

ENGLISH/LANGUAGE ARTS – GRADE 4**Grade:** 4**Academic Standard:** 4.1**Academic Standard Indicator:** 4.1.1**Core Standard:** Yes

Standard Description (Academic or Indicator): Decoding and Word Recognition: Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.

Suggestion for Integrating International Content: In small groups, have students read aloud books about various cultures, such as *My Father's Shop* by Satomi Ichikawa (Kane Miller Book Publishers, 2006).

Grade: 4**Academic Standard:** 4.1**Academic Standard Indicator:** 4.1.3**Core Standard:** Yes

Standard Description (Academic or Indicator): Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.

Suggestion for Integrating International Content: Have students learn about the different origins of words to find connections between similar or related words in different languages and to trace their roots back to Greek or Latin origins. *Example:* The English word *cent* meaning “a penny” comes from the Latin word *centum* meaning the number “one hundred.” Have students brainstorm words containing this root. Point out that other languages also have words built on this root. In French, *cent* is the word for the number “one hundred” but *centime* means “a penny.” **Suggested resource:** *Word Roots Beginning* by Cherie A. Plant and Stephanie Stevens (2008) from The Critical Thinking Co. at <http://www.criticalthinking.com>, available as a book or software program.

Differentiated Instruction- Special Needs Accommodations: Provide visuals to help students make connections between the original older roots and the newer vocabulary.

Grade: 4**Academic Standard:** 4.2**Academic Standard Indicator:** 4.2.1**Core Standard:** Yes

Standard Description (Academic or Indicator): Structural Features of Informational and Technical Materials: Use the organization of informational text to strengthen comprehension.

Suggestion for Integrating International Content: Have students use *Material World: A Global Family Portrait* by Peter Menzel and Charles Mann (Sierra Club Books, 1995) to compare different communities around the world. Have them use the tables and photographs to make Venn diagrams comparing the communities. Use the contents page to discuss how the book organizes communities by continents.

Grade: 4**Academic Standard:** 4.2**Academic Standard Indicator:** 4.2.2**Core Standard:** No

Standard Description (Academic or Indicator): Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Use appropriate strategies when reading for different purposes.

Suggestion for Integrating International Content: Have students compare their lives to the lives of children around the world. Students can focus on education, food, and play, and create “I am” poems to share information about children from different global communities. Have students discuss possible advantages and disadvantages of living in these communities. **Suggested resources:** *A Life Like Mine: How Children Live Around the World* by DK Publishing (DK Publishing, 2002); *Children Just Like Me* by Anabel Kindersley and Barnabas Kindersley (DK Publishing, 1995).

Grade: 4

Academic Standard: 4.2

Academic Standard Indicator: 4.2.8

Core Standard: Yes

Standard Description (Academic or Indicator): Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology.

Suggestion for Integrating International

Content: Have students use *TIME For Kids Around the World* magazine to learn about countries around the world. Use the “History Timelines” and “Day in the Life” sections of the magazine.

Grade: 4

Academic Standard: 4.3

Academic Standard Indicator: 4.3.2

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis of Grade-Level-Appropriate Literary Text: Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.

Suggestion for Integrating International

Content: Use a book, such as *Erandi’s Braids* by Tomie dePaola and Antonio Hernandez Madrigal (Putnam Juvenile, 2001) to explore themes such as personal sacrifice and the “power of one.” This book is set in Mexico in the 1950s. Erandi has to decide whether or not to cut her braids and sell them to wigmakers for the good of her family. Have students identify the cause and effect of Erandi’s decision, as well as make connections to the present-day Locks of Love non-profit organization at <http://www.locksoflove.org>.

Grade: 4

Academic Standard: 4.3

Academic Standard Indicator: 4.3.3

Core Standard: Yes

Standard Description (Academic or Indicator): Use knowledge of the situation, setting, and a character’s traits, motivations, and

feelings to determine the causes for that character’s actions.

