

INTERNATIONALIZING THE ACADEMIC STANDARDS: INDIANA

2019 (2nd Edition)

ENGLISH LANGUAGE ARTS – ELEMENTARY

04.07.2020

INTRODUCTION

Internationalizing the Academic Standards: Indiana (IASI) 2019 (2nd edition) is a project of Indiana University (IU) and the Indiana Department of Education (IDOE). Its **purpose** is to suggest ways for you to integrate **international content** into **the K-12 core disciplines – English/ language arts, mathematics, science, and social studies**. We offer brief, easy-to-use ideas for internationalizing the existing academic standards to which you already teach. These ideas were **created by classroom teachers for classroom teachers** (63 K-12 teachers from 38 different schools and two school corporations in 21 Indiana cities/towns/counties) and supplemented by IU world area, global, and international business Centers.

The teachers' *Suggestions for Integrating International Content* (in **blue** and **bold**) are the most important content of IASI and are truly just that - *Suggestions* only - meant to get you thinking about how to internationalize your own curriculum. You may like entire *Suggestions* or only parts of them. Think of different ways to best integrate these *Suggestions* into your existing lesson plans and daily pedagogy.

The teachers selected academic standards from those listed on the IDOE website (<https://www.doe.in.gov/standards>). For each one, they created a *Suggestion* about how to incorporate international content, including knowledge, skills, and/or attitudes. Sometimes the teachers also suggested extensions, ideas for differentiation, examples, and/or specific resources, such as a book, web link, or poem that they have used successfully. IU Centers identified additional examples and resources.

Some IDOE Standard Descriptions and IASI *Suggestions* call for **cultural or country comparisons**. To avoid over-generalizations and the possibility of stereotyping, the IASI leadership team encourages you to teach your students to appreciate not only the differences and similarities **among** cultures or countries, but also the diversity and variation **within** them.

KINDERGARTEN

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.

RESOURCES:

All the Colors of the Earth by Sheila Hamanaka
(HarperCollins, 1994)

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: 1) *Akwaaba* pronounced ah-kwaah-bah (Akan: Ghana). 2) *wiña jai* pronounced wee-nyah-jai (Achuar: Peru). 3) *dad’atay* pronounced dah-d’ah-tai (Apache: Arizona, U.S.). 4) *marhaban* pronounced mar-hah-ban (Modern Standard Arabic: Middle East, North Africa). 5) *nomoskaar* pronounced no-mows-kaahr (Bengali: Bangladesh & India). 6) *neih hou* pronounced nay-hoe (Cantonese: China). 7) *ni hao* pronounced nee-how (Mandarin: China). 8) *dag* pronounced dahkh (as in “Bach”) (Dutch: Netherlands & Belgium). 9) *bonjour* pronounced bone-zhure (French: France, Canada, Mali). 10) *guten tag* pronounced gooten tahk (German: Germany, Austria). 11) *shalom* pronounced as shah-loam (Hebrew: Israel). 12) *naimbag nga bigat* pronounced naim-bahg-ngah bee-gaht (Ilocano: Philippines). 13) *konnichi wa* pronounced ko-n-nee-chee wah (Japanese: Japan). 14) *annyeong hashimnikka* pronounced ahn-nyong hah-shim-nik-kah (Korean: Korea). 15) *zdravstvuite* pronounced zdrahst-vwee-tyeh (Russian: Russia). 16) *sawatdi* pronounced sah-waht-di (Thai: Thailand). 17) *chao* pronounced chow (Vietnamese: Vietnam). 18) *hello* (English).

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.

EXTENSIONS: Have students create a Cinderella story for their home town or in their own culture.

RESOURCES:

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.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.

EXAMPLES: 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: 1) The Little Junk [sailboat] That Could (Vietnam). 2) The Little Rickshaw [two-wheel cart with seats, pulled by a runner] That Could (Japan). 3) The Little Bamboo Train That Could (Cambodia). 4) The Little Tuktuk [motorized rickshaw] That Could (India). 5) The Little Elephant That Could (Thailand). 6) The Little Dog Sled That Could (Norway). 7) The Little Totoro [reed boat] That Could (Peru). 8) The Little Chicken Bus That Could (Guatemala). 9) The Little Camel That Could (Jordan). 10) The Little Felucca [wooden sailing boat] That Could (Egypt). 11) The Little Lada (car) That Could (Russia).

