Have them recognize elements of slant, if any, in these sources and discuss the importance of objective journalism.

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**Grade:** 4  
**IAS 2014:** 4.RF.4.6

**Standard Description:** Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., *roots and affixes*) to read accurately unfamiliar multi-syllabic words in context.

**Suggestion for Integrating International Content:** In small groups, have students read aloud books about various cultures, such as *My Father's Shop* by Satomi Ichikawa (Kane Miller Book Publishers, 2006) or *The Keeping Quilt* by Patricia Polacco (Simon & Schuster Publishing, 1998).

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**Grade:** 4  
**IAS 2014:** 4.RV.2.4

**Standard Description:** Apply knowledge of word structure elements (e.g., *suffixes, prefixes, common Greek and Latin affixes and roots*), known words, and word patterns to determine meaning.

**Suggestion for Integrating International Content:** Have students learn about the different origins of words to find connections between similar or related words in different languages and to trace their roots back to Greek or Latin origins. **Example:** The English word *cent* meaning “a penny” comes from the Latin word *centum* meaning the number “one hundred.”

Have students brainstorm words containing this root. Point out that other languages also have words built on this root. In French, *cent* is the word for the number “one hundred” but *centime* means “a penny.” **Suggested resource:** *Word Roots Beginning* by Cherie A. Plant and Stephanie Stevens (2008) from The Critical Thinking Co. at <http://www.criticalthinking.com> available as a book or software program; Arabic to English words ([http://www.aramcoworld.com/issue/young\\_readers.world/from.arabic.to.english/default.htm](http://www.aramcoworld.com/issue/young_readers.world/from.arabic.to.english/default.htm)); Online Etymology Dictionary: <http://www.etymonline.com>.

**Differentiated Instruction- Special Needs Accommodations:** Provide visuals to help students make connections between the original older roots and the newer vocabulary.

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**Grade:** 4  
**IAS 2014:** 4.RN.3.2

**Standard Description:** Describe the organizational structure (e.g., *chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description*) of events, ideas, concepts, or information in a text or part of a text.

**Suggestion for Integrating International Content:** Have students use *Material World: A Global Family Portrait* by Peter Menzel and Charles Mann (Sierra Club Books, 1995) to compare different communities around the world. Have them use the tables and photographs to make Venn diagrams comparing the communities. Use the contents page to discuss how the book organizes communities by continents. **Extension:** Cut up Japanese comics into cells. Have students arrange the comics in the proper order, and then have them propose alternative orders to tell the same story. Ask if text needs to be changed to accommodate new order. **Suggested resource:** <http://web-japan.org/kidsweb/index.html>.

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**Grade:** 4  
**IAS 2014:** 4.RN.1

**Standard Description (Academic or Indicator):** Read and comprehend a variety of nonfiction within a range of complexity

appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

**Suggestion for Integrating International**

**Content:** Have students use *TIME For Kids Around The World* magazine to learn about countries around the world. Use the “History Timelines” and “Day in the Life” sections of the magazine.

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**Grade:** 4

**IAS 2014:** 4.RN.3.2

**Standard Description:** Describe the organizational structure (e.g., *chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description*) of events, ideas, concepts, or information in a text or part of a text.

**Suggestion for Integrating International**

**Content:** Use a book, such as *Erandi’s Braids* by Tomie dePaola and Antonio Hernandez Madrigal (Putnam Juvenile, 2001) to explore themes such as personal sacrifice and the “power of one.” This book is set in Mexico in the 1950s. Erandi has to decide whether or not to cut her braids and sell them to wigmakers for the good of her family. Have students identify the cause and effect of Erandi’s decision, as well as make connections to the present-day Locks of Love non-profit organization at <http://www.locksoflove.org>.