Suggestion for Integrating International

Content: Have students explore different global settings with books such as *Three Cups of Tea: One Man’s Journey to Change the World...One Child at a Time* by Greg Mortenson and David Oliver Relin (Young Reader’s Edition; Puffin Books, 2009) and *Listen To The Wind: The Story of Dr. Greg and Three Cups of Tea* by Greg Mortenson and Susan Roth (Dial Books for Young Readers, 2009). With these books, have students explain how the different communities in the foothills of the Himalaya Mountains have influenced the long-term actions of American mountaineer Greg Mortenson, as well as how he has influenced them.

Grade: 4

Academic Standard: 4.3

Academic Standard Indicator: 4.3.4

Core Standard: No

Standard Description (Academic or Indicator): Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.

Suggestion for Integrating International

Content: Have students compare tales from different cultures and tell why there are similar tales in various cultures which teach hard work, honesty, trustworthiness, and other life skills.

Grade: 4

Academic Standard: 4.3

Academic Standard Indicator: 4.3.7

Core Standard: Yes

Standard Description (Academic or Indicator): Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.

Suggestion for Integrating International

Content: Use a book such as *The Circuit* by Francisco Jimenez (Houghton Mifflin Books for Children, 1999) about life as a migrant worker from Mexico. Have students discuss the involvement of Francisco in the farming circuit in California. This book is an autobiography and

told from Francisco’s perspective. This novel can be paired with the picture book, *Amelia’s Road* by Linda Jacobs Altman (Lee and Low Books, 1995), which also focuses on the life of a migrant farm worker. This story, however, is told from the perspective of a narrator.

Grade: 4

Academic Standard: 4.4

Academic Standard Indicator: --

Core Standard: No

Standard Description (Academic or

Indicator): Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Suggestion for Integrating International

Content: Have each student research a location outside the U.S. and plan a “Fantasy Field Trip.” Then have them write persuasive essays to convince the teacher or the principal of the educational and entertainment value of a class trip to their chosen locations.

Grade: 4

Academic Standard: 4.4

Academic Standard Indicator: 4.4.3

Core Standard: Yes

Standard Description (Academic or

Indicator): Write informational pieces with multiple paragraphs that: (1) provide an introductory paragraph; (2) establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; (3) include supporting paragraphs with simple facts, details, and explanations; (4) present important ideas or events in sequence or in chronological order; (5) provide details and transitions to link paragraphs; (6) conclude with a paragraph that summarizes the points; (7) use correct indentation at the beginning of paragraphs.

Suggestion for Integrating International

Content: Select a topic for the class, such as migrant workers and have students read related texts. **Examples:** *Amelia’s Road* by Linda Jacobs Altman (Lee and Low Books, 1995); *The Circuit* by Francisco Jimenez (Houghton Mifflin Books for Children, 1999); magazine articles such as

“Too Young to Work” by Dina El Nabli in *TIME For Kids*, vol. 10 (1 April 2005). Then have them write an informational essay about the life of a migrant worker. **Extension:** Students can focus on child labor in the context of migrant workers’ lives. Have students read *The Carpet Boy’s Gift* by Pegi Deitz Shea (Tilbury House, 2003), then write about Iqbal Masih and his crusade against child labor.

Grade: 4

Academic Standard: 4.5

Academic Standard Indicator: 4.5.3

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) includes 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 it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation.

Suggestion for Integrating International

Content: Have students each research food traditions from a chosen country, including information about the typical diet, food staples, dining customs, etc. Have them also research the impact that these food traditions have on people’s health. **Example:** Many attribute the long life expectancies of the Japanese to their diet, which is rich in fresh, seasonal food and served in small portions. After students have completed their research, hold a “Passport on a Plate” celebration in class featuring visual displays and a sample of authentic dishes from the countries researched.

Suggested resources: *Let’s Eat: What Children Eat Around the World* by Beatrice Hollyer (Henry Holt, 2004); *What the World Eats* by Faith D’Aluisio and Peter Menzel (Tricycle Press, 2008); *Hungry Planet: What the World Eats* by Peter Menzel and Faith D’Aluisio (Random House/Material World, 2007).
