

Draft Sisitunwan-Wahpetunwan Standards

Grade K-12 Communications

Taku waunspeiciciyapi hena sdodyapi yacin he?

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Standards for Kindergarten Communications

Taku waunspeiçiyapi hena sdodyapi yaciñ he?

Introduction

Effective literacy lessons allow students to have authentic experiences with texts and tasks, and integrate multiple standards to develop students as effective communicators. Students who meet the standards will demonstrate the following capabilities of literate individuals:

- Demonstrate **increasing independence** in reading complex texts, constructing and communicating arguments and opinions, and seeking out new information.
- Build **strong content knowledge** and vocabulary across a wide range of subject matter.
- Are engaged readers and listeners, and **comprehend as well as critique**.
- **Value evidence** in supporting their points and evaluating the points of others.
- Use **technology and digital media** strategically and capably.
- Come to understand the **perspectives of Dakota culture as well as other cultures**.

Overarching Standards

The work of literacy classrooms will incorporate the following standards so that students are reading, writing, speaking and acquiring vocabulary daily:

R.K.10 - Range of reading and text complexity: Actively engage in group reading activities with purpose and understanding. Across the year, texts read aloud will include native writers and topics, including tribal legends and stories. (CCSS.RL/RI.K.10)

SL.K.1 - Range of discussions: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. (CCSS.SL.K.1)

L.K.6 - Range of vocabulary: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.L.K.6)

Reading Foundations

RF.K.1 - Print Concepts: Demonstrate understanding of the organization and basic features of print. (CCSS.RF.K.1) Follow words from left to right, top to bottom, and page by page. (CCSS.RF.K.1a)

- **RF.K.1a:** Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS.RF.K.1b)
- **RF.K.1b:** Understand that words are separated by spaces in print. (CCSS.RF.K.1c)
- **RF.K.1c:** Recognize and name all upper- and lowercase letters of the alphabet. (CCSS.RF.K.1d)

RF.K.2 - Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS.RF.K.2)

- **RF.K.2a:** Recognize and produce rhyming words. (CCSS.RF.K.2a)

Draft Sisitunwan Wahpetunwan Grade K-12 Communications Standards

- **RF.K.2b:** Count, pronounce, blend, and segment syllables in spoken words. (CCSS.RF.K.2b)
- **RF.K.2c:** Blend and segment onsets and rhymes of single-syllable spoken words. (CCSS.RF.K.2c)
- **RF.K.2d:** Isolate and pronounce the initial, medial, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.). (CCSS.RF.K.2d)
- **RF.K.2e:** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS.RF.K.2e)

RF.K.3 - Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.

- **RF.K.3a:** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. (CCSS.RF.K.3a)
- **RF.K.3b:** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS.RF.K.3b)
- **RF.K.3c:** Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). (CCSS.RF.K.3c)
- **RF.K.3d:** Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS.RF.K.3d)

RF.K.4 - Fluency: Read emergent-reader texts with purpose and understanding. (CCSS.RF.K.4)

Gathering and Interpreting Information

Reading

By the end of the year, Kindergarten students should become proficient at the following reading skills while listening to 1st-2nd grade level texts that are read aloud, or Kindergarten level texts they read independently or with help.

R.K.1 - Book Features: Understand the features of books.

- **R.K.1a:** Identify the front cover, back cover, and title page of a book. (CCSS.RI.K.5)
- **R.K.1b:** Recognize common types of texts (e.g., storybooks, poems). (CCSS.RL.K.5)
- **R.K.1c:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS.RL/RI.K.6)

R.K.2 - Main Idea and Details: With prompting and support, ask and answer questions about key details in native and non-native texts. (CCSS.RL/RI.K.1)

- **R.K.2a:** With prompting and support, retell familiar stories, including key details, or identify the main topic and retell key details of a text. (CCSS.RL/RI.K.2)
- **R.K.2b:** With prompting and support, identify characters, settings, and major events in a story or describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS.RL/RI.K.3)

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- **R.K.2c:** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (CCSS.RL/RI.K.7)
- **R.K.2d:** With prompting and support, identify the reasons an author gives to support points in a text. (CCSS.RI.K.8)
- **R.K.2e:** With prompting and support, compare and contrast two texts, such as similarities and differences in the adventures and experiences of characters in familiar stories or basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS.RL/RI.K.9)

R.K.4 - Vocabulary: With prompting and support, ask and answer questions about unknown and multiple-meaning words in a text, and explore word relationships and nuances in word meanings. (CCSS.RL/RI.K.4, CCSS.L.K.4, CCSS.L.K.5)

- **R.K.4a:** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (CCSS.L.K.5a)
- **R.K.4b:** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS.L.K.5b)
- **R.K.4c:** Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS.L.K.5c)
- **R.K.4d:** Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. (CCSS.L.K.5d)
- **R.K.4e:** Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). (CCSS.L.K.4a)
- **R.K.4f:** Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. (CCSS.L.K.4b)

Communicating Effectively

Conventions of effective communication

Students begin to demonstrate the ability to express themselves in writing and speaking and are able to proficiently listen and process information. (PBLO: Effective Communicators)

C.K.1 - Grammar: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.L.K.1)

- **C.K.1a:** Print many upper- and lowercase letters. (CCSS.L.K.1a)
- **C.K.1b:** Use frequently occurring nouns and verbs. (CCSS.L.K.1b)
- **C.K.1c:** Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). (CCSS.L.K.1c)
- **C.K.1d:** Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). (CCSS.L.K.1d)
- **C.K.1e:** Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). (CCSS.L.K.1e)
- **C.K.1f:** Produce and expand complete sentences in shared language activities. (CCSS.L.K.1f)

Draft Sisitunwan Wahpetunwan Grade K-12 Communications Standards

C.K.2 - Usage: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.L.K.2)

- **C.K.2a:** Capitalize the first word in a sentence and the pronoun *I*. (CCSS.L.K.2a)
- **C.K.2b:** Recognize and name end punctuation. (CCSS.L.K.2b)
- **C.K.2c:** Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS.L.K.2c)
- **C.K.2d:** Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS.L.K.2d)

C.K.3 - Ideas: Effectively communicate ideas in writing and speaking.

- **C.K.3a:** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS.W.K.6, CCSS.W.K.7)
- **C.K.3b:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS.SL.K.4, CCSS.W.K.8)
- **C.K.3c:** Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS.SL.K.5)
- **C.K.3d:** Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS.SL.K.6)

Writing

Kindergarten students write opinion pieces by drawing, dictating or writing words.

W.K.1 - Opinion: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). (CCSS.W.K.1)

W.K.2 - Informational: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS.W.K.2)

W.K.3 - Narrative: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS.W.K.3)

W.K.5 - Revising: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS.W.K.5)

Listening and Speaking

SL.K.1 - Discussion: When participating in collaborative conversations, follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) and continue a conversation through multiple exchanges. (CCSS.SL.K.1a/b)

SL.K.2 - Listening: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS.SL.K.2)

Draft Sisitunwan Wahpetunwan Grade K-12 Communications Standards

SL.K.3 - Asking for help: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS.SL.1.3)

Standards for Toka heya (Grade 1) Communications

Taku waunspeiçiyapi hena sdodyapi yaciñ he?

Introduction

Effective literacy lessons allow students to have authentic experiences with texts and tasks, and integrate multiple standards to develop students as effective communicators. Students who meet the standards will demonstrate the following capabilities of literate individuals:

- Demonstrate **increasing independence** in reading complex texts, constructing and communicating arguments and opinions, and seeking out new information.
- Build **strong content knowledge** and vocabulary across a wide range of subject matter.
- Are engaged readers and listeners, and **comprehend as well as critique**.
- **Value evidence** in supporting their points and evaluating the points of others.
- Use **technology and digital media** strategically and capably.
- Come to understand the **perspectives of Dakota culture as well as other cultures**.

