ENGLISH/LANGUAGE ARTS – GRADE 6

Grade: 6
Academic Standard: 6.1
Academic Standard Indicator: 6.1.2
Core Standard: Yes

Standard Description (Academic or Indicator): Vocabulary and Concept Development: Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.

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
Academic Standard: 6.2
Academic Standard Indicator: 6.2.1
Core Standard: Yes

Standard Description (Academic or Indicator): Structural Features of Informational and Technical Materials: Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.

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
Academic Standard: 6.2
Academic Standard Indicator: 6.2.4
Core Standard: Yes

Standard Description (Academic or Indicator): Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.

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).
Grade: 6
Academic Standard: 6.2
Academic Standard Indicator: 6.2.7
Core Standard: Yes

Standard Description (Academic or Indicator): Make reasonable statements and conclusions about a text, supporting them with evidence 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.

Grade: 6
Academic Standard: 6.3
Academic Standard Indicator: 6.3.1
Core Standard: Yes

Standard Description (Academic or Indicator): Structural Features of Literature: Identify different types (genres) of fiction and describe the major characteristics of each form.

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*.
Suggested resources: The Thief Lord by Cornelia Funke and Christian Birmingham (The Chicken House, 2006); Journey to the River Sea by Eve Ibbotson and Kevin Hawkes (Puffin, 2003); Esperanza Rising by Pam Muñoz Ryan, (Scholastic, 2002); Shabanu: Daughter of the Wind by Suzanne Fisher Staples (Perfection Learning, 2003); Playing Beatie Bow by Ruth Park (Puffin, 1984); The Master Puppeteer by Katherine Paterson and Haru Wells (Harper Teen, 1989).

Grade: 6
Academic Standard: 6.5
Academic Standard Indicator: 6.5.7
Core Standard: Yes

Standard Description (Academic or Indicator): Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.

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.

Grade: 6
Academic Standard: 6.7
Academic Standard Indicator: 6.7.10
Core Standard: Yes

Standard Description (Academic or Indicator): Deliver persuasive presentations that: (1) provide a clear statement of the position; (2) include relevant evidence; (3) offer a logical sequence of information; (4) engage the listener and try to gain acceptance of the proposition or proposal.

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.

countries and rewrite a “mash-up” of their favorite elements in each, while maintaining a cohesive story line.