

KAIAPUNI STANDARD TO COMMON CORE CROSSWALK GRADE 4

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 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).

KAIAPUNI STANDARD TO COMMON CORE CROSSWALK GRADE 4

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.

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,

KAIAPUNI STANDARD TO COMMON CORE CROSSWALK GRADE 4

and cultural practitioners. It was from this process that the Grade 4 Kaiapuni Standards in Hawaiian Language Arts were created, vetted, and finalized.

After the finalization of the Grade 4 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 Grade 4 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
- Kauanoe 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 4 Kaiapuni Standards - CCSS Crosswalks are being presented in two different ways. First, a condensed table of how each CCSS is met through the Grade 4 Kaiapuni Standards, with justifications if alignment is not present. Second, a more expanded and comprehensive table that demonstrates how Grade 4 Kaiapuni Standards align with the CCSS, including 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.

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

CCSS → GRADE 4 KAIAPUNI STANDARDS

Strand-Topic	Common Core State Standard	Kaiapuni Standard Alignment	Comments
Reading Literature - Key Ideas and Details	4.RL.1	4.KH.1	
	4.RL.2	4.KH.1	
	4.RL.3	4.KH.12	
Reading Literature - Craft and Structure	4.RL.4	4.KH.10, 4.KH.13, 4.KH.14, 4.KH.15, 4.KH.16	
	4.RL.5	4.KH.4	
	4.RL.6	4.KH.3, 4.KH.12	
Reading Literature - Integration of Knowledge and Ideas	4.RL.7	4.KH.1	
	4.RL.9	4.KH.5	
Reading Literature - Range of Reading and Complexity of Text	4.RL.10	N/A	This standard is encompassed in all of the Grade 4 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 4 Kaiapuni Standards.

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

Reading Informational - Key Ideas and Details	4.RI.1	4.KH.6	
	4.RI.2	4.KH.6	
	4.RI.3	4.KH.6	
Reading Informational - Craft and Structure	4.RI.4	4.KH.10	
	4.RI.5	4.KH.2	
	4.RI.6	4.KH.4	
Reading Informational - Integration of Knowledge and Ideas	4.RI.7	4.KH.6	
	4.RI.8	4.KH.1	
	4.RI.9	4.KH.4	
Reading Informational - Range of Reading and Level of Text Complexity	4.RI.10	N/A	This standard is encompassed in all of the Grade 4 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 4 Kaiapuni Standards.
Reading Foundational - Phonics and Word Recognition	4.RF.3	4.KH.8	
Reading Foundational - Fluency	4.RF.4	4.KH.11	

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

Writing - Text Types and Purposes	4.W.1	4.K.3	
	4.W.2	4.K.1, 4.K.5, 4.K.6	
	4.W.3	4.K.1, 4.K.2	
Writing - Production and Distribution of Writing	4.W.4	4.K.16	
	4.W.5	4.K.16	
	4.W.6	4.K.16	
Writing - Research to Build and Present Knowledge	4.W.7	4.K.7	
	4.W.8	4.K.10	
	4.W.9	4.K.11	
Writing - Range of Writing	4.W.10	4.K.16	
Speaking and Listening - Comprehension and Collaboration	4.SL.1	4.Ö.6	
	4.SL.2	4.Ö.7	
	4.SL.3	4.Ö.6	

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

Speaking and Listening - Presentation of Knowledge and Ideas	4.SL.4	4.‘Ō.2, 4.‘Ō.3	
	4.SL.5	4.‘Ō.3	
	4.SL.6	4.‘Ō.4	
Language - Conventions of Standard English	4.L.1	4.K.4, 4.K.17, 4.K.18, 4.‘Ō.1	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 Kaiapuni Standards in the Hawaiian language, this CCSS will not be taught in the classroom until fifth grade.
	4.L.2	4.K.15	
Language - Knowledge of Language	4.L.3	4.‘Ō.5	
Language - Vocabulary Acquisition and Use	4.L.4	4.K.14	
	4.L.5	4.KH.14, 4.KH.15, 4.KH.16, 4.K.12	
	4.L.6	4.‘Ō.2	

