

KAIAPUNI STANDARD TO COMMON CORE CROSSWALK GRADE 3

Summary

Language is the marker of identity, and has a vision of the past, present and future, “Language not only transmits visions of the past but also expressions of social relationships, individual friendships as well as community knowledge, a wealth of organizing experiences, rules about social relationships plus ideas about art, craft, science, poetry, song, life, death and language itself.” (Baker, 2011, p.45) Learning what Skutnabb-Kangas (2009) terms a mother-tongue language, such as the Hawaiian language, is an act of reconnecting with ancestors, understanding our current place in the world as indigenous peoples, and imagining the future of our language, culture, and community through a Hawaiian-language lens. These benefits and rights have been confirmed by the United Nations Declaration on the Rights of Indigenous Peoples (2008).

Additionally, the benefits of bilingual education have been well-documented in the world of qualitative research (C. Baker, 1988, 2011; Cummins, 1981, 1986, 1999, 2000, 2003; Fishman, 1976; Hakuta & Gould, 1987; Hakuta, 1986; Skutnabb-Kangas, 2009). According to Garcia (2008), bilingual education (which includes the immersion model currently being followed by the Hawaiian Language Immersion Program) has the potential to be transformative and can expand and stimulate the intellects of children and allow them to draw from a greater pool of knowledge and experiences than if they were monolingual. In addition, children who speak more than one language bring with them a wealth of experience and knowledge that enhances their learning, “Crossing cultural, social class, and language boundaries, students in a bilingual class develop multiple ways of solving human problems and approach ecological and social science issues from a cross-national perspective. These learners acquire deep academic proficiency in two languages, which becomes a valuable resource in adult professional life.” (Thomas and Collier, December 1997/January 1998, p. 26)

The CCSS-Kaiapuni Crosswalks and Kaiapuni Standards have been created as a part of an international and national movement to support the education of native children. At the international level, in Aotearoa New Zealand, Ngā Whanaketanga Rumaki Māori were developed and implemented for Māori-medium schools in literacy and numeracy (See the New Zealand Ministry of Education website at: <http://www.minedu.govt.nz/theMinistry/EducationInitiatives/NgaWhanaketangaRumakiMaori.aspx>). Additionally in Norway, an Action Plan for Sami Languages was developed by the Norwegian government to demonstrate its broad and long-term commitment to preserve the Sami language in all facets of life, including instruction in Sami in K-12 schools and teacher

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preparation programs (See the Norwegian Ministry of Labour and Social Inclusion Report at: https://www.regjeringen.no/globalassets/upload/fad/vedlegg/sami/hp_2009_samisk_sprak_engelsk.pdf).

Some examples of this national movement include the development of cultural standards for native children in Alaska via the Alaska Cultural Standards for Educators that were adopted by the Alaska State Board of Education and Early Development in 2010 (https://www.eed.state.ak.us/standards/pdf/cultural_standards.pdf), and the existence of the Office of Dine Standard, Curriculum & Assessment in the Navajo Nation (<http://www.odclc.navajo-nsn.gov>), which oversees the development and continuous improvement of implementation of Dine language and culture in their schools. In addition, the Native Youth Report released by the Executive Office of the President in 2014, recognizes that while native students have languished under educational systems that have denied native communities educational self-determination, that giving native peoples more control over the education of their children is a key component of improving the life trajectories of Native youth. This report also articulates a commitment to better support Native language revitalization through education, and recognizes the positive impacts that integrating native language and culture can have on a child's sense of identity, self-esteem, and educational achievement (https://www.whitehouse.gov/sites/default/files/docs/20141129nativeyouthreport_final.pdf).

In Hawai'i, the movement to revitalize Hawaiian language in our education system can be marked by a number of key events and policy changes, most relevant of which was the movement to ensure the right to use Hawaiian as a medium of instruction, "By 1986, parents of children who spoke the Hawaiian language and advocates of the cause began entreating the State legislature to rescind the ninety-year-old Act 57, removing the last legal barrier to the creation of Hawaiian language immersion programs" (Kahumoku, 2000, p. 203). This was only possible because of a change in the state's constitution in 1978, whereby Hawaiian became one of two official languages of the State of Hawai'i. Most recently, the redraft of Board of Education Policies 2104 and 2105 reconfirms the state's commitment to Hawaiian language and culture being present in every aspect of the education system, as well as highlights the significance of Hawaiian immersion education in our state. The alignment of this work with the larger movement towards improved academic outcomes for native students is clear; the value of this work lies in the direct impact it will have on not only Hawaiian immersion students, but also on our state as a whole.