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**Grade:** 4

**IAS 2014:** 4.RL.4.2

**Standard Description:** Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

**Suggestion for Integrating International**

**Content:** Have students explore different global settings with books such as *Three Cups of Tea: One Man’s Journey to Change the World... One Child at a Time* by Greg Mortenson and David Oliver Relin (Young Reader’s Edition; Puffin Books, 2009) and *Listen To The Wind: The Story of Dr. Greg and Three Cups of Tea* by Greg Mortenson and Susan Roth (Dial Books for

Young Readers, 2009). With these books, have students explain how the different communities in the foothills of the Himalaya Mountains have influenced the long-term actions of American mountaineer Greg Mortenson, as well as how he has influenced them. Have students compare “A Story on Caste” (India) with the Romanian story “The Story of the Rat and Her Journey to God.” Explore the moral of these stories, how they are similar, and why this moral exists in many different cultures. **Suggested resource:** <http://www.pitt.edu/~dash/type2031c.html#bompas>.

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**Grade:** 4

**IAS 2014:** 4.RL.4.2

**Academic Standard Indicator:** 4.3.4

**Standard Description:** Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

**Suggestion for Integrating International**

**Content:** Have students compare tales from different cultures and tell why there are similar tales in various cultures which teach hard work, honesty, trustworthiness, and other life skills.

**Suggested resources:** A book of Korean folktales from 1913:

<http://library.uoregon.edu/ec/e-asia/reada/dent.pdf>;

Folktales of Eastern and Western Europe:

<http://onceuponatimeineurope.wikispaces.com/E2%96%BA+35+European+fairy+tales+translated+in+English+language>;

Various Persian stories from 1,001 Nights that have been transmitted to Europe (Sinbad, Alladin, etc.):

[http://en.wikipedia.org/wiki/One\\_Thousand\\_and\\_One\\_Nights](http://en.wikipedia.org/wiki/One_Thousand_and_One_Nights).

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**Grade:** 4

**IAS 2014:** 4.RL.3.2

**Standard Description:** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**Suggestion for Integrating International**

**Content:** Use a book such as *The Circuit* by Francisco Jimenez (Houghton Mifflin Books for

Children, 1999) about life as a migrant worker from Mexico. Have students discuss the involvement of Francisco in the farming circuit in California. This book is an autobiography and told from Francisco’s perspective. This novel can be paired with the picture book, *Amelia’s Road* by Linda Jacobs Altman (Lee and Low Books, 1995), which also focuses on the life of a migrant farm worker. This story, however, is told from the perspective of a narrator. Heungbu and Nolbu is a Korean story about greed and generosity. Have students retell the story from Heungbu, Nolbu, or the sparrow’s perspective.

**Suggested resource:**

<http://dinolingo.com/blog/2011/08/13/popular-korean-folktales-short-stories-for-kids-in-korea-with-video/#.VSKwMvnF9yx>.

**Grade:** 4  
**IAS 2014:** 4.W.4

**Standard Description:** Apply the writing process to:

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., *quality of ideas, organization, sentence fluency, word choice*); edit writing for format and conventions (e.g., *spelling, capitalization, usage, punctuation*).
- Use technology to interact and collaborate with others to publish legible documents.

**Suggestion for Integrating International**

**Content:** Have each student research a location outside the U.S. and plan a “Fantasy Field Trip.” Then have them write persuasive essays to convince the teacher or the principal of the educational and entertainment value of a class trip to their chosen locations. **Examples:** Have students research Rome to learn about the roots of American law, Greece for American democracy, England for modern economics, etc.

**Grade:** 4  
**IAS 2014:** 4.W.3.2

**Standard Description:** Write informative compositions on a variety of topics that:

- Provide an introductory paragraph with a clear main idea.
- Provide supporting paragraphs with topic and summary sentences.
- Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
- Connect ideas using words and phrases.
- Include text features (e.g., *formatting, pictures, graphics*) and multimedia when useful to aid comprehension.
- Use language and vocabulary appropriate for audience and topic.
- Provide a concluding statement or section.