The next section of this Crosswalk document is a more comprehensive comparison of the CCSS and Grade 4 Kaipuni Standards for Hawaiian Language Arts. For Kaiapuni Standards where alignment is not apparent, an explanation and rationale is provided. It is clear that the Kaiapuni 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 4 KAIAPUNI STANDARDS → CCSS

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

KA HELUHELU				
Kaiapuni Standard	CC Standard	Grade Alignment	Standard Alignment	Comments
Nā ‘Ano Heluhelu				
Ka Heluhelu Mo’olelo				
4.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	4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RL.2 Determine a theme of a story, drama or poem from details in the text; summarize the text. 4.RL.7 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. 4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	4.9	3 3 3 3	
4.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	4.RI.5 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.	4.7	3	
4.KH.3: Ho’ohālikelike ‘ia ka po’e me’e o ka mo’olelo a. Ma ko nā me’e ‘ao’ao o	4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference	4.9	3	

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

ka 'ike i pili i ke kumuhana like e. Ma ko nā me'e 'ikena ma nā mo'olelo 'oko'a i pili i ka pō'aiapili ho'okahi	between first- and third-person narrations			
4.KH.4: Kālai 'ia nā mo'olelo 'oko'a e 'ike ai i ka like a me ka 'oko'a o nā mo'olelo Hawai'i.	4.RL.5: 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, setting descriptions, dialogue, stage directions) when writing or speaking about a text. 4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided 4. RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	4.9	3 2 2	
4.KH.5: 'Ike 'ia nā hua'ōlelo kūpono e wehewehe ai i ke 'ano o ke kumuhana kākau a me ka 'oko'a o nā mahele mo'olelo.	4.RL.9 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.	4.5	2	
Ka Heluhelu Ho'onui 'Ike				
4.KH.6: Hō'ulu'ulu 'ia ka mo'olelo a) Nīnau 'ia a pane pono 'ia ka nīnau e pili ana i kekahi mea i heluhelu 'ia e	4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.9	3	

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

<p>hō'ike pono 'ia ai kona mana'o e) Unuhi 'ia kekahi 'ike mai nā hō'ailona like 'ole i) Wehewehe 'ia ka mana'o nui o ke kumuhana/ka 'ike</p>	<p>4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>4.RI.3 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.</p> <p>4.RI.7 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.</p>		<p>3</p> <p>3</p> <p>3</p>	
<p>Nā Loina Mo'olelo Hawai'i; Conventions of Hawaiian Literacy</p>				
<p>Kuana'ike</p>				
<p>4.KH.7: Mālama 'ia ka 'ike Hawai'i a me ke kuana'ike Hawai'i</p>	<p>N/A</p>	<p>4.5</p>		<p>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 introduced in fifth grade. This</p>

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

				requires students to integrate a variety of skills that are articulated in CCSS, including determining the theme of a story or main idea from a text (from a Hawaiian worldview) using details from the text (4.RL.2, 4.RI.2), comparing and contrasting the point of view from which a story is narrated (4.RL.6), foundational reading skills (4.RF.3, 4.RF.4), and an understanding of figurative language, word relationships, and nuances in word meanings (4.L.4).
4.KH.8: Puana pono 'ia nā hua'ōlelo (me ka hō'ike 'ia o ke kahakō a me ka 'okina) i heluhelu leo 'ia	4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. 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.	4.3	3	
Ha'awina 'Ike Ku'una: <i>Ancestral Knowledge Acquisition</i>				
4.KH.9: Kuhikuhi 'ia nā lolina ku'una i helu 'ia i ka mo'olelo. a) Wehewehe 'ia ka pilina o ia 'ike/ha'awina i nā me'e o ka mo'olelo e) Wehewehe 'ia ka pilina o ia 'ike/ha'awina i ka mea heluhelu	N/A	4.5		This standard requires students to identify traditional elements and customs that are present in a story and does not appear in 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

