

# 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 3 MCCS Reading Standards for Literature		
KEY IDEAS AND DETAILS	<b>RL.3.2 Recount stories, including fables and folktales from diverse cultures, including American Indian stories; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.*</b>	
Resource	Essential Understandings	Activities to Meet Standards
<a href="#">Language Arts - Elementary Level: Volume One</a>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lesson 3-1 – 3-13 <i>Jingle Dancer</i> demonstrates the circle of love surrounding a child, the importance of tradition, and the way her extended family supports her. Students may select one of the central themes and identify what characters say or do or think that conveys that theme.
<a href="#">Language Arts – Elementary Level: Volume Two</a>		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1, #2, #3, #6	Lessons 1-1 – 1-9 <i>Where Did You Get Your Moccasins?</i> shows how children from diverse ethnic backgrounds can support each other’s heritage, and it demonstrates a child valuing his grandmother and the tradition she has passed down to him. Students may select one of the central themes and identify what characters say or do or think that conveys that theme.
Exploring Traditional and Contemporary Relationships of the Salish and Pend d’Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #3	Lessons 2-1 – 2-18 <i>The Gift of the Bitterroot</i> shows how a gift of food can relieve suffering; life comes out of death, joy from despair, and the role of women is critical for maintaining the relationship with the bitterroot, etc. Students select events, character actions and words, illustrations, etc. to show how the central message, lesson or moral is conveyed.
Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i>	#1, #3	Lesson pp. 3-1 to 3-24 <i>Beaver Steals Fire</i> Students can determine the central message, lesson, or moral by asking questions of the details in the text. In Day Three of the <i>Beaver Steals Fire</i> Lesson, students practice drawing inferences from details that don’t explicitly state ideas. Although the activity doesn’t directly address ways to determine “themes” in this way, the strategy still applies.
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	#1, #2, #3, #4, #5, #6	Lesson 4-2 and 4-7 <i>The War Shirt</i> Students identify details that convey the central themes or messages about what it means to be Cheyenne and how to honor people, animals, and the earth through art, as well as the importance of relationships between children and their grandparents.
<p><small>*[NOTE: Each of the stories in Volumes One and Two can be used to meet Standard RL.3.2, with emphasis on the central message, lesson, or moral. However, when using traditional stories, particularly <i>Beaver Steals Fire</i> and <i>The Gift of the Bitterroot</i>, teachers should take notice of Tammy Elser’s “Teacher Notes and Cautions” on page 2-15 of Volume One: “. . . it would be inaccurate and possibly demeaning to refer to traditional stories as <i>fables, myths, or tall tales</i>. They are often called legends, but even that term does not capture the essence of these stories coming out of an oral tradition. A good rule of thumb is to use language that is respectful . . . the way you might expect stories from the Bible to be treated – with respect.” It is also particularly important that teachers use Coyote stories only when snow is on the ground.” <i>Beaver Steals Fire</i> and lesson plan are particularly useful for developing students’ understanding of oral tradition and EU #3.]</small></p>		

## Grade 3

### MCCS Reading Standards for Literature continued

CRAFT AND STRUCTURE	<b>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. Include works by and about American Indians.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<u>Language Arts - Elementary Level: Volume One</u>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lesson pp. 3-1 to 3-13 Jenna wants to dance at the powwow, so she borrows jingles from four women who are her neighbors or her relatives. Students may consider what they would do in a similar situation. What is so important to them that they would ask for help to complete a dream?
<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. 1-1 to 1-9 Students may compare/contrast Jody's responses with the way they would tell their peers the process by which a grandparent makes something. The narrator's point of view comes through in word choice and voice..
Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i>	#1, #3	Lesson pp. 3-17 With teacher guidance, using a chart, students might express their own point of view regarding fire—how is it bad or good for humans, animals, or the land. After hearing the story, they can discuss how their perspective might differ from the storyteller's perspective and why.
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	#1, #2, #3, #4, #5, #6	Lesson p. 4-5 Students consider traditions or gifts that have been passed down to them. They can consider how their attitude toward that tradition or gift might compare with or differ from Troy's perspective. Would they be reluctant to leave their friends to spend time with grandparents thousands of miles away?