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.RN.1 [#1 of 2]

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.

EXTENSIONS: 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.

RESOURCES:

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)

Online Japanese childrens' stories at: <http://life.ou.edu/stories/>

Germany ABCs: A Book about the People and Places of Germany by Sarah Heiman (Picture Window Books, 2002)

GRADE: K
IAS 2014: K.RN.1 [#2 of 2]

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.

RESOURCES:

Tales Told in Tents: Stories from Central Asia by Sally Clayton (FrancesLincoln Children's Books, 2005)

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.

EXTENSIONS: Have students create a Cinderella story for (one of) their own heritage cultures.

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.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.

IDEAS FOR DIFFERENTIATION: Provide students with picture clues to go along with new vocabulary.

RESOURCES:

Amy's Travels by Kathryn Starke (Creative Minds Publications, 2006)
Everybody Cooks Rice by Norah Dooley and Peter Thornten (Carolrhoda Books, 1992)

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.

EXTENSIONS: This could also be done with: 1) *Frère Jacques* (Brother Peter or Brother John) in French and sung as a round. 2) *O! Tannenbaum* (Oh, Christmas Tree) in German (plus, see discussions in Wikipedia).

EXAMPLES: 1) 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!". 2) In Tagalog (Filipino): folk song "Magtanim ay di biro" ("Planting Rice Is Never Fun": English version)—use sheet music with note on cultural context.

RESOURCES:

<https://onedrive.live.com/view.aspx?cid=B12DD6E478630EA7&resid=b12dd6e478630ea7%21142&qt=sharedby&app=WordPdf&authkey=%21AA8TTO3gDyMOIsE>

GRADE ONE

GRADE: 1
IAS 2014: 1.RF.4.6

STANDARD DESCRIPTION: 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*).

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: 1) In Spanish: *adobe*, *alligator*, *enchilada*, *guitar*, *tortilla*. 2) In French: *ballet*, *court*, *garage*, *music*, *prince/princess*. 3) In Italian: *broccoli*, *piano*, *pizzeria*, *spaghetti*, *opera*, etc.

RESOURCES:

http://en.wikipedia.org/wiki/Lists_of_English_loanwords_by_country_or_language_of_origin
<http://www.ruf.rice.edu/~kemmer/Wordso4/structure/borrowed.html>

GRADE: 1
IAS 2014: 1.RL.4.1

STANDARD DESCRIPTION: Use illustrations and details in a story to describe its characters, setting, or events.

SUGGESTION FOR INTEGRATING INTERNATIONAL CONTENT: 1) 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. 2) *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. 3) Read students European fairy tales and have them draw pictures to go along with each tale.

RESOURCES:

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

GRADE: 1
IAS 2014: 1.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: 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: 1) In Spanish: *adobe, alligator, enchilada, guitar, tortilla*. 2) In French: *ballet, court, garage, music, prince/princess*. 3) In Italian: *broccoli, piano, pizzeria, spaghetti, opera*, etc.

RESOURCES:

http://en.wikipedia.org/wiki/Lists_of_English_loanwords_by_country_or_language_of_origin
<http://www.ruf.rice.edu/~kemmer/Wordso4/structure/borrowed.html>

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: 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: 1) A sunny day at a soccer match in Cape Town, South Africa. 2) A rainy day at Trafalgar Square in London, England. 3) A snowy day on Red Square in Moscow.

RESOURCES:

<https://www.flickr.com/photos/8430129@No6/sets/72157600736042000/>

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.

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

EXAMPLES: 1) *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. 2) *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.

RESOURCES:

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

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.

RESOURCES:

Come and Play: Children of Our World Having Fun by Ayana Lowe (Bloomsbury USA Children's Books, 2008)

Writing haiku, including several season and event themed haiku:

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

GRADE: 2
IAS 2014: 2.RF.4.6

STANDARD DESCRIPTION: Read multisyllabic 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.