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It is in this spirit that the Hawaiian Immersion Schools Assessment Project embarked on a journey to facilitate the creation of assessments that focus on the strengths that Hawaiian immersion children possess and the contributions that these children can make to Hawai'i and the world. The first step in this process was to identify and create student learning outcomes for Hawaiian Language Arts. The project facilitated a rigorous process of developing these student learning outcomes that included the participation of Hawaiian immersion teachers across the state, university faculty, Hawaiian Language and education scholars, and cultural practitioners. It was from this process that the Grade 3 Kaiapuni Standards in Hawaiian Language Arts were created, vetted, and finalized.

After the finalization of the Grade 3 Kaiapuni Standards in Hawaiian Language Arts, the project assembled a team of Hawaiian language experts and scholars to begin to develop the CCSS Crosswalks on January 30, 2015. Representatives from UH-Mānoa, UH-Hilo, 'Aha Pūnana Leo, OHA, and Kamehameha Schools were asked to look at the Kaiapuni Standards and the CCSS and come up with some initial recommendations and rationale for the Crosswalks. The recommendations from this team were used as a foundation to create the final Crosswalks document. These are the individuals who comprised the Crosswalk Team:

- Kēhaulani Abad, Ph.D. - Ka Pou Kihi Lono (Community Engagement Director), Office of Hawaiian Affairs
- Nāmaka Rawlins - Executive Director, 'Aha Pūnana Leo
- Kauanoē Kamanā, Ph.D. - Director and Principal, Nāwahīokalani'ōpu'u PCS
- Keiki Kawai'ae'a, Ph.D - Director of Ka Haka 'Ula o Ke'ilikōlani College of Hawaiian Language Undergraduate Programs, University of Hawai'i at Hilo
- Eōmailani Kūkahiko, Ph.D. - Faculty, College of Education, University of Hawai'i at Mānoa
- Walter Kahumoku, Ph.D - Director of Teacher Education and Professional Development, Public Education Support Division, Kamehameha Schools
- Kau'i Sang, M.Ed - Educational Specialist, Hawaiian Language Immersion Program Office, Hawai'i Department of Education

These Grade 3 Kaiapuni Standards - CCSS Crosswalks are being presented in two different ways. First, a condensed table of how each CCSS is met through the Grade 3 Kaiapuni Standards, with justifications if alignment is not present. Second, a more expanded and comprehensive table that demonstrates how Grade 3 Kaiapuni Standards align with the CCSS, including

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explanations for the variations across the two standards. The Crosswalks are presented in this way in order to clearly demonstrate how the two sets of standards are aligned.

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CCSS → GRADE 3 KAIPUNI STANDARDS

Strand-Topic	Common Core State Standard	Kaipuni Standard Alignment	Comments
Reading Literature - Key Ideas and Details	3.RL.1	3.KH.6	
	3.RL.2	3.KH.1, 3.KH.6	
	3.RL.3	3.KH.3	
Reading Literature - Craft and Structure	3.RL.4	3.KH.5, 3.KH.12, 3.KH.13, 3.KH.14	
	3.RL.5	3.KH.2, 3.KH.4	
	3.RL.6	3.KH.1, 3.KH.3	
Reading Literature - Integration of Knowledge and Ideas	3.RL.7	3.KH.5	
	3.RL.9	N/A	This standard could be measured, however, in Hawaiian literature, this is a highly complex process that requires language and reading skills that are not acquired until a much higher grade level than grade 3. This standard will most likely be introduced in for English Language Arts in fifth grade, and Hawaiian Language Arts in grades 7 or 8.