Overarching Standards

The work of literacy classrooms will incorporate the following standards so that students are reading, writing, speaking and acquiring vocabulary daily:

R.1.10 - Range of reading and text complexity: Read texts daily, both independently and with the teacher's help. With prompting and support, read stories, poetry and informational texts appropriately complex for grade 1. Across the year, read texts that include native writers and topics, including tribal legends and stories. (CCSS.RL/RI.1.10)

SL.1.1 - Range of discussions: Participate daily in collaborative conversations (one-on-one, in groups, and teacher-led) with diverse partners about *grade 1 topics and texts*. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges and ask questions to clear up any confusion about the topics and texts under discussion. (CCSS.SL.1.1)

L.1.6 - Range of vocabulary: On a daily basis, use words and phrases appropriate to 1st grade acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). (CCSS.L.1.6)

Reading Foundations

RF.1.1 - Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS.RF.1.1/1.1a)

RF.1.2 - Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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RF.1.3 - Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.4 - Fluency: Read grade level text with purpose and understanding, reading grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.RF.1.4a/b/c)

Gathering and Interpreting Information

Reading

By the end of the year, 1st grade students should become proficient at the following reading skills while listening to texts at the 2nd-3rd grade level that are read aloud and while reading texts at the 1st grade level independently or with help.

R.1.1 - Evidence: Ask and answer questions about key details in a text. (CCSS.RL/RI.1.1)

R.1.2 - Main Idea and Details: Determine main ideas and details of a text.

- **R.1.2a:** Use information from illustration and words in the text to retell stories and key details, and demonstrate understanding of the central message, lesson or main idea. (CCSS.RL/RI.1.2, CCSS.RI.1.6)
- **R.1.2b:** Use illustrations and details to describe characters, settings, and major events in a story or key ideas in an informational text. (CCSS.RL.1.3, CCSS.RI.1.7)
- **R.1.2c:** Identify the reasons an author gives to support the main idea in a text. (CCSS.RI.1.8)

R.1.3 - Interaction: Describe how and why people, characters, events, or ideas change in native and non-native texts.

- **R.1.3a:** Describe the connection between two individuals, events, ideas, or pieces of information in an informational text. (CCSS.RI.1.3)
- **R.1.3b:** Compare and contrast the adventures and experiences of characters in stories. (CCSS.RI.1.9)
- **R.1.3c:** Identify who is telling the story at various points in the text. (CCSS.RL.1.6)

R.1.4 - Vocabulary: Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases *as the author uses them in a text*, based on *grade 1 reading and content*, choosing flexibly from an array of strategies. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (CCSS.RL/RI.1.4, CCSS.L.1.4, CCSS.L.1.5)

R.1.6 - Comparing Texts: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (CCSS.RL/RI.1.5)

Communicating Effectively

Conventions of effective communication

Students demonstrate the ability to express themselves clearly in writing and speaking and are able to proficiently listen and process information. (PBLO: Effective Communicators)

C.1.1 - Grammar: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.L.1.1)

- **C.1.1a:** Print all upper- and lowercase letters.
- **C.1.1b:** Use common, proper, and possessive nouns.
- **C.1.1c:** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- **C.1.1d:** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- **C.1.1e:** Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- **C.1.1f:** Use frequently occurring adjectives.
- **C.1.1g:** Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- **C.1.1h:** Use determiners (e.g., articles, demonstratives).
- **C.1.1i:** Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- **C.1.1j:** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

C.1.2 - Conventions: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.L.1.2)

- **C.1.2a:** Capitalize dates and names of people.
- **C.1.2b:** Use end punctuation for sentences.
- **C.1.2c:** Use commas in dates and to separate single words in a series.
- **C.1.2d:** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- **C.1.2e:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

C.1.3 - Ideas: Communicate ideas effectively to others through writing and speaking.

- **C.1.3a:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS.W.1.6)
- **C.1.3b:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS.SL.1.4)
- **C.1.3c:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS.SL.1.5)
- **C.1.3d:** Produce complete sentences when appropriate to the task and situation. (CCSS.SL.1.6)

Draft Sisitunwan Wahpetunwan Grade K-12 Communications Standards

Writing

1st grade students begin to write opinion pieces, informational/explanatory pieces and narrative pieces.

W.1.1 - Opinion: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (CCSS.W.1.1)

W.1.2 - Informational: Write informational texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS.W.1.2)

W.1.3 - Narrative: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (CCSS.W.1.3)

W.1.5 - Revising: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CCSS.W.1.5)

Listening and Speaking

SL.1.1 - Discussion: In 1st grade, SL.1.1 is an overarching standard. (CCSS.SL.1.1)

SL.1.2 - Listening: Ask and answer questions about key details in order to gather information or clarify something that is not understood, when listening to a text read aloud, information presented orally or through other media, or what a speaker says. (CCSS.SL.1.2, CCSS.SL.1.3)

Standards for Inunpa (Grade 2) Communications

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Introduction

Effective literacy lessons allow students to have authentic experiences with texts and tasks, and integrate multiple standards to develop students as effective communicators. Students who meet the standards will demonstrate the following capabilities of literate individuals:

- Demonstrate **increasing independence** in reading complex texts, constructing and communicating arguments and opinions, and seeking out new information.
- Build **strong content knowledge** and vocabulary across a wide range of subject matter.
- Are engaged readers and listeners, and **comprehend as well as critique**.
- **Value evidence** in supporting their points and evaluating the points of others.
- Use **technology and digital media** strategically and capably.
- Come to understand the **perspectives of Dakota culture as well as other cultures**.

Overarching Standards

The work of literacy classrooms will incorporate the following standards so that students are reading, writing, speaking and acquiring vocabulary daily:

R.2.10 - Range of reading and text complexity: By the end of the year, read and comprehend texts in the grades 2-3 text complexity band (Lexiles 420L-820L) with scaffolding as needed at the high end of the range, including stories, dramas, poetry and informational text on science and social studies topics. Across the year, read texts that include native writers and topics, including tribal legends and stories. (CCSS.RL/RI.2.10)

SL.2.1 – Range of discussions: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS.SL.2.1/a)

L.2.6 – Range of vocabulary: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (CCSS.L.1.6)

Reading Foundations

RF.2.3 - Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.

- **RF.2.3a:** Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS.RF.2.3a)
- **RF.2.3b:** Know spelling-sound correspondences for additional common vowel teams. (CCSS.RF.2.3b)
- **RF.2.3c:** Decode regularly spelled two-syllable words with long vowels. (CCSS.RF.2.3c)

Draft Sisitunwan Wahpetunwan Grade K-12 Communications Standards

- **RF.2.3d:** Decode words with common prefixes and suffixes. (CCSS.RF.2.3d)
- **RF.2.3e:** Identify words with inconsistent but common spelling-sound correspondences. (CCSS.RF.2.3e)
- **RF.2.3f:** Recognize and read grade-appropriate irregularly spelled words. (CCSS.RF.2.3f)

RF.2.4 - Fluency: Read grade-level text with purpose and understanding. (CCSS.RF.2.4a)

- **RF.2.4a:** Read text orally with accuracy, appropriate rate, and expression on successive readings. (CCSS.RF.2.4b)
- **RF.2.4b:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.RF.2.4c)

Gathering and Interpreting Information

Reading

By the end of the year, 2nd grade students should become proficient at the following reading skills while listening to texts at the 2nd-3rd grade complexity band.

R.2.1 - Evidence: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS.RL/RI.2.1)

R.2.2 - Main Idea and Details: I can determine key ideas and details of a text.