**Suggestion for Integrating International**

**Content:** Select a topic for the class, such as migrant workers and have students read related texts. **Examples:** *Amelia’s Road* by Linda Jacobs Altman (Lee and Low Books, 1995); *The Circuit* by Francisco Jimenez (Houghton Mifflin Books for Children, 1999); magazine articles such as “Too Young to Work” by Dina El Nabli in *TIME For Kids*, vol. 10 (1 April 2005). Then have them write an informational essay about the life of a migrant worker. **Extension:** Students can focus on child labor in the context of migrant workers’ lives. Have students read *The Carpet Boy’s Gift* by Pegi Deitz Shea (Tilbury House, 2003), then write about Iqbal Masih and his crusade against child labor.

**Grade:** 4  
**IAS 2014:** 4.W.5

**Standard Description:** Conduct short research on a topic:

- Identify a specific question to address (e.g., *what is the history of the Indy 500?*).
- Use organizational features of print and digital sources to efficiently to locate further information.
- Determine the reliability of the sources.
- Summarize and organize information in their own words, giving credit to the source.
- Present the research information, choosing from a variety of formats.

**Suggestion for Integrating International**

**Content:** Have students each research food traditions from a chosen country, including information about the typical diet, food staples, dining customs, etc. Have them also research the impact that these food traditions have on people’s

health. **Example:** Many attribute the long life expectancies of the Japanese to their diet, which is rich in fresh, seasonal food and served in small portions. After students have completed their research, hold a “Passport on a Plate” celebration in class featuring visual displays and a sample of authentic dishes from the countries researched.

**Suggested resources:** *Let’s Eat: What Children Eat Around the World* by Beatrice Hollyer (Henry Holt, 2004); *What the World Eats* by Faith D’Aluisio and Peter Menzel (Tricycle Press, 2008); *Hungry Planet: What the World Eats* by Peter Menzel and Faith D’Aluisio (Random House/Material World, 2007); Research the history of potatoes and superstition about them in England, Prussia, and Russia: <http://www.history-magazine.com/potato.html>.

**Grade:** 5  
**IAS 2014:** 5.RF.5

**Standard Description:** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

**Suggestion for Integrating International Content:** Use narratives or expository texts written by foreign authors or set in other countries, either as stand-alone works or as different versions of well-known American stories or situations. **Example:** Have students read Cinderella, read other versions of the same story set in other countries, like *Mufaro’s Beautiful Daughters* by John Steptoe (Lothrop, Lee and Shepard Books, 1987), and then make comparisons. **Extension:** Have students read and discuss an article about polluted American rivers, then find other articles about the Thames River in Britain, the Yellow River in China, or the Volga River basin in Russia. Have students make comparisons with river pollution in America or suggest possible solutions to the problem.

**Grade:** 5  
**IAS 2014:** 5.RV.2.1

**Standard Description:** Select and apply context clues (e.g., *word, phrase, sentence, and paragraph clues*) and text features to determine the meanings of unknown words.

**Suggestion for Integrating International Content:** If students know a foreign language, have them look for words from that language that can help them in recognizing English vocabulary. **Example:** English *arrest* is from the French verb *arrêter*, meaning “to stop.” This is because to arrest someone is to stop that person from continuing a wrong or illegal action. Have these students report to the class to stimulate a discussion of how and why languages borrow words from other languages although they may or may not always keep the original meanings; Persian shared in English *modar* (mother), *podar* (father), *barodar* (brother), *bazaar*, The word for book across Asia: *kitab* (Turkish), *kitab* (Arabic), *kitab* (Persian), *Hindi* (kitaab). **Suggested resource:** Website featuring loanwords: <http://www.ruf.rice.edu/~kemmer/Words04/structure/borrowed.html>.

**Grade:** 5  
**IAS 2014:** 5.RV.2.1

**Standard Description:** Select and apply context clues (e.g., *word, phrase, sentence, and paragraph clues*) and text features to determine the meanings of unknown words.