EXTENSIONS: Give students meanings of the Chinese characters in compound words. Encourage students to explore the meaning of the compounds.

EXAMPLES: In Spanish: *el libro/los libros, la cosa/las cosas, el papel/los papeles, la ciudad/las ciudades.*

RESOURCES:

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

GRADE: 2
IAS 2014: 2.RL.4.2[#1 of 5]

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. Then have the students compare and contrast the characters and plots.

IDEAS FOR DIFFERENTIATION: 1) Show videos of two Cinderella stories from different cultures, then use a graphic organizer to compare and contrast. 2) Have students create their own Cinderella story based on a specific nation of their choosing. 3) Have students look for similar themes in more sophisticated pieces of writing from various countries.

GRADE TWO

EXAMPLES: 1) *The Rough-Faced Girl* by Rafe Martin and David Shannon (Putnam Juvenile, 1998), about an Algonquin Indian Cinderella, Abadeha. 2) *The Philippine Cinderella* by Myrna de la Paz (Lee & Low Books, 2014). 3) *Mufaro's Beautiful Daughters* by John Steptoe (HarperCollins, 1987), which takes place in a village in Zimbabwe. 4) Mulla Nasrudin stories from around Central Asia.

RESOURCES:

<http://www.rodneyohebsion.com/mulla-nasrudin.htm>

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[#2 of 5]

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.

RESOURCES:

<http://www.whatdowedoallday.com/2014/01/chinese-folktales-for-kids.html>

GRADE: 2
IAS 2014: 2.RL.4.2[#3 of 5]

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[#4 of 5]

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.

EXTENSIONS: Have students compare and contrast the story of "The Enchanted Tzarévich" and the "Beauty and the Beast".

EXAMPLES: Compare the modern story *Strega Nona* by Tomie dePaola (Simon & Schuster, 1975) and the traditional folktale, Pinocchio, both from Italy. Have students discuss themes of honesty, magic, and reality versus fantasy.

RESOURCES:

<http://www.pitt.edu/~dash/typeo425c.html#rusia>

GRADE: 2
IAS 2014: 2.RL.4.2[#5 of 5]

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.

EXAMPLES: 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.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: 1) Grimm's Fairy Tales. 2) Rumpelstiltskin. 3) Hanzel and Gretel. 4) Perrault's Fairy Tales. 5) Cinderella. 6) Puss in Boots.

RESOURCES:
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.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.

EXAMPLES: Have students write about the use of animals in European folk tales.

RESOURCES:
<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.

EXAMPLES: Have students listen to the English versions of European fairy tales and discuss differences in plot and vocabulary.

RESOURCES:
http://www.worldoftales.com/European_folktales.html

GRADE THREE

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.

RESOURCES:
Word Roots Beginning by Cherie A. Plant and Stephanie Stevens (The Critical Thinking Co., 2008), available as a book or software program at: <http://www.criticalthinking.com>

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.

IDEAS FOR DIFFERENTIATION: 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.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.

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)

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.

EXTENSIONS: Use these fables as the basis for:
1) Comprehension questions. 2) Phonics skills. 3) Homophones. 4) Similes/metaphors. 5) Other language arts exercises.

EXAMPLES: 1) "The Crow and the Peacock" (China). 2) "The Golden Fish" (Russia). 3) "How the Princess Learned to Laugh" (Poland).

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)

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.

EXTENSIONS: Chinese customs might be appropriate to integrate at this time.

IDEAS FOR DIFFERENTIATION: 1) 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. 2) Provide students with several nonfiction text selections 2+ grade levels above. Provide students multiple ways to demonstrate their reaction to the text.

EXAMPLES: 1) 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. 2) Visual presentations: a) Dioramas, b) PowerPoint, c) 100-word summary/journalistic response.

RESOURCES:

Chinese fairy tales; the Hands-on Heritage series (Upstart Books) about China

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*.

EXTENSIONS: 1) Demonstrate how the Chinese language uses tones to differentiate otherwise identically spelled words. 2) Have

students make a list of English synonyms, antonyms, homographs, etc. and pick a European language to which they can compare their list.

