

ENGLISH/LANGUAGE ARTS – GRADE 5
Grade: 5**Academic Standard:** 5.1**Academic Standard Indicator:** 5.1.1**Core Standard:** Yes

Standard Description (Academic or Indicator): Decoding and Word Recognition: Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

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

Grade: 5**Academic Standard:** 5.1**Academic Standard Indicator:** 5.1.2**Core Standard:** No

Standard Description (Academic or Indicator): Vocabulary and Concept Development: Use word origins to determine the meaning 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. **Example:** 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. 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.

Grade: 5**Academic Standard:** 5.2**Academic Standard Indicator:** 5.2.1**Core Standard:** Yes

Standard Description (Academic or Indicator): Structural Features of Informational and Technical Materials: Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization to find information and support understanding.

Suggestion for Integrating International Content: When teaching the features of informational texts, use a resource that is about or set in a foreign country. **Example:** 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**Academic Standard:** 5.3**Academic Standard Indicator:** 5.3.1**Core Standard:** Yes

Standard Description (Academic or Indicator): Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Suggestion for Integrating International Content: Use examples of poetry, drama, fiction, and nonfiction that are about a foreign country, set in a foreign country, or written by a foreign author to teach the characteristics of each literary form and the purposes of its use in that culture.

Grade: 5**Academic Standard:** 5.4**Academic Standard Indicator:** 5.4.1**Core Standard:** Yes

Standard Description (Academic or Indicator): Organization and Focus: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

Suggestion for Integrating International

Content: Have students look at articles from magazines and books with international themes and photos to spur ideas for writing. **Example:** Have students each choose a different country and then plan a travel brochure to advertise it.

Grade: 5

Academic Standard: 5.4

Academic Standard Indicator: 5.4.2

Core Standard: Yes

Standard Description (Academic or

Indicator): Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.

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

Academic Standard: 5.4

Academic Standard Indicator: 5.4.3

Core Standard: Yes

Standard Description (Academic or

Indicator): Write informational pieces with multiple paragraphs that: (1) present important ideas or events in sequence or in chronological order; (2) provide details and transitions to link paragraphs; (3) offer a concluding paragraph that summarizes important ideas and details.

Suggestion for Integrating International

Content: Have students write informational pieces about foreign locations and situations happening there. **Example:** 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. **Extension:** After researching a problem in the U.S., have students research that same problem (such as polluted environment, unemployment, illegal

immigration) 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.

Grade: 5

Academic Standard: 5.5

Academic Standard Indicator: 5.5.1

Core Standard: Yes

Standard Description (Academic or

Indicator): Write narratives that: (1) establish a plot, point of view, setting, and conflict; (2) show, rather than tell, the events of the story.

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.

Grade: 5

Academic Standard: 5.5

Academic Standard Indicator: 5.5.2

Core Standard: Yes

Standard Description (Academic or

Indicator): Write responses to literature that: (1) demonstrate an understanding of a literary work; (2) support statements with evidence from the text; (3) develop interpretations that exhibit careful reading and understanding.

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

Academic Standard: 5.5

Academic Standard Indicator: 5.5.3

Core Standard: Yes

Standard Description (Academic or

Indicator): Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines

credibility, reports findings, and that: (1) uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors); (2) demonstrates that information that has been gathered has been summarized; (3) organizes information by categorizing and sequencing.

Suggestion for Integrating International

Content: Have students choose topics for research with an international setting. **Example:** 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

Academic Standard: 5.5

Academic Standard Indicator: 5.5.4

Core Standard: Yes

Standard Description (Academic or Indicator): Write persuasive letters or compositions that: (1) state a clear position in support of a proposal; (2) support a position with relevant evidence and effective emotional appeals; (3) follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last; (4) address reader concerns.

Suggestion for Integrating International

Content: When writing persuasive letters or compositions, have students research and write about subjects with international settings. **Example:** 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. **Example:** Have students research different organisms around the world and their changing habitats. Then have them write a letter to an official in their chosen 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

Academic Standard: 5.5

Academic Standard Indicator: 5.5.7

Core Standard: No

Standard Description (Academic or Indicator): Write summaries that contain the main ideas of the reading selection and the most significant details.

Suggestion for Integrating International

Content: Have students write summaries of reading selections with an international focus. **Example:** 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

Academic Standard: 5.6

Academic Standard Indicator: 5.6.7

Core Standard: No

Standard Description (Academic or Indicator): Spelling: Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won’t, it is/it’s, they would/they’d), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.

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.