**Suggestion for Integrating International Content:** When teaching the features of informational texts, use a resource that is about or set in a foreign country. **Example:** Use a nonfiction book about life in Europe in the 1600-1700s to teach about the features of informational text such as charts, indexes, maps, etc.

**Grade:** 5  
**IAS 2014:** 5.W.4

**Standard Description:** Apply the writing process to:

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., *quality of ideas, organization, sentence fluency, word choice*); and edit writing for format and standard English conventions.
- Use technology to interact and collaborate with others to publish legible documents.

**Suggestion for Integrating International Content:** Have students look at articles from

magazines and books with international themes and photos to spur ideas for writing. **Example:** Have students each choose a different country and then plan a travel brochure to advertise it.

**Grade:** 5  
**IAS 2014:** 5.W.3.3

**Standard Description:** Write narrative compositions in a variety of forms that –

- Develop the exposition (e.g., *describe the setting, establish the situation, introduce the narrator and/or characters*).
- Develop an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally, connecting ideas and events using transitions.
- Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- Use precise and expressive vocabulary and figurative language for effect.
- Provide an ending that follows from the narrated experiences or events.

**Suggestion for Integrating International**

**Content:** Have students set their short stories in a foreign country or use that country as a point of origin for immigrants to the U.S. who are the main characters of their stories.

**Grade:** 5  
**IAS 2014:** 5.W.3.2

**Standard Description:** Write informative compositions on a variety of topics that:

- Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.
- Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.
- Connect ideas within and across categories using transition words (e.g., *therefore, in addition*).
- Include text features (e.g., *formatting, pictures, graphics*) and multimedia when useful to aid comprehension.
- Use appropriate language, vocabulary, and sentence variety to convey meaning; for

effect; and to support a tone and formality appropriate to the topic and audience.

- Provide a concluding statement or section related to the information or explanation presented.

**Suggestion for Integrating International**

**Content:** Have students write informational pieces about foreign locations and situations happening there. **Example:** After researching the conditions in a foreign country at a certain time in the past, have students write about why people might have chosen to emigrate to the U.S. from that country. Have students write the steps necessary to move their belongings to the U.S. from that country. Include what things emigrants would need to take, people they would need to see (whom they might never see again), paperwork needed to be done, transportation to be arranged, and so on. **Extension:** After researching a problem in the U.S., have students research that same problem (such as polluted environment, unemployment, illegal immigration) in another country. List the steps Americans are taking to deal with the problem and then compare and contrast these with the steps the other country is taking.

**Grade:** 5  
**IAS 2014:** 5.W.3.3

**Standard Description:** Write narrative compositions in a variety of forms that:

- Develop the exposition (e.g., *describe the setting, establish the situation, introduce the narrator and/or characters*).
- Develop an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally, connecting ideas and events using transitions.
- Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- Use precise and expressive vocabulary and figurative language for effect.
- Provide an ending that follows from the narrated experiences or events.

**Suggestion for Integrating International**

**Content:** When writing narratives, have students set their stories in a foreign country or have their main character be a person from that country or community—perhaps a recent immigrant—now

living in the U.S. **Examples:** Irish immigrants fleeing the potato famine:  
[http://en.wikipedia.org/wiki/Great\\_Famine\\_%28Ireland%29](http://en.wikipedia.org/wiki/Great_Famine_%28Ireland%29);  
 Germans fleeing military service in the Wars of Unification:  
[http://en.wikipedia.org/wiki/Unification\\_of\\_Germany](http://en.wikipedia.org/wiki/Unification_of_Germany);  
 Polish immigrants fleeing oppression from Russia:  
[http://en.wikipedia.org/wiki/Russian\\_Partition](http://en.wikipedia.org/wiki/Russian_Partition).

**Grade:** 5  
**IAS 2014:** 5.W.1

**Standard Description:** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

**Suggestion for Integrating International Content:** When writing responses to literature, have students choose books with an international theme—perhaps set in a foreign country, with characters from a foreign country or community, or by a foreign author.

