

ENGLISH/LANGUAGE ARTS – GRADE 2**Grade:** 2**Academic Standard:** 2.1**Academic Standard Indicator:** 2.1.2**Core Standard:** Yes

Standard Description (Academic or Indicator): Decoding and Word Recognition: Recognize and use knowledge of spelling patterns (such as *cut/cutting, slide/sliding*) when reading.

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.*

Grade: 2**Academic Standard:** 2.3**Academic Standard Indicator:** --**Core Standard:** No

Standard Description (Academic or Indicator): Students read and respond to a wide variety of significant works of children's literature. The selections in the www.doe.in.gov/standards/readinglist.html illustrate the quality and complexity of the materials to be read by students. At Grade 2, students read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.

Suggestion for Integrating International

Content: Read to the class international folktales or stories of global topics, cultures, or characters.

Grade: 2**Academic Standard:** 2.3**Academic Standard Indicator:** 2.3.1**Core Standard:** Yes

Standard Description (Academic or Indicator): Analysis of Grade-Level Appropriate Literary Text: Compare plots, settings, and characters presented by different authors.

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, or *Mufaro's Beautiful Daughters* by John Steptoe (HarperCollins, 1987), which takes place in a village in Zimbabwe. Then have the students compare and contrast the characters and plots.

Suggested resource:

<http://chalk.richmond.edu/education/projects/webunits/diversity/mufaro.html>.

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**Academic Standard:** 2.3**Academic Standard Indicator:** 2.3.3**Core Standard:** Yes

Standard Description (Academic or Indicator): Compare and contrast versions of same stories from different cultures.

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.

Grade: 2

Academic Standard: 2.3

Academic Standard Indicator: 2.3.3

Core Standard: Yes

Standard Description (Academic or Indicator): Compare and contrast versions of same stories from different cultures.

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

Academic Standard: 2.3

Academic Standard Indicator: 2.3.3

Core Standard: Yes

Standard Description (Academic or Indicator): Compare and contrast versions of same stories from different cultures.

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, Pinnochio, both from Italy. Have students discuss themes of honesty, magic, and reality versus fantasy.

Grade: 2

Academic Standard: 2.3

Academic Standard Indicator: 2.3.3

Core Standard: Yes

Standard Description (Academic or Indicator): Compare and contrast versions of same stories from different cultures.

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

Academic Standard: 2.5

Academic Standard Indicator: --

Core Standard: No

Standard Description (Academic or Indicator): At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Suggestion for Integrating International

Content: Have students write about global or cultural topics of personal interest.

Grade: 2

Academic Standard: 2.7

Academic Standard Indicator: 2.7.1

Core Standard: Yes

Standard Description (Academic or Indicator): Comprehension: Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).

Suggestion for Integrating International

Content: Have students listen to passages about various countries and determine the main purpose of each text.