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Reading Literature - Range of Reading and Complexity of Text	3.RL.10	N/A	This standard is encompassed in all of the Grade 3 Kaiapuni Standards within the section of Ka Heluhelu Mo'olelo. As such, breaking it out into a separate standard creates unnecessary redundancy in the Grade 3 Kaiapuni Standards.
Reading Informational - Key Ideas and Details	3.RI.1	3.KH.6	
	3.RI.2	3.KH.1	
	3.RI.3	3.KH.2	
Reading Informational - Craft and Structure	3.RI.4	3.KH.5	
	3.RI.5	3.KH.5	
	3.RI.6	3.KH.1	
Reading Informational - Integration of Knowledge and Ideas	3.RI.7	3.KH.5, 3.KH.6	
	3.RI.8	3.KH.4	
	3.RI.9	3.KH.6	
Reading Informational - Range of Reading and Level of Text Complexity	3.RI.10	N/A	This standard is encompassed in all of the Grade 3 Kaiapuni Standards within the section of Ka Heluhelu Ho'onui 'Ike. As such, breaking it out into a separate standard creates unnecessary redundancy in the Grade 3 Kaiapuni Standards.

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Reading Foundational - Phonics and Word Recognition	3.RF.3	3.KH.8, 3.KH.10	
Reading Foundational - Fluency	3.RF.4	3.KH.11	
Writing - Text Types and Purposes	3.W.1	3.K.5	
	3.W.2	3.K.2, 3.K.3	
	3.W.3	3.K.1, 3.K.17	
Writing - Production and Distribution of Writing	3.W.4	3.K.2, 3.K.5, 3.K.15	
	3.W.5	3.K.13	
	3.W.6	3.K.13	
Writing - Research to Build and Present Knowledge	3.W.7	3.K.6	
	3.W.8	3.K.6	
Writing - Range of Writing	3.W.10	3.K.16	

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Speaking and Listening - Comprehension and Collaboration	3.SL.1	3.‘Ö.2, 3.‘Ö.6	
	3.SL.2	3.‘Ö.2, 3.‘Ö.7	
	3.SL.3	3.‘Ö.1	
Speaking and Listening - Presentation of Knowledge and Ideas	3.SL.4	3.‘Ö.3, 3.‘Ö.7	
	3.SL.5	3.‘Ö.4	
	3.SL.6	3.‘Ö.1, 3.Ö.4, 3.‘Ö.5	
Language - Conventions of Standard English	3.L.1	3.K.14	These standards require students to have identical skills as the English CCSS, but in Hawaiian. Students in Hawaiian immersion schools do not get formalized English instruction until the fifth grade. As such, while this CCSS is reflected in the Grade 3 Kaiapuni Standards in the Hawaiian language, this CCSS will not be taught in the classroom until fifth grade.
	3.L.2	3.K.12	
Language - Knowledge of Language	3.L.3	3.K.4, 3.‘Ö.6	
Language - Vocabulary Acquisition and Use	3.L.4	3.KH.5	
	3.L.5	3.KH.14	
	3.L.6	3.‘Ö.5	

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The next section of this Crosswalk document is a more comprehensive comparison of the CCSS and Grade 3 Kaipuni Standards for Hawaiian Language Arts. For Kaipuni Standards where alignment is not apparent, an explanation and rationale is provided. It is clear that the Kaipuni Standards that have been created have a great deal of alignment with the Common Core State Standards, with the enhancements related to skills that are necessary for students who speak two languages.

GRADE 3 KAIPUNI STANDARDS → CCSS

KA HELUHELU				
Kaipuni Standard	CC Standard	Grade Alignment	Standard Alignment	Comments
Nā ‘Ano Heluhelu				
Ka Heluhelu Mo‘olelo				
3.KH.1: Kūkulu ka haumana i kona mana‘o a. Ma o nā la‘ana mai ka mea āna i heluhelu ai e. Ma o ke kuhi ‘ana i ka mana‘o o ka mea kākau	3.RL.2 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. 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters	3.9	2 2 3	

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	3.RI.6 Distinguish their own point of view from that of the author of a text		3	
3.KH.2: Wehewehe ‘ia ke ka‘ina hana o ka mo‘olelo me ka hō‘ike pū i ka pilina o nā hanana i ka mo‘olelo.	3.RL.5: 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. 3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3.7	2 3	
3.KH.3: Ho‘ohālikelike ‘ia ka po‘e me’e o ka mo‘olelo a. Ma ko ka me’e ‘ao‘ao o ka ‘ike e. Ma ko ka me’e ‘ano	3.RL.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.	3.7	3 2	
3.KH.4: ‘Ike ‘ia nā mana‘o kūpono o nā hua‘ōlelo no kēlā a me kēia mahele o ka mo‘olelo.	3.RL.5: 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. 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison,	3.8	3 3	