- **R.2.2a:** Identify the main topic or central lesson of a multi-paragraph text as well as the focus of specific paragraphs within the text, and recount stories, including fables and folktales from diverse cultures, including stories that are read aloud. (CCSS.RL/RI.2.2, CCSS.SL.2.2)
- **R.2.2b:** Use information gained from the illustrations and words in a print or digital text to describe the setting, plot, or how characters in a story respond to major events and challenges. (CCSS.RL.2.3, CCSS.RL.2.7)
- **R.2.2c:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe and how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (CCSS.RI.2.6, CCSS RI.2.7)
- **R.2.2d:** Describe how reasons support specific points the author makes in a text. (CCSS.RI.2.8)

R.2.3 - Interaction: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (CCSS.RI.2.3)

R.2.4 - Vocabulary: Determine or clarify the meaning of unknown and multiple-meaning words and phrases as they are used in a grade 2 text, choosing flexibly from an array of strategies. Demonstrate understanding of word relationships and nuances in word meanings. (CCSS.RI.2.4, CCSS.L.2.4, CCSS.L.2.5)

R.2.5 - Text Structure: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently and describe the overall structure of a story or text from beginning to end. (CCSS.RL/RI.2.5)

Draft Sisitunwan Wahpetunwan Grade K-12 Communications Standards

R.2.6 - Comparing Texts: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (CCSS.RL.2.9)

R.2.7 - Point of View: Describe how characters in a story respond to major events and challenges. (CCSS.RL.2.3)

Research to Build and Present Knowledge

RS.2.1: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (CCSS.W.2.7)

Communicating Effectively

Conventions of effective communication

Students begin to demonstrate the ability to express themselves clearly in writing and speaking and are able to listen and process information. (PBLO: Effective Communicators)

C.2.1 - Grammar: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.L.2.1)

C.2.2 - Conventions: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.L.2.2)

C.2.3 - Ideas: Effectively communicate ideas to others in speaking and writing.

Writing

2nd grade students write opinion pieces, informational/explanatory pieces and narrative pieces.

W.2.1 - Opinion: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. (CCSS.W.2.1)

W.2.2 - Informational: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS.W.2.2)

W.2.3 - Narrative: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (CCSS.W.2.3)

W.2.5 - Revision: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS.W.2.5)

Listening and speaking

SL.2.1 - Discussion & Listening: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. (CCSS.SL.2.1)

Standards for Iyamni (Grade 3) Communications

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Introduction

Effective literacy lessons allow students to have authentic experiences with texts and tasks, and integrate multiple standards to develop students as effective communicators. Students who meet the standards will demonstrate the following capabilities of literate individuals:

- Demonstrate **increasing independence** in reading complex texts, constructing and communicating arguments and opinions, and seeking out new information.
- Build **strong content knowledge** and vocabulary across a wide range of subject matter.
- Are engaged readers and listeners, and **comprehend as well as critique**.
- **Value evidence** in supporting their points and evaluating the points of others.
- Use **technology and digital media** strategically and capably.
- Come to understand the **perspectives of Dakota culture as well as other cultures**.

Overarching Standards

The work of literacy classrooms will incorporate the following standards so that students are reading, writing, speaking and acquiring vocabulary daily:

R.3.10 - Range of reading and text complexity: By the end of the year, read and comprehend texts at the high end of the grades 2-3 text complexity band (Lexiles 420L-820L) independently and proficiently, including: stories, dramas, poetry, history/social studies informational texts, science informational texts and technical texts. Across the year, read texts that include native writers, topics and perspectives, including texts about the tribe, tribal legends and stories, and oral history transcriptions. (CCSS.RL/RI.3.10)

W.3.10 - Range of writing: Write routinely over extended time frames (with time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes, and audiences. (CCSS.W.3.10)

SL.3.1 - Range of discussions: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS.SL.3.1)

L.3.6 - Range of vocabulary: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (CCSS.L.3.6)

Reading Foundations

RF. 3.1 - Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.RF.3.3)

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RF.3.2 - Fluency: Read with sufficient accuracy and fluency to support comprehension. (CCSS.RF.3.4)

Gathering and Interpreting Information

Reading

By the end of the year, 3rd grade students should become proficient at the following reading skills while reading texts that fall within the 3rd grade level for text complexity (Lexiles 420L-820L).

R.3.1 - Evidence: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS.RL/RI.3.1)

- **R.3.1a:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (CCSS.RI.3.7)
- **R.3.1b:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (CCSS.RL.3.7)

R.3.2 - Main Idea and Details: Determine themes or main ideas of a text and summarize the text.

- **R.3.2a:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS.RL.3.2)
- **R.3.2b:** Determine the main idea of an informational text; recount the key details and explain how they support the main idea. (CCSS.RI.3.2)
- **R.3.2c:** 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. (CCSS.RI.3.3)

R.3.3 - Interaction: Describe characters in native and non-native stories (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS.RL.3.3; OSEU 2)

R.3.4 - Vocabulary: Determine or clarify the meaning of unknown and multiple-meaning general academic and domain-specific words and phrases *as they are used in a text* relevant to a *grade 3 topic or subject area*, choosing flexibly from a variety of strategies. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS.RL/RI.3.4, CCSS.L.3.4, CCSS.L.3.5)

R.3.5 - Text Structure: Use text features and structures to comprehend a text. (CCSS.RL/RI.3.5)

- **R.3.5a:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS.RL.3.5)
- **R.3.5b:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS.RI.3.5)

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- **R.3.5c:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS.RI.3.8)

R.3.6 - Comparing Texts: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS.RL/RI.3.9)

R.3.7 - Point of View: Distinguish their own point of view from that of the author, narrator or those of the characters in native and non-native texts. (CCSS.RL/RI.3.6)

Research to Build and Present Knowledge

RS.3.1: Conduct short research projects to build knowledge on native and non-native topics. (CCSS.W.3.7)

Communicating Effectively

Conventions of effective communication

Students demonstrate the ability to express themselves clearly in writing and speaking and are able to proficiently listen and process information. (PBLO: Effective Communicators)

C.3.1 - Grammar: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.L.3.1)

C.3.2 - Conventions: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, reading, speaking and listening. (CCSS.L.3.2, CCSS.L.3.3)

C.3.3 - Ideas: Effectively communicate ideas through writing and speaking. (CCSS.L.3.3a, CCSS.W.3.6, CCSS.SL.3.5)

Writing

With help from adults, 3rd grade students produce writing in which the development and organization are appropriate to task and purpose as described in the following standards for opinion pieces, informative/explanatory pieces and narrative pieces. (CCSS.W.3.4; PBLO: Effective Communicators)

W.3.1 - Opinion: Write opinion pieces on topics or texts. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons that support the opinion. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons and provide a concluding statement or section. (CCSS.W.3.1)

W.3.2 - Informational: Examine a topic and convey ideas and information clearly. Introduce a topic and group related information together, including illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information and provide a concluding statement or section. (CCSS.W.3.2)

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W.3.3 - Narrative: Write narratives to develop real or imagined experiences or events. Establish a situation and introduce a narrator and/or characters, then organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order and provide a sense of closure. (CCSS.W.3.3)

W.3.5 - Revising: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS.W.3.5)

Listening and speaking

SL.3.1 - Discussion: Engage effectively in a range of collaborative discussions, following agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS.SL.3.1)

SL.3.2 - Listening: Listen carefully to understand information that is communicated orally. (CCSS.SL.3.2, CCSS.SL.3.3)

Standards for Itopa (Grade 4) Communications

Taku waunspeiçiyapi hena sdodyapi yaciñ he?