**Grade:** 5  
**IAS 2014:** 5.W.5

**Standard Description:** Conduct short research assignments and tasks on a topic:

- With support, formulate a research question (e.g., *what were John Wooden's greatest contributions to college basketball?*).
- Identify and acquire information through reliable primary and secondary sources.
- Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
- Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
- Present the research information, choosing from a variety of sources.

**Suggestion for Integrating International Content:** Have students choose topics for research with an international setting. **Example:** When having students research how changes in an organism's habitat can sometimes be

beneficial and other times harmful, assign them organisms found in other parts of the world, such as mosquitoes, which are responsible for diseases in Africa.

**Grade:** 5  
**IAS 2014:** 5.W.3.1

**Standard Description:** Write persuasive compositions in a variety of forms  
 That:

- Clearly present a position in an introductory statement to an identified audience.
- Support the position with qualitative and quantitative facts and details from various sources, including texts.
- Use an organizational structure to group related ideas that support the purpose.
- Use language appropriate for the identified audience.
- Connect reasons to the position using words, phrases, and clauses.
- Provide a concluding statement or section related to the position presented.

**Suggestion for Integrating International Content:** When writing persuasive letters or compositions, have students research and write about subjects with international settings.

**Example:** Have students imagine that they have recently immigrated to the U.S. and write a letter back home to family members, encouraging them to move to the U.S. **Example:** Have students research different organisms around the world and their changing habitats. Then have them write a letter to an official in their chosen country, urging them to find ways to either protect these habitats (if they are beneficial) or to eliminate them (if they are harmful). **Extension:** Have students pick an issue of interest in a European country (ex: banning of the head scarf in France; British concerns over Romanian and Bulgarian immigration; etc.) and have them write an essay in which they present both/all sides of the debate and then give their opinion/propose a solution using evidence from the first part of the essay.

**Grade:** 5  
**IAS 2014:** 5.RL.2.2

**Standard Description:** Determine a theme of a story, play, or poem from details in the text,

including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**Suggestion for Integrating International**

**Content:** Have students write summaries of reading selections with an international focus.

**Example:** Have students read a newspaper or children’s news magazine and summarize an article that reports an event occurring somewhere abroad, such as a volcano eruption or other natural disaster.

**Grade:** 5

**IAS 2014:** 5.W.6.2c

**Standard Description:** Spelling – Applying correct spelling patterns and generalizations in writing.

**Suggestion for Integrating International**

**Content:** When spelling root or base words for adding prefixes or suffixes, use words that come from another language. **Examples:** In Spanish: *au•to•ri•dad* “author-ity;” *de•for•mi•dad* “deform-ity;” *com•ple•ta•men•te* “complete-ly;” *fa•cil•men•te* “easi-ly;” *in•for•ma•ción*, “informa-tion;” *co•mu•ni•ca•ción* “communica-tion.”

**Grade:** 6

**IAS 2014:** 6.RV.3.3

**Standard Description:** Interpret figures of speech (e.g., personification) in context.

**Suggestion for Integrating International**

**Content:** Have students go on a scavenger hunt and look for figurative language, such as simile and metaphor, in poetry books with international themes. **Suggested resources:** *Side by Side: New Poems Inspired by Art from Around the World* by Jan Greenberg (Abrams Books for Young Readers, 2008); *Sacred Places* by Jane Yolen and David Shannon (Houghton Mifflin Harcourt, 1996).

**Grade:** 6

**IAS 2014:** 6.RV.2.4

**Standard Description:** Use common, grade-appropriate Greek or Latin affixes and roots as

clues to the meaning of a word (e.g., audience, auditory, audible).