RESOURCES:

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

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.

IDEAS FOR DIFFERENTIATION: 1) Have students participate in an oral presentation, rather than a written piece, to persuade others of their position. 2) 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.

EXAMPLES: 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.

RESOURCES:

A history of Chernobyl and its aftermath:

http://news.bbc.co.uk/cbbcnews/hi/newsid_4940000/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/nues>

tras plantas/plantas_en_operacion/espana/PS10_la_primera_torre_comercial_del_mundo.html

Impacts of nuclear testing in Kazakhstan:

http://www.rferl.org/content/soviet_nuclear_testing_semipalatinsk_20th_anniversary/24311518.html

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.

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>

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.

RESOURCES:

Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull and Yuyi Morales (Harcourt Children's Books, 2003)

GRADE: 3
IAS 2014: 3.W.5 [#1 of 2]

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.).

RESOURCES:

FACES: Peoples, Places, and Cultures magazine

GRADE: 3
IAS 2014: 3.W.5 [#2 of 2]

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.

IDEAS FOR DIFFERENTIATION: 1) 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. 2) Provide an outline worksheet with questions to help with the research and note-taking. The worksheet could then easily transition into a report.

RESOURCES:

The Usborne Book of Peoples of the World: Internet-Linked (Encyclopedias) by Gillian Douherty, 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.

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. Have them recognize elements of slant, if any, in these sources and discuss the importance of objective journalism.

RESOURCES:

TIME For Kids Around the World magazine
 Online websites:

Fox News at <http://www.foxnews.com/>

BBC at <http://www.bbc.co.uk/news>

Al Jazeera English at <http://english.aljazeera.net/>

GRADE FOUR

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).

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. It 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.

RESOURCES:

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

GRADE: 4
IAS 2014: 4.RL.4.2[#1 of 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.

RESOURCES:

<http://www.pitt.edu/~dash/type2o31c.html#bompas>

GRADE: 4
IAS 2014: 4.RL.4.2[#2 of 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 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.

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, Aladdin, etc.):
http://en.wikipedia.org/wiki/One_Thousand_and_One_Nights

GRADE: 4
IAS 2014: 4.RN.1

STANDARD DESCRIPTION: 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.

GRADE: 4
IAS 2014: 4.RN.3.2 [#1 of 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.

EXTENSIONS: Cut up Japanese comics into cells. Have students arrange the comics in the proper order. Then have them propose alternative orders to tell the same story. Ask if text needs to be changed to accommodate new order.

RESOURCES:
<http://web-japan.org/kidsweb/index.html>

GRADE: 4
IAS 2014: 4.RN.3.2 [#2 of 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>.

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.

IDEAS FOR DIFFERENTIATION: Provide visuals to help students make connections between the original older roots and the newer vocabulary.

EXAMPLES: 1) In English, the 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. 2) In French, *cent* is the word for the number “one hundred,” but *centime* means “a penny.”

RESOURCES:
Word Roots Beginning by Cherie A. Plant and Stephanie Stevens (The Critical Thinking Co., 2008), available as a book or software program at: <http://www.criticalthinking.com>

Arabic to English words:

http://www.aramcoworld.com/issue/young_readers.world/from.arabic.to.english/default.htm

Online Etymology Dictionary:

<http://www.etymonline.com>

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. Students could write an informational essay about the life of a migrant worker.

EXTENSIONS: 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.

RESOURCES:

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)

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: 1) Rome to learn about the roots of American law. 2) Greece for American democracy. 3) England for modern economics.

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 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.

EXAMPLES: 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.

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)
 History of potatoes and superstition about them in England, Prussia, and Russia:
<http://www.history-magazine.com/potato.html>

GRADE FIVE

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.

EXTENSIONS: Have students read and discuss an article about polluted American rivers, then find other articles about rivers in different countries. Have students make comparisons with river pollution in America or suggest possible solutions to the problem. Rivers: 1) Thames River in Britain, 2) Yellow River in China, 3) Volga River basin in Russia.

EXAMPLES: 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.