Introduction

Effective literacy lessons allow students to have authentic experiences with texts and tasks, and integrate multiple standards to develop students as effective communicators. Students who meet the standards will demonstrate the following capabilities of literate individuals:

- Demonstrate **increasing independence** in reading complex texts, constructing and communicating arguments and opinions, and seeking out new information.
- Build **strong content knowledge** and vocabulary across a wide range of subject matter. Are engaged readers and listeners, and **comprehend as well as critique**.
- **Value evidence** in supporting their points and evaluating the points of others.
- Use **technology and digital media** strategically and capably.
- Come to understand the **perspectives of Dakota culture as well as other cultures**.

Overarching Standards

The work of literacy classrooms will incorporate the following standards so that students are reading, writing, speaking and acquiring vocabulary daily:

R.4.10 - Range of reading and text complexity: By the end of the year, read and comprehend texts in the grades 4th-5th text complexity band (Lexiles 740L-1010L) proficiently, with scaffolds as needed at the high end of the range. Texts include: stories, dramas, poetry, history/social studies informational texts, science informational texts and technical texts. Across the year, read texts that include native writers, topics and perspectives, including texts about the tribe, tribal legends and stories, and oral history transcriptions. (CCSS.RL/RI.4.10)

W.4.10 - Range of writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.W.4.9, CCSS.W.4.10)

SL.4.1 - Range of discussions: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS.SL.4.1)

L.4.6 - Range of vocabulary: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (CCSS.L.4.6)

Reading Foundations

RF.4.1 - Phonics and Word Recognition: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS.RF.4.3)

RF.4.2 - Fluency: Read grade-level text with purpose and understanding. (CCSS.RF.4.4a)

Gathering and Interpreting Information

Reading

By the end of the year, 4th grade students should become proficient at the following reading skills while reading texts that fall within the 4th grade level for text complexity (Lexiles 740L-1010L).

R.4.1 - Evidence: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.RL/RI.4.1)

- **R.4.1a:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (CCSS.RL.4.3; OSEU 2)
- **R.4.1b:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS.RI.4.3)

R.4.2 - Main Idea and Details: Determine a theme or main idea of a story, drama, poem or informational text from details in the text; summarize the text. Explain how an author uses reasons and evidence to support points in a text. (CCSS.RL/RI.4.2, CCSS.RI.4.8)

R.4.4 - Vocabulary: Determine the meaning of unknown and multiple-meaning words and phrases *as the author uses them in a text*, choosing flexibly from a variety of strategies. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.RL/RI.4.4, CCSS.L.4.4, CCSS.L.4.5)

R.4.5 - Text structure: Understand how native and non-native texts are organized and how specific parts relate to each other and the whole text. (CCSS.RL/RI.4.5)

- **R.4.5a:** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (CCSS.RL.4.5)
- **R.4.5b:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS.RI.4.5)

R.4.6 - Comparing Texts:

- **R.4.6a:** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (CCSS.RL.4.7)

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- **R.4.6b:** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (CCSS.RL.4.9; OSEU 3, OSEU 5; PBLO: Global Citizens)

R.4.7 - Point of View: Determine how point of view shapes the content and style of native and non-native texts.

- **R.4.7a:** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS.RL.4.6)
- **R.4.7b:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS.RI.4.6; OSEU 1, OSEU 5, OSEU 6, OSEU 7)

Research to Build and Present Knowledge

RS.4.1 - Research: Conduct short research projects that build knowledge through investigation of different aspects of native and non-native topics using reference materials (ex. books, encyclopedias). Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.W.4.7, CCSS.W.4.9)

- **RS.4.1a:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS.RI.4.7)
- **RS4.1b:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS.RI.4.9; OSEU 1-7)

Communicating Effectively

Conventions of effective communication

Students demonstrate the ability to express themselves in writing and speaking and are able to listen and process information. (PBLO: Effective Communicators)

C.4.1 - Grammar: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.L.4.1)

C.4.2 - Conventions: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.L.4.2)

C.4.3 - Ideas: Effectively communicate ideas to others through writing and speaking.

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Writing

4th grade students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience as described in the following standards for opinion pieces, informative/explanatory pieces and narrative pieces. Students should apply reading standards for literary and informational text to their writing.

(CCSS.W.4.4, CCSS.W.4.9; PBLO: Effective Communicators)

W.4.1 - Opinion: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS.W.4.1)

W.4.2 - Informational: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS.W.4.2)

W.4.3 - Narrative: Write narratives (stories) about real or imagined experiences or events using good writing techniques, descriptive details, and clear sequences of events. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS.W.4.3)

W.4.5 - Revising: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS.W.4.5)

Listening and speaking

SL.4.1 - Discussion: Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS.SL.4.1)

SL.4.2 - Listening: Listen carefully to understand information presented orally. (CCSS.SL.4.2, CCSS.SL.4.3)

Standards for Izaptan (Grade 5) Communications

Taku waunspeiçiyapi hena sdodyapi yaciñ he?

Introduction

Effective literacy lessons allow students to have authentic experiences with texts and tasks, and integrate multiple standards to develop students as effective communicators. Students who meet the standards will demonstrate the following capabilities of literate individuals:

- Demonstrate **increasing independence** in reading complex texts, constructing and communicating arguments and opinions, and seeking out new information.
- Build **strong content knowledge** and vocabulary across a wide range of subject matter.
- Are engaged readers and listeners, and **comprehend as well as critique**.
- **Value evidence** in supporting their points and evaluating the points of others.
- Use **technology and digital media** strategically and capably.
- Come to understand the **perspectives of Dakota culture as well as other cultures**.

Overarching Standards

The work of literacy classrooms will incorporate the following standards so that students are reading, writing, speaking and acquiring vocabulary daily:

R.5.10 - Range of reading and text complexity: By the end of the year, read and comprehend texts at the high end of the grades 4th-5th text complexity band (Lexiles 740L-1010L) independently and proficiently, including: stories, dramas, poetry, history/social studies informational texts, science informational texts and technical texts. Across the year, native writers, topics and perspectives should be incorporated into the study of each type of text, including texts about the tribe, tribal legends and stories, and oral history transcriptions. (CCSS.RL/RI.5.10)

W.5.10 - Range of writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. In their opinion and informational writing, students should draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.W.5.9, CCSS.W.5.10)

SL.5.1 - Range of discussions: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS.SL.5.1)

L.5.6 - Range of vocabulary: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (CCSS.L.5.6)

Reading Foundations

RF.5.1 - Fluency: Read with sufficient accuracy and fluency to support comprehension. (CCSS.RF.5.4)

- **RF.5.1a:** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS.RF.5.3a)
- **RF.5.1b:** Read grade-level text with purpose and understanding. (CCSS.RF.5.4a)
- **RF.5.1c:** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (CCSS.RF.5.4b)
- **RF.5.1d:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.RF.5.4c)

Gathering and Interpreting Information

Reading

By the end of the year, 5th grade students should become proficient at the following reading skills while reading texts that fall within the 5th grade level for text complexity (Lexiles 740L-1010L).