**Suggestion for Integrating International**

**Content:** Have students use an English dictionary to discover the different origins of English words. **Examples:** From Spanish: *tortilla*, *coffee*, *sugar*, *adios*, *comrade*, *crusade*. Then have students write their favorite words and the different countries of origin on post-it notes and place the notes on a world map. Use as many examples as possible. **Hint:** Not all Spanish words come from Spain. **Suggested resource:**

<http://spanish.about.com/cs/historyofspanish/a/spanishloanword.htm>.

**Grade:** 8

**IAS 2015:** 8.W.5

**Standard Description:** Conduct short research assignments and tasks to build knowledge about the research process and the topic under study: (1) formulate a research question; (2) gather relevant information from multiple sources, using search terms effectively, and annotate sources; (3) assess the credibility and accuracy of each source; (4) quote or paraphrase the information and conclusions of others; (5) avoid plagiarism and follow a standard format for citation; (6) present information, choosing from a variety of formats.

**Suggestion for Integrating International**

**Content:** Have students decide on a specific type of information they want to get from the Internet about a chosen country. Then have them methodically conduct web searches to locate the information needed about that country. Have students report to the class, using flow charts, diagrams or other graphic devices that clearly illustrate the web navigation processes they used.

**Grade:** 6

**IAS 2014:** 6.RN.3.2

**Standard Description:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**Suggestion for Integrating International**

**Content:** Have students find newspaper sources by typing “international newspapers in English” into a search engine. Assign students different

countries' newspapers and have them seek articles that report on several categories: top three national stories, top three international stories, and top two business stories. Then have them discuss, compare, and contrast the stories.

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**Grade:** 6

**IAS 2014:** 6.RN.2.2

**Standard Description:** Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.

**Suggestion for Integrating International**

**Content:** Have students read a brief article from a magazine or a book about international cultures and take notes on significant information. Then have them create a Power Point "scrapbook" slide to share what they have learned. Elements of the slide might include a combination of images, words, and other elements such as a graph or diagram, as the information warrants.

**Suggested resources:** *FACES: People, Places and Culture* magazine; *How People Live* by Penelope Arlon, Dena Freeman, and Lorrie Mack (DK Publishing, 2003); Saudi Aramco World: Young Reader's World: <http://www.aramcoworld.com/issue/young.readers.world/default.htm>.

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**Grade:** 6

**IAS 2014:** 6.RN.2.1

**Standard Description:** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

**Suggestion for Integrating International**

**Content:** Set up a classroom wiki on a site such as PBWiki or Wikispaces. Then have students respond to issues raised in *A Life Like Mine* (DK Publishing, 2002). Have each student write a three-paragraph opinion statement based on issues raised by the text. **Examples:** Food issues/hunger, water issues, housing, staying healthy, education, the importance of play, family life, work, violence, war, disabilities, freedom and identity, and religion and expression. Have each student become an expert on their narrow topic and be able to answer questions and add new ideas to the wiki conversation. If access to computers is a

problem, consider having students write their paragraphs on a piece of paper attached to a poster board. Students can then freely move around the posters with markers, having a silent conversation or "chalk talk" by writing opinions, questions, etc. on the posters.

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**Grade:** 6

**IAS 2014:** 6.RL.4.2

**Standard Description:** Compare and contrast works of literature in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Suggestion for Integrating International**

**Content:** Have students explore the genre of folklore. Many classrooms have compared variations of a particular tale, such as Cinderella. Have students examine the genre more fully by searching out variants of motifs, such as wishes, trickster tales, magical objects, or transformations from the folktales of different countries. Discuss elements that seem standard to the form. **Suggested resources:** International trickster tales, including the West African *Anansi and the Moss-Covered Rock* by Eric A. Kimmel and Janet Stevens (Holiday House, 1990); the Mexican *Borreguita and the Coyote* by Verna Aardema and Petra Mathers (Dragonfly Books, 1998); the Chinese *Lon Po Po: A Red-Riding Hood Story* by Ed Young (Putnam Juvenile, 1996); the African American *Tops and Bottoms* by Janet Stevens (Harcourt Children's Books, 1995); the Russian Jewish *Hershel and the Hanukkah Goblins* by Eric A. Kimmel and Trina Schart Hyman (Holiday House, 1994); the Irish *Jamie O'Rourke and the Big Potato* by Tomie dePaola (Putnam Juvenile, 1997); and many European versions of *Stone Soup*. **Extension:** Have students compare the Russian poem "Wait For Me" written from the perspective of a soldier fighting in World War II and a letter written by an American soldier at Iwo Jima. How did these two authors express their feelings, and how is sadness expressed in poetry compared to prose? <http://www.simonov.co.uk/waitforme.htm> <http://www.nationalww2museum.org/assets/pdfs/lesson-plan1.pdf>.