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	cause/effect, first/second/third in a sequence)			
3.KH.5: Kuhikuhi 'ia ka mana'o o ka hua'olelo hou ma o ka maopopo 'ana o ka pō'aiapili (a me nā ki'i) ma ka mo'olelo	3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	3.9	2	
	3.RI.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.		3	
	3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a give topic.		3	
	3.RL.7 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).		3	
	3.RI.7 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).		3	
	3.L.4 Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of		3	

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	<p>strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>			
Ka Heluhelu Ho'onui 'Ike				
<p>3.KH.6:</p> <p>Hō'ulu'ulu 'ia ka mo'olelo</p> <ul style="list-style-type: none"> Nīnau 'ia a pane pono 'ia ka nīnau e pili ana i kekahi mea i heluhelu 'ia e hō'ike pono 'ia ai kona mana'o Unuhi 'ia ka 'ike mai nā ki'i mai 	<p>3.RL.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.2</p> <p>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.</p> <p>3.RI.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	3.7	<p>3</p> <p>3</p> <p>3</p> <p>2</p>	

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	<p>3.RI.7 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).</p> <p>3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic</p>		2	
Nā Loina Mo‘olelo Hawai‘i; <i>Conventions of Hawaiian Literacy</i>				
Kuana‘ike				
3.KH.7: Mālama ‘ia ka ‘ike Hawai‘i a me ke kuana‘ike Hawai‘i.	N/A	3.5		This standard requires students to apply their understanding of Hawaiian knowledge and Hawaiian worldview and does not appear in the CCSS. The ability to understand and apply an alternative worldview is a complex one and can only serve to expand the possible perspectives that issues and topics that can be observed and analyzed, both in Hawaiian Language Arts and eventually English Language Arts when formal English instructions is

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				introduced in fifth grade. This requires students to integrate a variety of skills that are articulated in CCSS, including determining the central message of a text (from a Hawaiian worldview) and use support from the text (3.RL.2), and determining the meaning of words and phrases in a text (from a Hawaiian worldview) and interpreting non-literal language (3.RL.4).
3.KH.8: Puana pono 'ia nā hua'ōlelo (me ka hō'ike 'ia o ke kahakō a me ka 'okina) i heluhelu leo 'ia.	3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	3.1	3	
Ha'awina 'Ike Ku'una: <i>Ancestral Knowledge Acquisition</i>				
3.KH.9: Kuhikuhi 'ia nā lōina ku'una i helu 'ia i ka mo'olelo	N/A	3.5		This standard requires students to identify traditional elements and customs that are present in a story and does not appear in

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				the CCSS. The essential skills that are necessary to achieve this standard are the ability to differentiate between two different knowledge systems, the ability to explain those differences, and the ability to understand in what context these differences might occur. It is a high-level and complex process that students must engage in and when achieved, will demonstrate a high level of critical thought. This standard is an enhanced version of CCSS, including being able to identify the main idea of a text and use supporting details, such as their knowledge of traditional Hawaiian customs. (3.RL.2; 3.RI.)
Nā Loina Mo'olelo Hawai'i; <i>Conventions of Hawaiian Literacy</i>				
Mōakāka kūpono ka heluhelu waha				
3.KH.10: Ua pa'a ka pilina'ōlelo kūpono a me nā hua'ōlelo kūpono	3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.5	3	

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	a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.			
3.KH.11: Poeko pono ka 'ōlelo ma ka heluhelu waha no ka 'apo 'ana i ka mana'o o ka mea i heluhelu 'ia.	3.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.5	3	
Kaona				
3.KH.12: Wehewehe 'ia nā 'ōlelo no'eau no ke kuhikuhi 'ana i kekahi mana'o mai ke kūana'ike Hawai'i	3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	3	1.5	These three standards all focus on teaching students how to understand and use the Hawaiian concept of <i>kaona</i> , which is not present in the CCSS. In its simplest form, this is the nonliteral or underlying meaning of words and phrases in a text and is an essential characteristic present in Hawaiian stories and speech. This is a highly complex and critical thought process that requires students to look at text and speech from a
3.KH.13: 'Apo 'ia ka nane i nīnau 'ia me ka 'ike 'ana he nane nō ia nīnau.	3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	3.7	1.5	
3.KH.14: Apo 'ia nā mana'o pālua o ka 'ōlelo ho'okahi e hō'ike ai he mana'o kaona nō ia.	3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language 3.L.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of	3.9	3 3	