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

				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 refer to details and examples in a text when drawing inferences, (4.RL.1; 4.RI.1), compare and contrast the point of view from which the story or text is written (4.RL.6, 4.RI.6), and compare characters (4.RL.3), and relationships between stories and texts (4.RL.4, 4.RL.5, 4.RI.5, 4.RI. 9), using their knowledge of traditional Hawaiian customs.
Nā Loina Mo‘olelo Hawai‘i; <i>Conventions of Hawaiian Literacy</i>				
Mōakāka kūpono ka heluhelu waha				
4.KH.10: Ua pa‘a ka pilina‘ōlelo kūpono a me nā hua‘ōlelo kūpono	4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	4.3	3	
4.KH.11: Poeko pono ka ‘ōlelo ma ka heluhelu waha no ka ‘apo ‘ana i ka mana‘o o ka mea i heluhelu ‘ia	4.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	4.5	3	

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

	and understanding, rereading as necessary.			
4.KH.12: ‘Ike ‘ia ka ‘oko‘a o ko nā me‘e mau mana‘o ma o ka ‘oko‘a o kā lākou ‘ōlelo.	4.RL.3 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). 4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	4.3 4.5	2 3	
4.KH.13: Kuhikuhi ‘ia ka mana‘o o ka hua‘ōlelo hou ma o ka maopopo ‘ana o ka pō‘aiapili ma ka mo‘olelo	4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4.7	2	This standard requires students to identify the meaning of new words through an understanding of the context of the story. While not explicitly stated, from a Hawaiian worldview, the main character or characters are an integral part of the context of the story and as such, provide the reader with additional information that he/she might need in order to gain a deeper understanding of the text. Particularly in traditional Hawaiian stories, names of characters typically are not arbitrary - they carry with them information about genealogy (4.RL.1, 4.RL.3, 4.RI.1) place and setting (4.RL.5, 4.RI.3), possess double or hidden meanings or <i>kaona</i> (4.L.5), and can sometimes foreshadow patterns of events, the structure of a text (4. RL.5, 4.RI.5), or establish connections between two different stories or informational texts (4.RL.9,

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

				4.RI.9). As such, this Grade 4 Kaiapuni Standard could require students to achieve and utilize knowledge acquired under a number of CCSS.
Kaona				
4.KH.14: Wehewehe ‘ia nā ‘ōlelo no‘eau i mea kuhi ai i kekahi mana‘o mai ke kūana‘ike Hawai‘i	4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)	4.3	2	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 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 (4.RL.2), to write narratives using effective techniques (4.W.3), to use knowledge of language when writing, speaking, reading, or listening and choose
4.KH.15: Wehewehe ‘ia nā ‘ōlelo no‘eau a me nā nane i mau mea e kāko‘o ana i kekahi mana‘o ma o ka pili o ka ‘ike o ka ‘ōlelo no‘eau/ nane i ke kumuhana	4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)	4.3	2	
4.KH.16: ‘Apo ‘ia nā mana‘o pālua o ka ‘ōlelo ho‘okahi e hō‘ike ai he mana‘o kaona nō ia	4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean) 4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a.Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)	4.5	2	

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

				words and phrases for their effects (4.L.3), or when demonstrating an understanding of word relationships and nuances. (4.L.5)
KE KĀKAU				
Nā ‘Ano Kākau				
Palapala Mo‘olelo Hawai‘i				
<p>4.K.1: Hō‘ike ‘ia nā mahele nui o ka mo‘olelo</p> <p>a. mo‘okū‘auhau me‘e</p> <p>e. pilina ‘āina</p> <p>i. ha‘awina kūpuna (e la‘a ‘o nā ‘ōlelo no‘eau ma ka wā kūpono)</p>	<p>4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to</p>	4.7	3	

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

	convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.			
4.K.2: Wehewehe pono 'ia ka pō'aiapili o ka mo'olelo (me nā hua 'ōlelo kūpono)	4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	4.7	3	
Palapala Kuhi 'Ano/ Ho'ākāka				
4.K.3: Ho'olauna a kāko'o 'ia ke kumuhana kākau me ka mōākāka ma o ka helu papa 'ana i ka 'ike o ka mo'olelo ma ke ka'ina kūpono.	4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	4.7	3	
4.K.4: Ho'ohana 'ia nā hua 'ōlelo kūpono e wehewehe ai i ke 'ano o ke	4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	4.5	2	This standard requires students to have identical skills as the English CCSS, but in Hawaiian. Students