R.5.1 - Evidence: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.RL/RI.5.1)

R.5.2 - Main Idea and Details: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; determine two or more main ideas of an informational text and explain how they are supported by key details. (CCSS.RL/RI.5.2)

- **R.5.2a:** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS.RL.5.9)

R.5.3 - Interaction: Compare and contrast or explain the relationships or interactions between two or more characters, settings, or events in a story or drama, or individuals, events and ideas in an informational text. Draw on specific details in the text (e.g., how characters interact). In native texts, identify ways that the tribal or individual identity of the character(s) develops. (CCSS.RL/RI.5.3; OSEU 2)

R.5.4 - Vocabulary: Choose flexibly from a range of strategies to determine the meaning of words and phrases *as they are used in a text*, and demonstrate understanding of figurative language, word relationships and nuances in word meanings for 5th grade appropriate academic and domain-specific words. (CCSS.RL/RI.5.4, CCSS.L.5.4, CCSS.L.5.5)

R.5.5 - Text Structure: Analyze the structure of native and non-native texts and how specific parts relate to each other and the whole. (CCSS.RL/RI.5.5)

- **R.5.5a:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS.RL.5.5)
- **R.5.5b:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more informational texts. (CCSS.RI.5.5)

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- **R.5.5c:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS.RL/RI.5.8)
- **R.5.5d:** Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems. (CCSS.L.5.3b)

R.5.6 - Comparing Texts: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of native and non-native texts (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, or poem). (CCSS.RL.5.7)

R.5.7 - Point of View: Analyze the structure of native and non-native texts and how specific parts relate to each other and the whole. (CCSS.RL/RI.5.5)

- **R.5.7a:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS.RL.5.5)
- **R.5.7b:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more informational texts. (CCSS.RI.5.5)
- **R.5.7c:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS.RL/RI.5.8)
- **R.5.7d:** Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems. (CCSS.L.5.3b)

Research to Build and Present Knowledge

RS.5.1 - Research: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.W.5.7, CCSS.W.5.9)

Communicating Effectively

Conventions of effective communication

Students demonstrate the ability to express themselves clearly in writing and speaking and are able to proficiently listen and process information. (PBLO: Effective Communicators)

C.5.1: Grammar: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students are able to explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences; form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses; use verb tense to convey various times, sequences, states, and conditions; recognize and correct inappropriate shifts in verb tense; and use correlative conjunctions (e.g., *either/or, neither/nor*). (CCSS.L.5.1a-e)

C.5.2: Conventions: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Students are able to use commas effectively to separate items in a series or specific elements from the rest of the sentence, and use underlining, quotation marks, or italics to indicate titles of works. (CCSS.L.5.2)

C.5.3: Ideas: Apply writing and speaking skills to communicate ideas effectively to others.

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- **C.5.3a:** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3a)
- **C.5.3b:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (CCSS.W.5.6)
- **C.5.3c:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details from several texts on the same topic to support main ideas or themes; speak clearly at an understandable pace. (CCSS.SL.5.4, CCSS.RI.5.9)
- **C.5.3d:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCSS.SL.5.5)
- **C.5.3e:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (CCSS.SL.5.6)

Writing

5th grade students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience as described in the following standards for opinion pieces, informative/explanatory pieces and narrative pieces. Students should apply reading standards for literary and informational text to their writing (e.g., "I can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS.W.5.4, CCSS.W.5.9; PBLO: Effective Communicators)

W.5.1 - Opinion: Write opinion pieces on native and non-native topics or texts, introducing a topic or text clearly and creating an organizational structure to support a point of view with reasons and information. When writing opinions, recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCSS.W.5.1, CCSS.W.5.8)

W.5.2 - Informational: Write informational texts to examine native and non-native topics, develop the topic with facts, definitions, concrete details, quotations or other information and examples, and convey ideas and information clearly, using formatting when useful to aid in comprehension. When writing informational pieces, recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCSS.W.5.2, CCSS.W.5.8)

W.5.3 - Narrative: Write narratives to develop real or imagined experiences or events using effective techniques, such as dialogue, description and pacing, descriptive details, and clear event sequences to develop experiences and events or show the responses of characters to situations. (CCSS.W.5.3)

W.5.5 - Revision: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS.W.5.5)

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Listening and speaking

SL.5.1 - Discussion: Engage effectively in a variety of discussions by coming to discussions prepared, having read or studied required material; following agreed-upon rules for discussions, including using appropriate body language, and pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS.SL.5.1a-d; PBLO: Effective Communicators)

SL.5.2 - Listening: Listen and process information that is communicated orally to summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS.SL.5.2, CCSS.SL.5.3)

Standards for Isakpe (Grade 6) Communications

Taku waunspeiçiyapi hena sdodyapi yaciñ he?

Introduction

Effective literacy lessons allow students to have authentic experiences with texts and tasks, and integrate multiple standards to develop students as effective communicators. Students who meet the standards will demonstrate the following capabilities of literate individuals:

- Demonstrate **increasing independence** in reading complex texts, constructing and communicating arguments and opinions, and seeking out new information.
- Build **strong content knowledge** and vocabulary across a wide range of subject matter.
- Are engaged readers and listeners, and **comprehend as well as critique**.
- **Value evidence** in supporting their points and evaluating the points of others.
- Use **technology and digital media** strategically and capably.
- Come to understand the **perspectives of Dakota culture as well as other cultures**.

Overarching Standards

The work of literacy classrooms will incorporate the following standards so that students are reading, writing, speaking and acquiring vocabulary daily:

R.6.10 - Range of reading and text complexity: By the end of the year, read and comprehend texts in the grades 6th-8th text complexity band (Lexiles 925L–1185L) proficiently, with scaffolding as needed at the high end of the range, including: stories, dramas, poetry, literary nonfiction, history/social studies informational texts, science informational texts and technical texts. Across the year, native writers, topics and perspectives should be incorporated into the study of each type of text, including texts about the tribe, tribal legends and stories, and oral history transcriptions. (CCSS.RL/RI.6.10)

W.6.10 - Range of writing: Write routinely over extended time frames (with time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences that align with 6th grade subject areas. In their opinion and informational writing, students should draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.W.6.9, CCSS.W.6.10)

SL.6.1 - Range of discussions: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS.SL.6.1)

L.6.6 - Range of vocabulary: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.L.6.6)

Gathering and Interpreting Information

Reading

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By the end of the year, 6th grade students should become proficient at the following reading skills while reading texts that fall within the 6th-8th grade band for text complexity (Lexiles 925L–1185L).

R.6.1 - Evidence: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.RL/RI.6.1)

R.6.2 - Central Idea and Themes: Determine a theme or central idea of a text and how it is conveyed through particular details, and how a particular sentence, paragraph, chapter, section, scene or stanza fits into the overall structure and contributes to the development of the theme, ideas, setting or plot. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. Provide a summary of the text distinct from personal opinions or judgments. (CCSS.RL/RI.6.2, CCSS.RI/RL.6.5, CCSS.RL.6.9; OSEU 3, OSEU 5; PBLO: Global Citizens)

R.6.4 - Vocabulary: Determine the meaning of unknown and multiple-meaning words and phrases *as they are used in a text*, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone, choosing flexibly from a range of strategies. (CCSS.RL/RI.6.4, CCSS.L.6.4, CCSS.L.6.5)

R.6.5 - Text Structure: Analyze how a text flows from beginning to end and how the author's craft contributes to the meaning of the text.