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.

EXAMPLES: 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.RV.2.1 [#1 of 2]

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. 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.

EXAMPLES: 1) 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. 2) Persian words that are shared in English are: a) modar (mother), b) podar (father), c) barodar (brother), d) bazaar, 3) In Asia, the word for *book* is: a) kitap (Turkish), b) kitab (Arabic), c) kitob (Persian), d) kitaab (Hindi).

RESOURCES:

Website featuring loanwords:

<http://www.ruf.rice.edu/~kemmer/Wordso4/structure/borrowed.html>

GRADE: 5
IAS 2014: 5.RV.2.1 [#2 of 2]

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.

EXAMPLES: 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.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.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.

EXTENSIONS: Have students pick an issue of interest in a European country, such as: 1) Banning of the head scarf in France, 2) British concerns over Romanian and Bulgarian immigration. Have students 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.

EXAMPLES: 1) 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. 2) Have students research different organisms around the world and their changing habitats. Then have students write a letter to an official in their organism’s country, urging them to find ways to either protect these habitats (if they are beneficial) or to eliminate them (if they are harmful).

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.

EXTENSIONS: After researching a problem in the U.S., such as polluted environment, unemployment, illegal immigration, have students research that same problem 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.

EXAMPLES: 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.

GRADE: 5
IAS 2014: 5.W.3.3 [#1 of 2]

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.3.3 [#2 of 2]

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: 1) Irish immigrants fleeing the potato famine. 2) Germans fleeing military service in the Wars of Unification. 3) Polish immigrants fleeing oppression from Russia.

RESOURCES:
http://en.wikipedia.org/wiki/Great_Famine_%28Ireland%29

http://en.wikipedia.org/wiki/Unification_of_Germany
http://en.wikipedia.org/wiki/Russian_Partition

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.

EXAMPLES: Have students each choose a different country and then plan a travel brochure to advertise it.

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.

EXAMPLES: 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.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 SIX

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.

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)

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.

EXTENSIONS: 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?

RESOURCES:
 International trickster tales, including:
West African Anansi and the Moss-Covered Rock by Eric A. Kimmel and Janet Stevens (Holiday House, 1990)
Mexican Borregueta and the Coyote by Verna Aardema and Petra Mathers (Dragonfly Books, 1998)
Chinese Lon Po Po: A Red-Riding Hood Story by Ed Young (Putnam Juvenile, 1996)

African American *Tops and Bottoms* by Janet Stevens (Harcourt Children’s Books, 1995)
 Russian Jewish *Hershel and the Hanukkah Goblins* by Eric A. Kimmel and Trina Schart Hyman (Holiday House, 1994)
 Irish *Jamie O’Rourke and the Big Potato* by Tomie dePaola (Putnam Juvenile, 1997)
 Many European versions of *Stone Soup*
<http://www.simonov.co.uk/waitforme.htm>
<http://www.nationalww2museum.org/assets/pdfs/lesson-plan1.pdf>

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. 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.

EXAMPLES: 1) Food issues/hunger. 2) Water issues. 3) Housing. 4) Staying healthy. 5) Education. 6) The importance of play. 7) Family life. 8) Work. 9) Violence. 10) War. 11) Disabilities. 12) Freedom and identity. 13) Religion and expression.

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.

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

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.

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.

RESOURCES:

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

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.

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.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: 1) Several informative paragraphs. 2) Descriptive letter. 3) Persuasive travel brochure. 4) Infomercial script.

GRADE: 6
IAS 2014: 6.SL.4.2 [#1 of 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.

EXTENSIONS: 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.

GRADE: 6
IAS 2014: 6.SL.4.2 [#2 of 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: 1) Save the Children. 2) Oxfam. 3) Heifer Project. 4) UNICEF. 5) International Children’s Foundation.

