

COMPANION GUIDE – CONNECTING IEFA AND THE MONTANA COMMON CORE STANDARDS



This resource is intended to provide guidance for instruction that incorporates the Indian Education for All (IEFA) resources aligned with the Montana Common Core Standards: English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Educators can be assured that by utilizing the units in their instruction, they are addressing the Standards. Indian Education connections provide the content that makes the standards come alive. Both the grade-specific Montana Common Core Standards (MCCS) and the OPI [Essential Understandings Regarding Montana Indians](#) (EU) connections with the OPI IEFA curriculum resources are identified throughout the Companion Guide, along with activities to meet standards.

IEFA units feature text dependent questions - those which specifically ask questions that can only be answered by referring explicitly back to the text being read – promoting close analytic reading. In support of the greater emphasis on proficient reading of complex informational text, each unit specifies the use of related informational texts (regardless of whether the unit focus is fiction or non-fiction), within the lessons and/or extension activities.

Please note that although the Montana Common Core English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects Standards that have been identified as facilitating information about American Indians are highlighted here, IEFA curriculum resources are aligned also with and incorporate the necessary complements of the **College and Career Readiness Anchor Standards**, as well as the **grade specific** ones. While the Indian Education for All recommended resources and units listed in this Companion Guide provide strong connections to the identified grade specific standards (standards approved by the Board of Public Education, Nov. 2011, that specifically reference Montana’s commitment to Indian Education for All), the resources listed in this document are not meant to exclude other useful resources or activities.

Teachers are ... free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards, Montana teachers can use American Indian topics, resources, and literature to meet standards, even where Indian Education for All is not specifically mentioned. (*English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Level*; MT OPI. November 2011, pp. 4).

Please see the OPI website to access the depth and breadth of key and support information available regarding the **Montana Common Core Standards: English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects**: <http://opi.mt.gov/Curriculum/montCAS/MCCS/index.php>

Also see the OPI IEFA [Curriculum Resources](#) page for a complete listing of IEFA curriculum units.

Grade 1		
MCCS Reading Standards for Literature		
KEY IDEAS AND DETAILS	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. Include stories by and about American Indians.	
Resource	Essential Understandings	Activities to Meet Standards
Language Arts - Elementary Level: Volume One		
Emerging Literacy and <i>The Little Duck – Sikihpsis</i> by Beth Cuthand	#1, #2, #3, #6	Lesson pp. 1-4 and 1-9 to 1-10 Students retell the story by creating their own story maps. http://www.readingrockets.org/strategies/story_maps/ with beginning, middle, and end. Students understand two lessons: that people speak many languages and may not understand each other, and that everyone needs to feel welcomed by others.
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#2, #3, #6	Lesson pp. 2-5 and 2-9 - Students illustrate and retell events in order, and they learn the importance of taking good care of pets.
Springboard for Autobiographical Writing - <i>The Moccasins</i> by Earl Einarson	#2, #3, #6	Lesson pp. 4-12 Students retell the story about how a foster mother instills pride in identity, expressing love through a precious gift connecting the child to his home culture, making him feel special. Children think about how to be happy with themselves.
Understanding Character Change in <i>Red Parka Mary</i> by Peter Eyvindson	#2, #3, #6	Lesson 5-7 to 5-12 Students retell the story and begin to understand the importance of respecting and caring for elders, and the way people can change and how a young boy learns to trust and love an elderly stranger.
Language Arts – Elementary Level: Volume Two		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1, #2, #3, #6	Lesson 1-1 to 1- 4 Students retell the story as it progresses through questions and answers, and they learn how Indian culture is represented in this book, how a young boy values his grandmother (Kookum) and how his people keep their heritage. Students also learn, through the diversity in the pictures, how contemporary Indian children are similar to children from other ethnic groups.

Grade 1

MCCS Reading Standards for Literature continued

CRAFT AND STRUCTURE	RL.1.5 Explain major differences between books that tell stories and books that give information, including those of American Indians, drawing on a wide range of text types.
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Resource	Essential Understandings	Activities to Meet Standards
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Language Arts - Elementary Level: Volume One