- **R.6.5a:** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS.RL.6.3)
- **R.6.5b:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (CCSS.RI.6.3)
- **R.6.5c:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS.RL/RI.6.8)
- **R.6.5d:** Explain how an author develops or shows the point of view of the author, narrator or speaker in a text. (CCSS.RL/RI.6.6)
- **R.6.5e:** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (CCSS.RI.6.9; OSEU 3, OSEU 5; PBLO: Global Citizens)

R.6.6 - Comparing Texts: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (CCSS.RL.6.7)

Research to Build and Present Knowledge

RS.6.1 - Research: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS.RI.6.7, CCSS.W.6.7, CCSS.W.6.9; OSEU 1-7)

Communicating Effectively

Conventions of effective communication

Students demonstrate the ability to express themselves clearly in writing and speaking and are able to proficiently listen and process information. (PBLO: Effective Communicators)

C.6.1 - Grammar: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.L.6.1)

- **C.6.1a:** Ensure that pronouns are in the proper case (subjective, objective, possessive). Use pronouns in the correct form and function in a sentence. (CCSS.L.6.1a)
- **C.6.1b:** Use intensive pronouns (e.g., *myself*, *ourselves*). (CCSS.L.6.1b)
- **C.6.1c:** Recognize and correct inappropriate shifts in pronoun number and person. (CCSS.L.6.1c)
- **C.6.1d:** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS.L.6.1d)
- **C.6.1e:** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS.L.6.1e)
- **C.6.1f:** Use knowledge of language and its conventions when writing, speaking, reading, or listening; maintain consistency in style and tone; and vary sentence patterns for meaning, reader/listener interest and style. (CCSS.L.6.3a/b)

C.6.2 - Conventions: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, speaking, reading or listening. Students are able to use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements, and maintain consistency in style and tone, varying sentence patterns for meaning, interest and style. (CCSS.L.6.2/6.3)

C.6.3 - Ideas: Communicate ideas effectively to others in writing or speaking, present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. When speaking, use appropriate eye contact, adequate volume, and clear pronunciation, adapting speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS.SL.6.6, CCSS.SL.6.4; PBLO: Effective Communicators)

- **C.6.3a:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information; and demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (CCSS.SL.6.5, CCSS.W.6.6)

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Writing

6th grade students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience as described in the following standards for opinion pieces, informative/explanatory pieces and narrative pieces. Students should apply reading standards for literary and informational text to their writing (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (CCSS.W.6.4, CCSS.W.6.9; PBLO: Effective Communicators)

W.6.1 - Opinion: Write arguments to support claims with clear organization of reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Gather relevant information from multiple print and digital sources, assessing the credibility of each source and quoting or paraphrasing the information. (CCSS.W.6.1, CCSS.W.6.8)

W.6.2 - Informational: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Establish and maintain a formal style. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS.W.6.2a-e, CCSS.W.6.8)

W.6.3 - Narrative: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences, and using narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS.W.6.3a/b)

W.6.5 - Revising: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.) (CCSS.W.6.5)

Listening and speaking

SL.6.1 - Discussion: Engage effectively in a range of discussions, coming prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS.SL.6.1a/b; PBLO: Effective Communicators)

SL.6.2 - Listening: Listen carefully to interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS.SL.6.2, CCSS.SL.6.3)

Standards for Isakowin̄ (Grade 7) Communications

Taku waunspeiçiciyapi hena sdodyapi yaciñ he?

Introduction

Effective literacy lessons allow students to have authentic experiences with texts and tasks, and integrate multiple standards to develop students as effective communicators. Students who meet the standards will demonstrate the following capabilities of literate individuals:

- Demonstrate **increasing independence** in reading complex texts, constructing and communicating arguments and opinions, and seeking out new information.
- Build **strong content knowledge** and vocabulary across a wide range of subject matter.
- Are engaged readers and listeners, and **comprehend as well as critique**.
- **Value evidence** in supporting their points and evaluating the points of others.
- Use **technology and digital media** strategically and capably.
- Come to understand the **perspectives of Dakota culture as well as other cultures**.

Overarching Standards

The work of literacy classrooms will incorporate the following standards so that students are reading, writing, speaking and acquiring vocabulary daily:

R.7.10 - Range of reading and text complexity: By the end of the year, read and comprehend texts in the grades 6th-8th text complexity band (Lexiles 925L-1185L) proficiently, with scaffolding as needed at the high end of the range, including: stories, dramas, poetry, literary nonfiction, history/social studies informational texts, science informational texts and technical texts. Across the year, native writers, topics and perspectives should be incorporated into the study of each type of text, including texts about the tribe, tribal legends and stories, and oral history transcriptions. (CCSS.RL/RI.7.10)

W.7.10 - Range of writing: Write routinely over extended time frames (with time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences that align with 7th grade subject areas. In their opinion and informational writing, students should draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.W.7.9, CCSS.W.7.10)

SL.7.1 - Range of discussions: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS.SL.7.1)

L.7.6 - Range of vocabulary: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.L.7.6)

Gathering and Interpreting Information

Reading

By the end of the year, 7th grade students should become proficient at the following reading skills while reading texts that fall within the 6th-8th grade band for text complexity (Lexiles 925L-1185L).

R.7.1 - Evidence: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.RL/RI.7.1)

R.7.2 - Central Ideas: Determine a theme or central idea of a text and analyze its development over the course of the text. (CCSS.RL/RI.7.2)

R.7.4 - Vocabulary: Determine the meaning of unknown and multiple-meaning words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone, choosing flexibly from a range of strategies. (CCSS.RL/RI.7.4, CCSS.L.7.4, CCSS.L.7.5)

R.7.5 - Text Structure: Analyze how a text flows from beginning to end and how the author's craft and structure of the text contributes to the meaning of the text. (CCSS.RI.7.8, CCSS.RL/RI.7.3, CCSS.RL/RI.7.5, CCSS.RL/RI.7.6)

R.7.6 - Comparing Texts: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words) and the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). Compare and contrast two texts, such as a fictional portrayal of a time, place, or character and a historical account of the same period, or two or more authors writing about the same topic as a means of understanding how authors shape their presentations through emphasizing different evidence, or interpreting facts and history differently. (CCSS.RL/RI.7.7, CCSS.RL/RI.7.9; OSEU 3, OSEU 5; PBLO: Global Citizens)

Research to Build and Present Knowledge

RS.7.1: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS.W.7.7, CCSS.W.7.9; OSEU 1-7)

Communicating Effectively

Conventions of effective communication

Students demonstrate the ability to express themselves clearly in writing and speaking and are able to proficiently listen and process information. (PBLO: Effective Communicators)

C.7.1 - Grammar: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 7th grade students can explain the function of phrases and clauses in general and their function in specific sentences; choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; and place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (CCSS.L.7.1a/b/c)

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C.7.2 - Conventions: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, speaking, reading, or listening. 7th grade students can use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*); choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy; and spell correctly. (CCSS.L.7.2a/b, CCSS.L.7.3a)

C.7.3 - Ideas: Effectively communicate ideas through speaking and writing. 7th grade students can produce and publish writing; present the relationships between information and ideas efficiently in speaking and writing; present claims effectively, adapting their speech to various contexts; and use technology to interact and collaborate with others as well as to integrate multimedia and visual displays into their presentations. (CCSS.W.7.6, CCSS.SL.7.4, CCSS.SL.7.5, CCSS.SL.7.6)

Writing

7th grade students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience as described in the following standards for opinion pieces, informative/explanatory pieces and narrative pieces. Students should apply reading standards for literary and informational text to their writing. (CCSS.W.7.4, CCSS.W.7.9; PBLO: Effective Communicators)

W.7.1 - Opinion: Write arguments to support claims, acknowledge alternate or opposite claims, and organize the reasons and evidence logically, with clear reasons and relevant evidence. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard form for citation (CCSS.W.7.1, CCSS.W.7.8)

W.7.2 - Informational: Write informational texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Gather relevant information from multiple print and digital sources. (CCSS.W.7.2, CCSS.W.7.8)

W.7.3 - Narrative: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences, and using narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS.W.7.3)

W.7.5 - Revision: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS.W.7.5)

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Listening and speaking

SL.7.1 - Discussion: Engage effectively in a range of collaborative discussions, coming to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS.SL.7.1a/b; PBLO: Effective Communicators)

SL.7.2 - Listening: Listen carefully to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (CCSS.SL.7.2, CCSS.SL.7.3)

Standards for Isahdogan (Grade 8) Communications

Taku waunspeiçiyapi hena sdodyapi yaciñ he?