## Grade 3

### MCCS Reading Standards for Literature continued

INTEGRATION OF KNOWLEDGE AND IDEAS	<b>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author, including American Indian authors, about the same or similar characters (e.g. in books from a series)</b>	
Resource	Essential Understandings	Activities to Meet Standards
<b>Language Arts - Elementary Level: Volume One</b>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lesson 3-1- 3-15 Cynthia Leitich Smith has also written a chapter book about a boy and his grandfather: <i>Indian Shoes</i> . Students may compare/contrast the themes, settings, and plots of <i>Jingle Dancer</i> and <i>Indian Shoes</i>
<b>Language Arts – Elementary Level: Volume Two</b>		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1, #2, #3,#6	Lesson 1-1 – 1-9 Wheeler has written other books including <i>A Friend Called “Chum”</i> and <i>I Can’t Have Bannock but the Beaver Has a Dam?</i> Students may compare and contrast the themes, settings, and plots of these stories with those in <i>Where Did You Get Your Moccasins?</i>
Exploring Traditional and Contemporary Relationships of the Salish and Pend d’Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #3	Lesson 2-1 – 2-18 Johnny Arlee has also written or contributed to Mali Npnaqs: <i>The Story of a Mean Little Old Lady, Over a Century of Moving to the Drum: Salish Indian Celebrations on the Flathead Reservation, Coyote and the Mean Mountain Sheep</i> (Level III book 20 in The Indian reading series: stories and legends of the Northwest), <i>Beaver Steals Fire, Coyote and the Man Who Sits on Top</i> . Students may contrast the themes, settings, and plots of these stories.
Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i>	#1, #3	Lesson pp. 3-6, 3-16, 3-17 The authors or tellers of traditional stories, such as Coyote stories, are the tribal communities, and individuals such as Salish elder Johnny Arlee “retell” the stories only in the appropriate time of year. <i>Beaver Steals Fire</i> is a story of the Confederated Salish and Kootenai Tribes. Students may listen to or read several other Coyote stories to answer the questions “who is Coyote?” “How are the plots and settings of the stories similar or different?” Some possible sources appear in the Indian Reading Series . <a href="http://www.nwrel.org/indian/indianreading/">www.nwrel.org/indian/indianreading/</a> , written and illustrated by Kootenai and Salish members: <i>Coyote and Trout</i> , Level III Book 1; <i>Coyote and the Mean Mountain Sheep</i> , Level III Book 20, <i>Salish Coyote Stories</i> Level IV Book 15; <i>Coyote and the Man Who Sits On Top</i> , Level II Book 12, and the Northwestern Band of the Shoshone Nation’s story <i>Coyote Steals Fire—A Shoshone Tale</i> . In <i>Broken Flute</i> by Doris Seale and Beverly Slapin, the authors write about Coyote and books about Coyote.
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	#1, #2, #3, #4, #5, #6	Lesson pp. 4-1 and 4-2, 4-25 Students may read <i>Grandma Jenny’s Trip</i> by Bently Spang and compare/contrast the themes, settings, and plots of both stories. <i>The War Shirt</i> is a contemporary story, and in <i>Grandma Jenny’s Trip</i> , the narrator tells the story her grandmother would tell about her childhood trips from Lame Deer to Miles City for a yearly gathering of the Northern Cheyenne.

## Grade 3

### MCCS Reading Standards for Informational Text

KEY IDEAS AND DETAILS	<b>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. Include texts by and about American Indians.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<u>Language Arts - Elementary Level: Volume One</u>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1,#2, #3,#6	<b>Lesson 3-7, 3-12 and "Author's Note" Students can examine the transitions in the text that move the sequence of events forward: now, then, every night, when, "As Sun fetched morning," "As moon glowed pale."</b>
<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	<b>Lesson 1-1 – 1-9 Jody explains his grandmother's method of preparing a deer hide for making moccasins: "by washing and scraping, and pulling and smoking a deer hide." (Students can research the process based on the sequence Jody provides, showing how one action follows another, and so on.)</b>
Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i>	#1, #3	<b>Lesson pp. 3-17, 3-6 to 3-7 Using <i>Fire on the Land</i> online, students can learn about the life cycle of a forest that includes fire, what event or consequence follows another. This lesson can be coordinated with science lessons about weather.</b>
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	#1, #2, #3, #4, #5, #6	<b>Lesson pp. 4-21 Students learn about the significance of tribal and ceremonial clothing using <i>A Pre-Visit Guide for Teachers</i> from the National Museum of the American Indian, Smithsonian Institution. From <i>The War Shirt</i> story, they can then identify the sequence of steps in making a traditional war shirt and one that reflects their own experience</b>

