

**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:** 6.1

**Academic Standard Indicator:** 6.1.3

**Core Standard:** No

**Standard Description (Academic or Indicator):** Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

**Suggestion for Integrating International**

**Content:** Have students use an English dictionary to discover the different origins of English words. **Examples:** From Spanish: *coffee*; *comrade*; *crusade*; *stampede*. Then have students write their favorite words and the different countries of origin on Post-it Notes and place the notes on a world map. Use as many examples as possible. **Hint:** Not all Spanish words come from Spain. **Suggested resource:** <http://spanish.about.com/cs/historyofspanish/a/spanishloanword.htm>.

**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: How Children Live Around the World* (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; religion; 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 West African *Anansi and the Moss-Covered Rock* by Eric A. Kimmel and Janet Stevens (Holiday House, 1990);

Mexican *Borreguita and the Coyote* by Verna Aardema and Petra Mathers (Dragonfly Books, 1998); Chinese *Lon Po Po: A Red-Riding Hood Story from China* by Ed Young (Putnam Juvenile, 1996); African American *Tops and Bottoms* by Janet Stevens (Harcourt Children’s Books, 1995); Jewish Russian *Hershel and the Hanukkah Goblins* by Eric A. Kimmel and Trina Schart Hyman (Holiday House, 1994); Irish *Jamie O’Rourke and the Big Potato* by Tomie dePaola (Putnam Juvenile, 1997); European *Stone Soup*, with many versions from Europe.

**Grade:** 6

**Academic Standard:** 6.3

**Academic Standard Indicator:** 6.3.2

**Core Standard:** No

**Standard Description (Academic or Indicator):** Analysis of Grade-Level-Appropriate Literary Text: Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.

**Suggestion for Integrating International**

**Content:** Have students analyze international novels with strong character and motivation. **Suggested resources:** *The Legend of the Wandering King* by Laura Gallego Garcia (Arthur A. Levine Books, 2005); *Bloomability* by Sharon Creech (Perfection Learning, 2001); *A Single Shard* by Linda Sue Park (Yearling, 2003); *Catherine, Called Birdy* by Karen Cushman (HarperCollins, 1995); *Countdown* by Ben Mikaelson (Hyperion Book, 1997); *Becoming Naomi Leon* by Pam Muñoz Ryan (Scholastic Paperbacks, 2005).

**Grade:** 6

**Academic Standard:** 6.3

**Academic Standard Indicator:** 6.3.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analyze the influence of the setting on the problem and its resolution.

**Suggestion for Integrating International**

**Content:** In addition to “place,” setting might also include season, environment, or time of day. Have students explore this by reading novels with particularly vivid international settings. **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).

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**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.

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**Grade:** 6

**Academic Standard:** 6.7

**Academic Standard Indicator:** 6.7.10

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Speaking Applications: Deliver narrative presentations that: (1) establish a context, plot, and point of view; (2) include sensory details and specific language to develop the plot and character; (3) use a range of narrative (story) devices, including dialogue, tension, or suspense.

**Suggestion for Integrating International Content:** Have students organize a global storytelling festival and entertain younger students by reading stories from other countries, adding graphics such as maps or photos of the people of those countries. **Extension:** Have students locate varying versions of a tale from folklore collections coming from different countries and rewrite a “mash-up” of their

favorite elements in each, while maintaining a cohesive story line.

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**Grade:** 6

**Academic Standard:** 6.7

**Academic Standard Indicator:** 6.7.13

**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.

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