Introduction

Effective literacy lessons allow students to have authentic experiences with texts and tasks, and integrate multiple standards to develop students as effective communicators. Students who meet the standards will demonstrate the following capabilities of literate individuals:

- Demonstrate **increasing independence** in reading complex texts, constructing and communicating arguments and opinions, and seeking out new information.
- Build **strong content knowledge** and vocabulary across a wide range of subject matter.
- Are engaged readers and listeners, and **comprehend as well as critique**.
- **Value evidence** in supporting their points and evaluating the points of others.
- Use **technology and digital media** strategically and capably.
- Come to understand the **perspectives of Dakotah culture as well as other cultures**.

Overarching Standards

The work of literacy classrooms should incorporate the following standards so that students are reading, writing, speaking and acquiring vocabulary daily:

R.8.10 - Range of reading and text complexity: By the end of the year, read and comprehend texts at the high end of the 6th-8th text complexity band (Lexiles 925L-1185L) proficiently, including: stories, dramas, poetry and literary nonfiction. Across the year, read texts that include native writers, topics and perspectives, including texts about the tribe, tribal legends and stories, and oral history transcriptions. (CCSS.RL/RI.8.10)

W.8.10 - Range of writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.W.8.9, CCSS.W.8.10)

SL.8.1 - Range of discussions: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS.SL.8.1)

L.8.6 - Range of vocabulary: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.L.8.6)

Gathering and Interpreting Information

Reading

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By the end of the year, 8th grade students should become proficient at the following reading skills while reading texts that fall within the 6th-8th grade band for text complexity (Lexiles 925L-1185L).

R.8.1 - Evidence: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS.RL/RI.8.1, CCSS.RI.8.8)

R.8.2- Central Ideas and Theme: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS.RL/RI.8.2, CCSS.RL.8.9)

R.8.3 - Interaction: Analyze how dialogue or incidents in a fictional text propel the action or reveal aspects of a character, or how an informational text makes connections between ideas or events. (CCSS.RL/RI.8.3)

R.8.4 - Vocabulary: Determine the meaning of unknown and multiple-meaning words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.RL/RI.8.4, CCSS.L.8.4, CCSS.L.8.5)

R.8.5 - Author's Craft: Analyze how the structure of a story, drama, poem or informational text contributes to its meaning. (CCSS.RL/RI.8.5, CCSS.RI/RL.8.6, CCSS.RI/RL.8.7)

R.8.6 - Comparing Texts: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS.RL.8.7)

Research to Build and Present Knowledge

RS.8.1: Conduct short research projects to answer a question (including a self-generated question), drawing on evidence from several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS.W.8.7, CCSS.W.8.9; OSEU 1-7)

Communicating Effectively

Conventions of effective communication

Students demonstrate the ability to express themselves clearly in writing and speaking and are able to proficiently listen and process information. (PBLO: Effective Communicators)

C.8.1 - Grammar: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 8th grade students can explain the function of verbals; form and use verbs in the active and passive voice, and the indicative, imperative, interrogative and

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subjunctive mood; and recognize and correct inappropriate shifts in verb voice and mood. (CCSS.L.8.1)

C.8.2 - Conventions: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 8th grade students can use punctuation (comma, ellipsis, dash) to indicate a pause or break; use an ellipsis to indicate an omission; and spell correctly. (CCSS.L.8.2)

C.8.3 - Ideas: Effectively communicate ideas through speaking and writing. 8th grade students can produce and publish writing; present the relationships between information and ideas efficiently in speaking and writing; present claims effectively, adapting their speech to various contexts; and use technology to interact and collaborate with others as well as to integrate multimedia and visual displays into their presentations. (CCSS.W.8.6, CCSS.SL.8.4, CCSS.SL.8.5, CCSS.SL.8.6)

Writing

8th grade students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience as described in the following standards for opinion pieces, informative/explanatory pieces and narrative pieces. Students should apply reading standards for literary and informational text to their writing. (CCSS.W.8.4, CCSS.W.8.9; PBLO: Effective Communicators)

W.8.1 - Opinion: Write arguments to support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS.W.8.1)

W.8.2 - Informational: Write informational texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS.W.8.2)

W.8.3 - Narrative: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences and narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS.W.8.3)

W.8.5 - Revising: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.8.5)

Listening and speaking

SL.8.1 - Discussion: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS.SL.8.1a/b)

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SL.8.2 - Listening: Listen carefully to analyze the purpose of information presented in diverse media and formats, including listening to a speaker. Evaluate the motives and the speaker's arguments and specific claims, including the reasoning, relevance and sufficiency of the evidence. (CCSS.SL.8.2, CCSS.SL.8.3)

Standards for Woyawapi icinapciwanaka – Woyawapi icinwikcemna (Grades 9-10) Communications

Taku waunspeiçiyapi hena sdodyapi yaciñ he?

Introduction

Effective literacy lessons allow students to have authentic experiences with texts and tasks, and integrate multiple standards to develop students as effective communicators. Students who meet the standards will demonstrate the following capabilities of literate individuals:

- Demonstrate **increasing independence** in reading complex texts, constructing and communicating arguments and opinions, and seeking out new information.
- Build **strong content knowledge** and vocabulary across a wide range of subject matter.
- Are engaged readers and listeners, and **comprehend as well as critique**.
- **Value evidence** in supporting their points and evaluating the points of others.
- Use **technology and digital media** strategically and capably.
- Come to understand the **perspectives of Dakotah culture as well as other cultures**.

Overarching Standards

The work of literacy classrooms will incorporate the following standards so that students are reading, writing, speaking and acquiring vocabulary daily:

R.9-10.10 - Range of reading and text complexity: By the end of the year, read and comprehend texts in the 9th-10th complexity band (Lexiles 1050L-1335L) proficiently, including: stories, dramas, poetry and literary nonfiction. Across the year, read texts that include native writers, topics and perspectives, including texts about the tribe, tribal legends and stories, and oral history transcriptions. (CCSS.RL/RI.9-10.10)

W.9-10.10 - Range of writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.W.9-10.9, CCSS.W.9-10.10)

SL.9-10.1 - Range of discussions: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9th-10th topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS.SL.9-10.1)

L.9-10.6 - Range of vocabulary: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.L.9-10.6)

Gathering and Interpreting Information

Reading

By the end of the year, 9th and 10th grade students should become proficient at the following reading skills while reading texts that fall within the 9th-10th grade band for text complexity (Lexiles 1050L-1335L).

R.9-10.1 - Evidence: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.RL/RI.9-10.1)

R.9-10.2 - Central Ideas and Theme: Determine a theme, central idea or argument and claims of a text and analyze in detail the development of theme or argument over the course of the text, including how it emerges and is shaped and refined by specific details; or provide an objective summary of the text and identify any false statements or fallacious reasoning. (CCSS.RL/RI.9-10.2, CCSS.RI.9-10.8)

R.9-10.3 - Interaction: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS.RL.9-10.3)

R.9-10.4 - Vocabulary: Flexibly use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper). (CCSS.RL/RI.9-10.4, CCSS.L.9-10.4, CCSS.L.9-10.5)

R.9-10.5 - Author's Craft: Analyze how an author's choices in their writing affect the meaning in native and non-native texts.

- **R.9-10.5a:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS.RI.9-10.3)
- **R.9-10.5b:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (CCSS.RI.9-10.5)
- **R.9-10.5c:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS.RL.9-10.5)

R.9-10.6 - Comparing texts: Compare and contrast various examples of significant literary and informational texts.