ENGLISH/LANGUAGE ARTS

**CREATE YOUR OWN
"SUGGESTIONS FOR INTEGRATING INTERNATIONAL CONTENT"**

GRADE: _____

IAS 2014: _____

STANDARD DESCRIPTION: _____

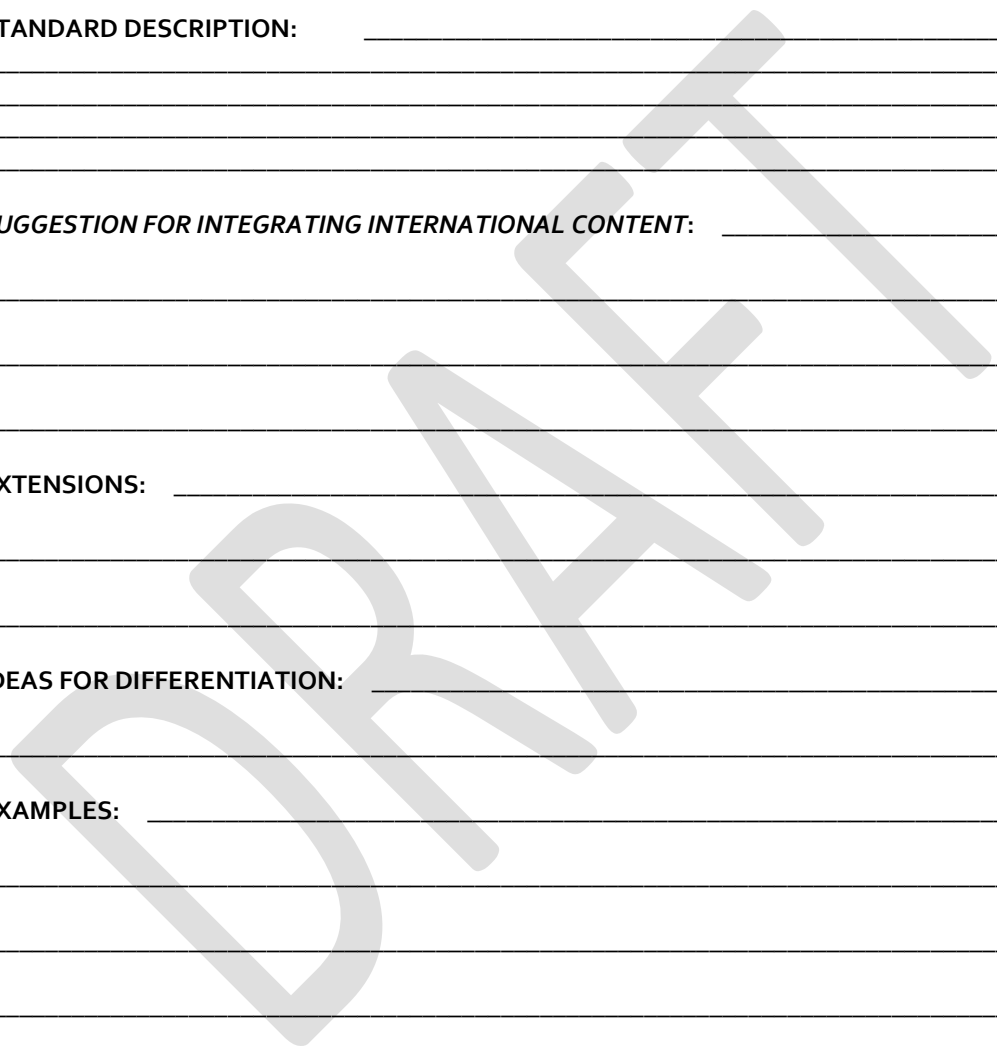
SUGGESTION FOR INTEGRATING INTERNATIONAL CONTENT: _____

EXTENSIONS: _____

IDEAS FOR DIFFERENTIATION: _____

EXAMPLES: _____

RESOURCES: _____



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SOCIAL STUDIES	- Elementary Level	(draft)
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MATHEMATICS	- Secondary Level	(by grade & content area)
SCIENCE	- Elementary Level	(by grade)
SCIENCE	- Secondary Level	(by grade & content area)
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GO TO:**Indiana University Center for the Study of Global Change****<http://go.iu.edu/iasi>**

INTERNATIONALIZING THE ACADEMIC STANDARDS: INDIANA 2019 (2nd Edition)

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