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	<p>words and phrases in context (e.g. take steps)</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)</p>			<p>Hawaiian worldview and interpret and analyze the double meanings of words and phrases in order to get a clear understanding of an author's or speaker's message. A student could apply these skills in any other standard that requires them to identify and explain the central message of a text (3.RL.2), to write narratives using effective techniques (3.W.3), to use knowledge of language when writing, speaking, reading, or listening and choose words and phrases for their effects (3.L.3), or when demonstrating an understanding of word relationships and nuances. (3.L.5)</p>
KE KĀKAU				
Nā ‘Ano Kākau				
Palapala Mo‘olelo Hawai‘i				

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<p>3.K.1: Hō'ike 'ia nā mahele nui o ka mo'olelo</p> <ul style="list-style-type: none"> a. mo'okū'auhau me'e e. pilina 'āina i. ha'awina kupuna (e la'a 'o nā 'ōlelo no'eau ma ka wā kūpono) 	<p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 	<p>3.9</p>	<p>3</p>	
<p>3.K.2: Kākau 'ia ka 'ōlelo kūpono e launa ai me ka pō'aiāpili me ka ho'onohonoho pono 'ana i nā mana'o</p>	<p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. <p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>3.9</p>	<p>3</p> <p>3</p>	

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Palapala Kuhi 'Ano/ Ho'ākāka				
3.K.3: Ho'olauna 'ia ke kumuhana kākau me ka mōākāka me ka helu papa 'ana i ka 'ike o ka mo'olelo ma ke ka'ina kūpono.	3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	3.9	3	
3.K.4: Kākau 'ia nā hua'ōlelo kūpono e wehewehe ai i ke 'ano o ke kumuhana kākau (e la'a, nā kahulu, nā hunekuhi, na 'ami)	3.L.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.		3	
Palapala Kūpale Mana'o				
3.K.5: Kūkulu pono 'ia ka mana'o me ka mōākāka o ia mana'o me ka wehewehe 'ia 'ana o ke kumu e mana'o 'ia ai ia mana'o	3.W.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	3.9	3	

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	<p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		3	
<p>3.K.6: Pane ‘ia ka nīnau me ka piha o ka mana‘o e pane pono ai i ka nīnau ma nā pō‘aiapili like ‘ole (e la‘a, ka noi‘i ‘ana e lawa ai ka pane piha ‘ana)</p>	<p>3.W.7 Conduct short research projects that build knowledge about a topic.</p> <p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	3.9	<p>3</p> <p>3</p>	
Nā Loina Mo‘olelo Hawai‘i				
Mo‘okū‘auhau				
<p>3.K.7: Helu ‘ia ka mo‘okū‘auhau ‘ohana o nā me‘e.</p>	N/A	3.1		<p>This standard requires a student to list the genealogy of the main character of a story and is not present in the CCSS. From a Hawaiian worldview, understanding a person’s genealogy is critically important, as it is the way in which relationships are developed and roles and</p>

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				<p>responsibilities are understood. The skills that students need to have to achieve this standard include: the ability to discern characters who are related to the main character and those who are not, the ability to understand the relationship between different characters in a story, and the ability understand what each relationship means within different contexts. This standard is a more complex combination of a number of different CCSS, including the ability to identify the relationships between story elements (3.RI.3), the ability to describe characters in a story and how their actions (or in this case relationships) impact the story (3.RL.3), and the ability to identify key details in a text.</p>
Pilina 'Āina				

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<p>3.K.8: Helu 'ia ka inoa o ka 'āina o ka mo'olelo ma ka helu 'ia o</p> <ul style="list-style-type: none"> • nā inoa o nā makani, • nā inoa o nā ua, • nā inoa o nā kai a i 'ole nā wai o ia 'āina 	N/A	3.5		<p>This standard requires students to list and identify the name and characteristics of the land in the story, and from a Hawaiian worldview, this is an essential element of the setting of any story. Students must first understand the important role that the land plays in Hawaiian text, and then the unique characteristics of that particular land area and how it contributes to the story. Much like the ability to identify relationships between story elements (3.RI.3), this standard requires students to identify relationships between the land (an element of setting) and the story.</p>
Ha'awina 'Ike Ku'una				
3.K.9: Helu 'ia nā lōina kupuna i ka mo'olelo	N/A	3.5		<p>These two standards require students to identify traditional Hawaiian knowledge that is present in the story and explain the</p>
3.K.10: Wehewehe 'ia ka pilina o ia 'ike/ ha'awina i nā me'e o ka mo'olelo	N/A	3.9		