One Emerging Literacy and <i>The Little Duck – Sikihpsis</i> by Beth Cuthand	#1, #2, #3, #6	Lesson 1-1 to 1-13 Students can consider the differences between <i>The Little Duck</i> as a story book and several books that give information about powwows including <i>Over a Century Moving the Drum</i> by Johnny Arlee, <i>The Powwow</i> by Lorraine Adams and Lynn Bruvold, and <i>Powwow</i> by George Ancona
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#2, #3, #6	Lesson 2-1 to 2-17 Since the author, Joy Harjo, is Muskogee Creek, students can consider the differences between <i>The Good Luck Cat</i> as a story book featuring an Indian child in Oklahoma and the Muskogee Creek Nation website, particularly the photos and description of the very modern museum in Okmulgee, Oklahoma.
Springboard for Autobiographical Writing - <i>The Moccasins</i> by Earl Einarson	#2, #3, #6	Lesson 4-1 to 4-12 Students can consider the differences between <i>The Moccasins</i> as a story book and a website, such as http://www.nativetech.org/clothing/moccasin/moctext.html , that presents the moccasins from different tribes.
Understanding Character Change in <i>Red Parka Mary</i> by Peter Eyvindson	#2, #3, #6	Lesson 5-1 to 5-12 Students consider the differences between <i>Red Parka Mary</i> and <i>Mean Old Lady</i> and brochures about nursing homes or senior centers that give information about the elderly and their needs.

Language Arts – Elementary Level: Volume Two

Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1, #2, #3, #6	Lesson 1-4 to 1-8 Students consider the differences in the writing or information in Wheeler’s book and the following informational resource: <i>Native American History for Kids</i> by Karen Bush Gibson, pp. 103-104, Chapter 8 “Tribal Rights and Cultural Pride.” The introductory three paragraphs address the issue of the importance of respecting diversity and of recognizing the ways modern Indians differ from the past or stereotypical Indian images.
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INTEGRATION OF KNOWLEDGE AND IDEAS	RL.1.9 Compare and contrast the adventures and experiences of characters in stories including American Indian Stories.
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Resource	Essential Understandings	Activities to Meet Standards
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Language Arts - Elementary Level: Volume One

One Emerging Literacy and <i>The Little Duck – Sikihpsis</i> by Beth Cuthand	#1, #2, #3, #6	Lesson pp. 1-8 Students compare/contrast the experience of <i>The Little Duck</i> and how he struggles to find acceptance with the story of <i>The Ugly Duckling</i> .
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#2, #3, #6	Lesson pp. 2-11 and 2-16 Students compare/contrast the adventures and experiences of the girl and her cat in <i>The Good Luck Cat</i> with <i>Comet’s Nine Lives</i> by Jan Brett, and with the books by Lorraine Adams, published by Eaglecrest Books, 2009 www.eaglecrestbooks.com
Springboard for Autobiographical Writing - <i>The Moccasins</i> by Earl Einarson	#2, #3, #6	Lesson pp. 4-12 Students compare/contrast the experiences of the boy in <i>The Moccasins</i> with the boy in Michael Lacapa’s <i>Less Than Half, More Than Whole</i> as they learn to be at home in their two-world identities.
Understanding Character Change in <i>Red Parka Mary</i> by Peter Eyvindson	#2, #3, #6	Lesson pp. 5-1 – 5-12. Students compare/contrast the way the boy in the <i>Red Parka Mary</i> story treats Mary and the way the pot, the chair, and the chimney treat Salish elder, Mary Bentnose, in <i>Mali Npnaqs: The Story of a Mean Little Old Lady</i> .

Language Arts – Elementary Level: Volume Two

Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1, #2, #3, #6	Lesson pp. 1-8 Students compare/contrast the experiences of children and shoes, and how the children received the shoes, in four books: <i>Where Did You Get Your Moccasins?</i> , <i>Two Pairs of Shoes</i> by E. Sanderson, <i>Shoes, Shoes</i> by A. Morris and <i>New Slippers</i> by Lorraine Adams.
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Grade 1

