

**ENGLISH/LANGUAGE ARTS – GRADE K**

**Grade:** K

**Academic Standard:** K.1

**Academic Standard Indicator:** K.1.1

**Core Standard:** No

**Standard Description (Academic or Indicator):** Concepts about Print: Identify the front cover, back cover, and title page of a book.

**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

**Academic Standard:** K.1

**Academic Standard Indicator:** K.1.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Understand that printed materials provide information.

**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). **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

**Academic Standard:** K.1

**Academic Standard Indicator:** K.1.13

**Core Standard:** No

**Standard Description (Academic or Indicator):** Count the number of syllables in words.

**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); *neh 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); *annyeong 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

**Academic Standard:** K.1

**Academic Standard Indicator:** K.1.22

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Listen to stories read aloud and use the vocabulary in those stories in oral language.

**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.

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**Grade:** K

**Academic Standard:** K.2

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the <http://www.doe.in.gov/standards/readinglist.html> illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate non-fiction, such as alphabet books; picture books on science, social studies, mathematics, and other subjects; and beginners' dictionaries.

**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.

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**Grade:** K

**Academic Standard:** K.2

**Academic Standard Indicator:** K.2.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.

**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.

**Grade:** K

**Academic Standard:** K.2

**Academic Standard Indicator:** K.2.5

**Core Standard:** No

**Standard Description (Academic or Indicator):** Identify the order (first, middle, last) of information.

**Suggestion for Integrating International Content:** Have students listen to and look at *Listen to the Wind: The Story of Dr. Greg and Three Cups of Tea* by Greg Mortenson and Susan L. Roth (Dial Books for Young Readers, 2009). Then have students draw pictures or write about the order of events describing how a school was built in Pakistan with the help of pennies donated by U.S. students under the Pennies for Peace program.

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**Grade:** K

**Academic Standard:** K.3

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place). The selections in the <http://www.doe.in.gov/standards/readinglist.html> illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen and respond to grade-level-appropriate fiction, such as classic and contemporary stories, Mother Goose nursery rhymes and other poems, songs, folktales, and plays.

**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://www.slangmanpub.com/store/>.

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**Grade:** K**Academic Standard:** K.3**Academic Standard Indicator:** K.3.2**Core Standard:** Yes**Standard Description (Academic or Indicator):** Retell (beginning, middle, end) of familiar stories.**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://www.slangmanpub.com/store/>.**Grade:** K**Academic Standard:** K.3**Academic Standard Indicator:** K.3.3**Core Standard:** Yes**Standard Description (Academic or Indicator):** Identify characters, settings, and important events in a story.**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 Totor [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).**Grade:** K**Academic Standard:** K.7**Academic Standard Indicator:** --**Core Standard:** No**Standard Description (Academic or Indicator):** Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests.**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!" **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).**Grade:** K**Academic Standard:** K.7**Academic Standard Indicator:** K.7.4**Core Standard:** Yes**Standard Description (Academic or Indicator):** Recite short poems, rhymes, and songs.**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!" **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).