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				<p>relationship between this knowledge and the characters of the story. The essential skills that are necessary to achieve this standard are the ability to differentiate between two different knowledge systems, the ability to explain those differences, and the ability to understand in what context these differences might occur. It is a high-level and complex process that students must engage in and when achieved, will demonstrate a high level of critical thought. This standard is a more complex combination of a number of different CCSS, including the ability to identify the relationships between story elements (3.RL.3), the ability to describe characters in a story and how their actions (or in this case relationships) impact the story (3.RL.3), and the ability to identify key details in a text.</p>
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Nā Loina Kākau				
‘Ōlelo No‘eau				
3.K.11: Ho‘okomo ‘ia nā ‘ōlelo no‘eau no ka wehewehe ‘ana i kekahi mana‘o mai ke kūana‘ike Hawai‘i	N/A	3.9		This standard requires students to utilize their knowledge of Hawaiian wise sayings, steeped in figurative language, to explain their thoughts from a Hawaiian worldview. This requires students to not only differentiate between literal and nonliteral language (3.RL.4), it also requires them understand the underlying or hidden meanings of these phrases and then use this knowledge to explain and justify their thoughts and position from a Hawaiian worldview.
Ke Kiko a me ka Pela				
3.K.12: Pololei ka pela ‘ana me ka ho‘ohana pono ‘ia o nā kiko	3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles.	3.2	3	This standard requires students to have identical skills as the English CCSS, but in Hawaiian. Students in Hawaiian immersion

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	b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			schools do not get formalized English instruction until the fifth grade. As such, while this CCSS is reflected in the Kaiapuni Standards in the Hawaiian language, this CCSS will not be taught in the classroom until fifth grade.
Ho'onohonoho Kākau				
3.K.13: Kūkulu pono 'ia ka mana'o me ke kāko'o i pili i ka mana'o nui <ul style="list-style-type: none"> • E ho'olauna kūpono i ka mana'o nui • E pani kūpono • E ho'opuka me ka maiau ma ke 'ano Hawai'i 	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.) 3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	3.5	3	
Pilina 'Ōlelo				
3.K.14: Ho'ohana 'ia nā analula kūpono no kēia pae	3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs,	3.5	3	This standard requires students to have identical skills as the English CCSS, but in Hawaiian. Students

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	<p>adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple compound and complex sentences.</p>			in Hawaiian immersion schools do not get formalized English instruction until the fifth grade. As such, while this CCSS is reflected in the Kaiapuni Standards in the Hawaiian language, this CCSS will not be taught in the classroom until fifth grade.
3.K.15: E pa‘a loa ke kākau ‘ana i nā māmala ‘ōlelo piha (māka painu a me nā ‘ami kūpono, pepeke henua no nā wā a pau, pepeke ‘aike he/‘o,)	<p>3.W.4</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	3.5	3	
3.K.16: Hiki ke kākau no kekahi wā lō‘ihi kūpono no kēia pae.	<p>3.W.10</p> <p>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.</p>	3.5	3	
3.K.17: E pa‘a loa ke kākau ‘ana me ka hiki ke wehewehe i ke ‘ano o kekahi mea (kahulu)	<p>3.W.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and</p>	3.9	3	

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	<p>feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>			
KA ‘ŌLELO				
Ka ‘Ōlelo Walewaha				
Mōakāka				
<p>3.‘Ō.1: Pane pono ‘ia nā nīnau me ka ‘ōlelo piha (Pane “piha” ‘ia me ka ‘ōlelo pono.)</p>	<p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)</p>	3.9	3 3	
<p>3.‘Ō.2: Ho‘opuka ‘ia ka ‘ōlelo, me ke kāko‘o o ke kumu, a) e kuhikuhi pono ai iā ha‘i i kekahi hana e) e hō‘ike ai i ke ‘ano o ko ka haumāna na‘au a me kona mana‘o pono‘ī i) e kāko‘o ai i ko ka haumāna mana‘o</p>	<p>3.SL.1 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. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care.</p>	3.9	3	