- **R.9-10.6a:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (CCSS.RL.9-10.9)
- **R.9-10.6b:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms

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speech, King's "Letter from Birmingham Jail", and significant tribal treaties), including how they address related themes and concepts. (CCSS.RI.9-10.9)

- **R.9-10.6c:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). (CCSS.RL.9-10.7)
- **R.9-10.6d:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (CCSS.RI.9-10.7)

R.9-10.7 - Point of View: Analyze a particular point of view or purpose in a text and how an author uses rhetoric to advance that point of view or purpose. Analyze the point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (CCSS.RI.9-10.6, CCSS.RL.9-10.6)

Research to Build and Present Knowledge

RS.9-10.1: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.W.9-10.7, CCSS.W.9-10.9; OSEU 1-7)

Communicating Effectively

Conventions of effective communication

Students demonstrate the ability to express themselves clearly in writing and speaking and are able to proficiently listen and process information. (PBLO: Effective Communicators)

C.9-10.1 - Grammar: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students are able to use parallel structure and use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS.L.9-10.1)

C.9-10.2 - Conventions: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Students are able to use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and use a colon to introduce a list or quotation.

C.9-10.3 - Ideas: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, to comprehend more fully when reading or listening, and to adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS.L.9-10.3, CCSS.SL.9-10.6)

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- **C.9-10.3a:** Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type and use technology to produce, publish and edit writing. (CCSS.L.9-10.3, CCSS.W.9-10.6)
- **C.9-10.3b:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS.SL.9-10.4)
- **C.9-10.3c:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS.SL.9-10.5)

Writing

9th and 10th grade students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience as described in the following standards for opinion pieces, informative/explanatory pieces and narrative pieces. Students should apply reading standards for literary and informational text to their writing. (CCSS.W.9-10.4, CCSS.W.9-10.9; PBLO: Effective Communicators)

W.9-10.1 - Opinion: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS.W.9-10.1)

W.9-10.2 - Informational: Write informational texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.W.9-10.2)

W.9-10.3 - Narrative: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS.W.9-10.3)

W.9-10.5 - Revising: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.W.9-10.5)

Listening and speaking

SL.9-10.1 - Discussion: When participating in a range of collaborative discussions, propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their

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own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS.SL.9-10.1a-d)

SL.9-10.2 - Listening: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), including from a speaker, evaluating the credibility and accuracy of each source (the point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence). (CCSS.SL.9-10.2, CCSS.SL.9-10.3)

Standards for Wowawapi ake wanji - Wowawapi ake nunpa (Grades 11-12) Communications

Taku waunspeičiyapi hena sdodyapi yaciñ he?

Introduction

Effective literacy lessons allow students to have authentic experiences with texts and tasks, and integrate multiple standards to develop students as effective communicators. Students who meet the standards will demonstrate the following capabilities of literate individuals:

- Demonstrate **increasing independence** in reading complex texts, constructing and communicating arguments and opinions, and seeking out new information.
- Build **strong content knowledge** and vocabulary across a wide range of subject matter.
- Are engaged readers and listeners, and **comprehend as well as critique**.
- **Value evidence** in supporting their points and evaluating the points of others.
- Use **technology and digital media** strategically and capably.
- Come to understand the **perspectives of Dakota culture as well as other cultures**.

Overarching Standards

The work of literacy classrooms will incorporate the following standards so that students are reading, writing, speaking and acquiring vocabulary daily:

R.11-12.10 - Range of reading and text complexity: By the end of the year, read and comprehend texts in the 11th-12th complexity band (Lexiles 1185L-1385L) proficiently, including: stories, dramas, poetry and literary nonfiction. Across the year, read texts that include native writers, topics and perspectives, including texts about the tribe, tribal legends and stories, and oral history transcriptions. (CCSS.RL/RI.11-12.10)

W.11-12.10 - Range of writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.W.11-12.9, CCSS.W.11-12.10)

SL.11-12.1 - Range of discussions: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11th-12th topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS.SL.11-12.1)

L.11-12.6 - Range of vocabulary: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.L.11-12.6)

Gathering and Interpreting Information

Reading

By the end of the year, 11th and 12th grade students should become proficient at the following reading skills while reading texts that fall within the 11th-12th grade band for text complexity (Lexiles 1185L-1385L).

R.11-12.1 - Evidence: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.RL/RI.11-12.1)

R.11-12.2 - Central Ideas and Theme: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents and tribal treaties) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). (CCSS.RI.11-12.8, CCSS.RL/RI.11-12.2))

R.11-12.4 - Vocabulary and Syntax: Flexibly choose from a variety of strategies to determine the meaning of unknown and multiple-meaning words and phrases *as the author uses them in a text*, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.); analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS.RL/RI.11-12.4, CCSS.L.11-12.4, CCSS.L.11-12.5)

R.11-12.5 - Author's Craft: Analyze how an author's choices in their writing affect the meaning in native and non-native texts.

- **R.11-12.5a:** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (CCSS.RI.11-12.3)
- **R.11-12.5b:** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS.11-12.RL.3)
- **R.11-12.5c:** Analyze and evaluate how the structure an author uses contribute to the overall meaning, aesthetic impact, or effectiveness of his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS.RL/RI.11-12.5)

R.11-12.6 - Comparing texts: Compare features and versions of multiple texts of literary and historical significance, including native and non-native texts.

- **R.11-12.6a:** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature and historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of

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Rights, and Lincoln's Second Inaugural Address), including how two or more texts from the same period treat similar themes or topics and analysis of purposes and rhetorical features. (CCSS.RL/RI.11-12.9)

- **R.11-12.6b:** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.). (CCSS.RL.11-12.7)

R.11-12.7 - Point of View: Determine and analyze how point of view affects the meaning in native and non-native texts, including analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), and how style and content contribute to the power, persuasiveness or beauty of a text in which the rhetoric is particularly effective. (CCSS.RL/RI.11-12.6)

Research to Build and Present Knowledge

RS.11-12.1: Conduct short as well as more sustained research projects on native and non-native topics to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather evidence from a variety of literary or informational texts presented in different media or formats (e.g., visually, quantitatively) to support analysis, reflection, and research, evaluating information for credibility and relevance. Avoid plagiarism and overreliance on any one source and follow a standard format for citation. (CCSS.RI.11-12.7, CCSS.W.11-12.7, CCSS.W.11-12.8, CCSS.W.11-12.9; OSEU 1-7)

Communicating Effectively

Conventions of effective communication

Students demonstrate the ability to express themselves clearly in writing and speaking and are able to proficiently listen and process information. (PBLO: Effective Communicators)

C.11-12.1 - Grammar: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students are able to apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested, and can resolve issues of complex or contested usage by consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. (CCSS.L.11-12.1)

C.11-12.2 - Conventions: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, including observing conventions for hyphenation. (CCSS.L.11-12.2)

C.11-12.3 - Ideas: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, to comprehend more fully when reading or listening and to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS.L.11-12.3, CCSS.SL.11-12.6)

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- **C.11-12.3a:** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS.L.12.3a)
- **C.11-12.3b:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS.SL.11-12.5)

Writing

11th and 12th grade students produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience as described in the following standards for opinion pieces, informative/explanatory pieces and narrative pieces. Students should apply reading standards for literary and informational text to their writing. (CCSS.W.11-12.4, CCSS.W.11-12.9; PBLO: Effective Communicators)

W.11-12.1 - Opinion: Write arguments to support precise, knowledgeable claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence to distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS.W.11-12.1)

W.11-12.2 - Informational: Write informational texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content, using multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.W.11-12.2)

W.11-12.3 - Narrative: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS.W.11-12.3)

W.11-12.5 - Revising: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.W.11-12.5)

Listening and speaking

SL.11-12.1 - Discussion: To participate effectively in a range of collaborative discussions, students will come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas; respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional

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information or research is required to deepen the investigation or complete the task.
(CCSS.SL.11-12.1a-d; PBLO: Effective Communicators)

SL.11-12.2 - Listening: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), including from a speaker, evaluating the credibility and accuracy of each source (the point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used). (CCSS.SL.11-12.2)