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**Grade:** 6

**IAS 2014:** 6.RL.2.3

**Standard Description:** Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.

**Suggestion for Integrating International**

**Content:** Have students analyze international novels with strong character and motivation.

**Suggested resources:** *The Legend of the Wandering King* by Laura Gallego Garcia (Arthur A. Levine Books, 2005); *Bloomability* by Sharon Creech (Perfection Learning, 2001); *A Single Shard* by Linda Sue Park (Yearling, 2003); *Catherine, Called Birdy* by Karen Cushman (HarperCollins, 1995); *Countdown* by Ben Mikaelson (Hyperion Book, 1997); *Becoming Naomi Leon* by Pam Muñoz Ryan (Scholastic Paperbacks, 2005); *Escape from Warsaw* by Ian Serraillier (Scholastic Paperbacks, Reprint edition, 1990).

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**Grade:** 6  
**IAS 2014:** 6.W.1

**Standard Description:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

**Suggestion for Integrating International**

**Content:** Have students read a brief article in *FACES: People, Places and Culture* magazine or another multicultural source and write three short responses to the article. **Examples:** Several informative paragraphs; descriptive letter; persuasive travel brochure; infomercial script.

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**Grade:** 6  
**IAS 2014:** 6.SL.4.2

**Standard Description:** Create engaging presentations that include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**Suggestion for Integrating International**

**Content:** Have students organize a global storytelling festival and entertain younger students by reading stories from other countries,

adding graphics such as maps or photos of the people of those countries. **Extension:** Have students locate varying versions of a tale from folklore collections coming from different countries and rewrite a “mash-up” of their favorite elements in each, while maintaining a cohesive story line.

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**Grade:** 6  
**IAS 2014:** 6.SL.4.2

**Standard Description:** Create engaging presentations that include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**Suggestion for Integrating International**

**Content:** Have students represent an international charity. After researching a service organization, have students write and present a mock three-minute infomercial that appeals for funds. **Examples:** Save the Children; Oxfam; Heifer Project; UNICEF; International Children’s Foundation.

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<b>ENGLISH/LANGUAGE ARTS</b>
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## **Create Your Own Suggestions for Integrating International Content**

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**Grade:**  
**IAS 2014:**

**Standard Description:**

**Suggestion for Integrating International Content:**

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**Grade:**  
**IAS 2014:**

**Standard Description:**

**Suggestion for Integrating International Content:**

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**Grade:**  
**IAS 2014:**

**Standard Description:**

**Suggestion for Integrating International Content:**

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**Grade:**  
**IAS 2014:**

**Standard Description:**

**Suggestion for Integrating International Content:**

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**Grade:**  
**IAS 2014:**

**Standard Description:**

**Suggestion for Integrating International Content:**

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**Grade:**  
**IAS 2014:**

**Standard Description:**

**Suggestion for Integrating International Content:**

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**Grade:**  
**IAS 2014:**

**Standard Description:**

**Suggestion for Integrating International Content:**

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**Grade:**  
**IAS 2014:**

**Standard Description:**

**Suggestion for Integrating International Content:**

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**Grade:**  
**IAS 2014:**

**Standard Description:**

**Suggestion for Integrating International Content:**