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	<p>speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented stay on topic and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		3	
3.‘Ō.3: Wehewehe pono ‘ia ke ka‘ina o kekahi hana a i ‘ole kekahi mo‘olelo	<p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	3.9	3	
3.‘Ō.4: Puana pono ‘ia nā hua ‘ōlelo e maopopo ai ka ‘ōlelo.	<p>3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations)</p>	3.5	2 2	<p>The focus of this standard is really on pronunciation and speaking clearly and does not include the ability to incorporate facts and descriptive details. However, correct pronunciation of Hawaiian is a critical standard for two reasons: first, because most students are second-language learners of Hawaiian, correct pronunciation is critical to being proficient readers</p>

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				and writers of Hawaiian; and second, because Hawaiian Language immersion schooling essentially a language revitalization process with the goal of educating the next generation of Hawaiian language speakers, ensuring that the language is perpetuated and spoken correctly is of critical importance. However, Standards 3.‘Ö.1 and 3.‘Ö.3 also require students to use facts and relevant descriptive details in their telling or retelling of a story and so are covered within the scope of the Kaiapuni Standards.
‘Ikena ‘Ölelo Hawai‘i				
3.‘Ö.5: Ho‘opuka ‘ia ka ‘ölelo e kū ana i ka pō‘aiapili kūpono	3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations) 3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and	3.7	3 3	

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	temporal relationships (e.g., After dinner that night we went looking for them).			
Ka Ho‘omaopopo				
Ka Ho‘olohe				
<p>3.‘Ö.6: Ua pa’a ka mana’o o nā pilina‘ōlelo kūpono a me nā hua‘ōlelo kūpono (i lohe ‘ia) e komo ai i ke kūkā kama’ilio</p>	<p>3.L.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>3.SL.1 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. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. 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). c. Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.</p>	3.7	<p>2</p> <p>3</p>	This standard requires students to have identical skills as the English CCSS, but in Hawaiian. Students in Hawaiian immersion schools do not get formalized English instruction until the fifth grade. As such, while this CCSS is reflected in the Kaiapuni Standards in the Hawaiian language, this CCSS will not be taught in the classroom until fifth grade.

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3.‘Ō.7: Ha‘i hou i kekahi mo‘olelo e hō‘ike ai i ka maopopo o kāna i lohe ai	<p>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	3.9	3 3	
KE MELE/OLI				
Ka Ho‘opa‘ana‘au				
Ho‘opa‘ana‘au				
3.MO.1: Ho‘opa‘ana‘au ‘ia i mea e pa‘ana‘au ai nā inoa mo‘okū‘auhau Hawai‘i, nā inoa mahele ‘āina a me ka ‘ike Hawai‘i ku‘una a me ka ‘ike ma‘i‘o	N/A	3.9		<p>This standard requires students to memorize various aspects of traditional knowledge such as genealogies, land divisions, etc.</p> <p>Memorization, from a Hawaiian perspective, is a critical skill that all students must acquire, practice, and refine throughout his or her life. While not present on the CCSS, this is a skill that</p>

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				could be utilized in acquiring other content knowledge within the CCSS. This standard is the building block to Standards 3.K.7 and 3.K.8, as in this standard requires students to identify genealogies and the characteristics of land. Memorizing some of this basic knowledge will allow students to apply that knowledge as they work towards meeting other standards.
Ho‘opili				
3.MO.2: Ho‘opa‘ana‘au ‘ia i mea e ho‘opili ai ke mele Hawai‘i ‘ana, ke oli Hawai‘i ‘ana a me ka puana mele/oli	N/A	3.9		This standard requires students to memorize the aforementioned aspects of traditional knowledge, so that they can then apply that knowledge in context. Like Standard 3.MO.1, it is a building block for other standards including 3.K.7 and 3.K.8, but also requires a higher level of critical thought, as this is a performance standard that measures not only whether

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				or not students have memorized the information, but also if they have internalized it enough to know when to use it correctly.
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2014 Native Youth Report

https://www.whitehouse.gov/sites/default/files/docs/20141129nativeyouthreport_final.pdf