## Grade 3

### MCCS Writing Standards

RESEARCH TO BUILD AND PRESENT KNOWLEDGE	<b>W.3.7 Conduct short research projects that build knowledge about a topic. Include sources by and about American Indians.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<u>Language Arts - Elementary Level: Volume One</u>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1,#2, #3,#6	Lesson pp. 3-1 to 3-13 Using the details in <i>Jingle Dancer</i> as prompts, students may wonder and write about other kinds of Indian dances, how to make fry bread, law firms and what attorneys do, the Muscogee (Creek) Nation or the Ojibway people.
<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 1-1 – 1-9 Students can research and write about the author, Bernelda Wheeler.
Exploring Traditional and Contemporary Relationships of the Salish and Pend d’Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #3	Lesson pp. 2-1 to 2-17 Students create a list of important facts about the bitterroot, using pp. 23-27 in the book for informational text. Topics may include: tribe that uses the plant, where it grows, the plant’s characteristics, how it is harvested and prepared, and the ways the Salish and Pend ‘d’Oreille people celebrate and honor the “gift of the bitterroot.
Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i>	#1, #3	Lesson pp. 3-19, 3-1 to 3-22 Each student searches the <a href="#">Fire on the Land</a> website to find a topic that interests them. After selecting the topic, they search for two other sources about the same topic to make a list of three new things they learned from each site.
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	#1, #2, #3, #4, #5, #6	Lesson pp. 4-16 to 4-18 and 4-21 Students research war shirts <i>Then and Now</i> , using resources suggested on page 16. Students will use their own knowledge and experience examining traditional and contemporary war shirts to fill in the Venn Diagram.

**Grade 3**  
**MCCS Writing Standards**

<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	<b>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Include sources by and about American Indians.</b>	
<b>Resource</b>	<b>Essential Understandings</b>	<b>Activities to Meet Standards</b>
<b>Language Arts - Elementary Level: Volume One</b>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1,#2, #3,#6	<b>Lesson pp. 3-11 “Extensions” Students conduct a web-quest for students to Powwow related web-sites featuring Montana Powwow and drum groups from various MT tribes. Students may also access any of the resources in the Bibliography 3-12.</b>
<b>Language Arts – Elementary Level: Volume Two</b>		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1,#2, #3,#6	<b>Lesson pp. 1-5 to 1-6 Students will ask questions regarding different kinds of shoes they bring to class, research and take notes on the maker or ethnic background of the shoe, and sort the evidence into categories that follow these questions: 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.</b>
Exploring Traditional and Contemporary Relationships of the Salish and Pend d’Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #3	<b>Lesson pp. 2-14 Students will recall their experiences or problems with gardens or planting, or experiences their parents or grandparents have had. They will take brief notes about possible causes and solutions to the problems.</b>
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	#1, #2, #3, #4, #5, #6	<b>Lesson pp. 4-22 to 4-25 Using any of the resources listed that are appropriate for this grade level, students can take notes according to categories of information regarding traditional arts of Native Americans or Northern Cheyenne history.</b>

## Grade 3

### MCCS Speaking and Listening Standards

PRESENTATION AND KNOWLEDGE OF IDEAS	<b>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Include sources by and about American Indians.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<b>Language Arts - Elementary Level: Volume One</b>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1,#2, #3,#6	<b>Lesson pp. 3-11</b> Students may take any of the material they prepared to meet the Writing Standards with <i>Jingle Dancer</i> and share what they've learned with their peers.
<b>Language Arts – Elementary Level: Volume Two</b>		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1,#2, #3,#6	<b>Lesson 1-1 – 1-9</b> Students may take any of the material they prepared to meet the Writing Standards with <i>Where Did You Get Your Moccasins?</i> and share what they've learned with their peers.
Exploring Traditional and Contemporary Relationships of the Salish and Pend d'Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #3	<b>Lesson 2-1 – 2-18</b> Students may take any of the material they prepared to meet the Writing Standards with <i>The Gift of the Bitterroot?</i> and share what they've learned with their peers.
Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i>	#1, #3	<b>Lesson 3-1 – 3-24</b> Students may take any of the material they prepared to meet the Writing Standards with <i>Beaver Steals Fire</i> and share what they've learned with their peers.
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	1, #2, #3, #4, #5, #6	<b>Lesson 4-1 – 4-25</b> Students may take any of the material they prepared to meet the Writing Standards with <i>The War Shirt</i> and share what they've learned with their peers.