MCCS Reading Standards for Informational Text

KEY IDEAS AND DETAILS	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. Include texts by and about American Indians.	
Resource	Essential Understandings	Activities to Meet Standards
Language Arts - Elementary Level: Volume One		
One Emerging Literacy and <i>The Little Duck – Sikihpsis</i> by Beth Cuthand	#1, #2, #3,#6	Lesson pp. 1-4 “After – Book Talk” Students describe the connection between the elder who tries to help and the little duck who needs help. What does each one say or do? What happened to him when he went to the dance?
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#2,#3,#6	Lesson pp. 2-5 Students describe the connections between each of the nine events in <i>The Good Luck Cat</i> story. In each situation, what causes the cat to get into trouble?
Springboard for Autobiographical Writing - <i>The Moccasins</i> by Earl Einarson	#2,#3,#6	Lesson 4-5 After—Book Talk” Students describe the relationship between Jody and his foster mother/family in <i>The Moccasins</i> . What causes him to feel at home with his family?
Understanding Character Change in <i>Red Parka Mary</i> by Peter Eyvindson	#2,#3,#6	Lesson 5-4 “After—Book Talk” Students describe the boy’s thinking about Mary at the beginning of the story and his thinking about her at the end. What made his thinking change?
Language Arts – Elementary Level: Volume Two		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1, #2, #3,#6	Lesson pp. 1-4 Students describe the connection between each of the questions children ask. What causes the students to ask each question? (They wonder about the meaning of a word or a detail in Jody’s previous answer.)
CRAFT AND STRUCTURE	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Recognize words and phrases with cultural significance to American Indians.	
Resource	Essential Understandings	Activities to Meet Standards
Language Arts - Elementary Level: Volume One		
One Emerging Literacy and <i>The Little Duck – Sikihpsis</i> by Beth Cuthand	#1, #2, #3,#6	Lesson pp. 1-5 and 1-7 to 1-12 Students learn <i>regalia, powwow, Saulteaux, and Assiniboine</i> and other Cree words and symbols for sounds, relying on a Cree syllabary: http://www.omniglot.com/writing/cree.htm
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#2,#3,#6	Lesson pp. 2-8 Students learn the meaning of <i>regalia</i> — as opposed to “costumes” which Native people do not use— <i>traditional dancers, fancy dancers, bustles, and jingle dancers</i> .
Springboard for Autobiographical Writing - <i>The Moccasins</i> by Earl Einarson	#2,#3,#6	Lesson pp. 4-4 and 4-11 (Vocabulary) Students learn <i>moccasins, beadwork, dedication, and foster family</i> .
Understanding Character Change in <i>Red Parka Mary</i> by Peter Eyvindson	#2,#3,#6	Lesson pp. 5-5 and 5-11 (Vocabulary) From the context clues, including pictures, students question and determine the meaning of <i>parka, chokecherry, moccasins, toque, brimful, shuffled, chuckled, generous, bunions, snare, supple, bundle, awkwardly, stammered, Buckingham Palace, Fort Knox, and demanded</i> .
Language Arts – Elementary Level: Volume Two		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1, #2, #3, #6	Lesson pp. 1-4 to 1-8 -8 Students ask questions about moccasins the teacher displays to help determine or clarify the meaning of moccasins. Using context clues, and Jody’s answers to the questions, students determine the meaning of <i>Kookum, hide, smoking, and beadwork</i> .

Grade 1

MCCS Writing Standards

RESEARCH TO BUILD AND PRESENT KNOWLEDGE	W.1.7 Participate in shared research and writing projects (e.g. explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). Include sources by and about American Indians.	
Resource	Essential Understandings	Activities to Meet Standards
<u>Language Arts - Elementary Level: Volume One</u>		
One Emerging Literacy and <i>The Little Duck – Sikihsis</i> by Beth Cuthand	#1, #2, #3, #6	Lesson pp. 1-4 and Extension Activity pp. 1-13 Students independently read Powwow books, and then they can share ideas and write a “how-to” list: four ways powwow participants—or students in a class—can welcome people to the powwow—or to the classroom.
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#2, #3, #6	Lesson pp. 2-16 Through guided reading, students read a variety of books about pets. Based on their research, they create “how-to” instructions for ways a child can best care for a pet.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.	
Resource	Essential Understandings	Activities to Meet Standards
<u>Language Arts - Elementary Level: Volume One</u>		
One Emerging Literacy and <i>The Little Duck – Sikihsis</i> by Beth Cuthand	#1, #2, #3, #6	Lesson 1-1 to 1-14 To answer the question, “What is kindness?” students recall experiences when others have been kind to them.
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#2, #3, #6	Lesson pp. 2-7 to 2-14 Writer’s Workshop Students consider this question: “What are your own stories with pets that <i>The Good Luck Cat</i> reminds you of? They may write a real pet story about how they got their pet, something funny or scary, or anything they can imagine.
Springboard for Autobiographical Writing - <i>The Moccasins</i> by Earl Einarson	#2, #3, #6	Lesson pp. 4-5 and 4-8 Students may ask the question, “What makes a gift particularly special to you”? Students may write about an object or gift that makes them feel special.
Understanding Character Change in <i>Red Parka Mary</i> by Peter Eyvindson	#2, #3, #6	Lesson pp. 5-1 to 5-11 Students may ask this question: “If I were an elder, how would I want to be treated by the children I meet?” Through Extension Activities, students can communicate with or about elders in a variety of ways. Other questions appear in #9, pp. 5-5 under “Regroup and Share.”
<u>Language Arts – Elementary Level: Volume Two</u>		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1, #2, #3, #6	Lesson pp. 1-5 to 1-6 Students will ask questions regarding different kinds of shoes they bring to class or the teacher has or from photos on the Internet: what’s its name? where does it come from? why or when is it worn? They will create a shoe museum with labels that reflect the answers to their questions.