

**ENGLISH/LANGUAGE ARTS – GRADE 1**

**Grade:** 1

**Academic Standard:** 1.1

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

**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> .

**Grade:** 1

**Academic Standard:** 1.1

**Academic Standard Indicator:** 1.1.1

**Core Standard:** No

**Standard Description (Academic or Indicator):** Concepts about Print: Match oral words to printed words.

**Suggestion for Integrating International Content:** Introduce students to a few foreign language words for word recognition/vocabulary. **Example:** Color words for *black, white, and red*; in Spanish: *negro, blanco, rojo*; in French: *noir, blanc, rouge*; in Italian: *nero, bianco, rosso*. **Example:** Months of the year; in Spanish: *enero, febrero, marzo*; in French: *janvier, fevrier, mars*; in Italian: *gennaio, febbraio, marzo*. These examples also show students how closely some

words match each other in the three languages.

**Suggested resource:**

[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) .

**Grade:** 1

**Academic Standard:** 1.3

**Academic Standard Indicator:** 1.3.2

**Core Standard:** No

**Standard Description (Academic or Indicator):** Describe the role of the author and the illustrator.

**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.

**Grade:** 1

**Academic Standard:** 1.5

**Academic Standard Indicator:** 1.5.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Use descriptive words when writing.

**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.

**Grade:** 1

**Academic Standard:** 1.7

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students listen critically and respond appropriately to oral communication. They speak

in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

reminds students how even one person can make a difference.

**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).

**Grade:** 1

**Academic Standard:** 1.7

**Academic Standard Indicator:** 1.7.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Comprehension: Listen attentively.

**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

**Academic Standard:** 1.7

**Academic Standard Indicator:** 1.7.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Ask questions for clarification and understanding.

**Suggestion for Integrating International**

**Content:** Have students listen to a book and then have them answer questions about the story. **Suggested resource:** *How to Heal a Broken Wing* by Bob Graham (Candlewick Press, 2008), an Australian artist. It is a modern fable about one boy's efforts to heal a bird and, in doing so, 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