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

kumuhana kākau (e la‘a, nā kahulu, nā hunekehi)	<p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</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.
Palapala Kūpale Mana‘o				
4.K.5: Kūkulu pono ‘ia ka mana‘o me ka mōakāka a me ke kākō‘o piha ‘ia ‘ana o ia mana‘o	<p>4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	4.7	3	
4.K.6: Wehewehe i ke ‘ano o kekahi mea me ka hō‘ike pū i nā ‘ao‘ao a pau ona.	<p>4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of</p>	4.5	3	

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

	information. d. Provide a concluding statement or section.			
4.K.7: Nīnau ‘ia ka nīnau e noi‘i ai i ‘ike kūpono no kekahi kumuhana me ka hiki ke pane piha i ia nīnau	4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	4.7	3	
Nā Loina Mo‘olelo Hawai‘i				
Mo‘okū‘auhau				
4.K.8: Wehewehe ‘ia ka mo‘okū‘auhau ‘ike o nā me‘e ma ka mo‘olelo	N/A	4.3		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 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 describe a character and

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

				setting in depth (4.RL.3), compare and contrast themes, topics and patterns of events in stories (4.RL.5), describe how the genealogy of the main character impacts the structure of the text (4.RI.5), the ability to identify and refer to key details in a text (4.RL.1, 4.RI.1).
Pilina 'Āina				
4.K.9: Hō'ike 'ia ka inoa o ka 'āina kahi e holo ai ka mo'olelo me ka wehewehe 'ia o ka pilina o nā me'e i ia 'āina (e la'a, kupa, malihini, hānai)	N/A	4.9		This standard requires students to demonstrate their knowledge of the place where the story takes place, as well as the relationship the characters have to this place. 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, the unique characteristics of that particular land area and how it contributes to the story, and then describe how the land and the characters are connected. Much like the ability to describe the setting in depth with specific details (4.RL.3), and this standard requires students to identify relationships between the land (an element of setting), characters, and the structure of the text.

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

Ha‘awina ‘Ike Ku‘una				
4.K.10: Hō‘ike ‘ia a wehewehe ‘ia ka lōina kupuna o ka mo‘olelo a me ka pilina o ia ‘ike/ha‘awina i nā me‘e o ka mo‘olelo.	4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	4.1	2	These two standards require students to demonstrate their knowledge of traditional Hawaiian knowledge that are present in the story and explain the relationship between this knowledge, the characters of the story, and the story’s central message or theme.. 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 describe elements of a story in-depth (4.RL.3), the ability to compare and contrast themes in different stories (4.RL 9), and the ability to identify key details in a text in their explanations. (4.RL.1, 4.RI.1)
4.K.11: Wehewehe ‘ia ka pilina o ia ‘ike/ha‘awina i ka mea kākau	4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “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].”). b. Apply grade 4 Reading standards to informational texts	4.5	2	
Nā Lōina Kākau				
Kaona				

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

4.K.12: Ho‘ohana ‘ia nā ‘ōlelo no‘eau no ke kāko‘o ‘ana i kekahi mana‘o ma o ka pili o ka ‘ike o ka ‘ōlelo no‘eau i ke kumuhana	4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	4.5	2	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 write from a Hawaiian worldview and demonstrate their knowledge of the double meanings of words and phrases in order to communicate the message or main idea with supporting details in an opinion piece (4.W.1), informative text (4.W.2), and/or narrative writing (4.W.3.. A student could apply these skills in any other standard that requires to use knowledge of language when writing, speaking, reading, or listening and choose words and phrases for their effects (4.L.3), or when demonstrating an understanding of word relationships and nuances. (4.L.5)
4.K.13: Ho‘ohana ‘ia ka nane i nīnau e kuhikuhi ai i kekahi mana‘o me ke kuhikuhi pololei ‘ole ‘ia o ia mana‘o	N/A	4.5		
4.K.14: Ho‘ohana ‘ia ke kaona no ka hō‘ike ‘ana i ka mana‘o pālua o ka ‘ōlelo ho‘okahi	4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	4.5		
Ke Kiko a me ka Pela				
4.K.15: Pololei ka pela	4.L.2	4.5	3	This standard requires students to

KAIAPUNI STANDARD TO COMMON CORE CROSSWALK GRADE 4

<p>‘ana me ka ho‘ohana pono ‘ia o nā kiko</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>			<p>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.</p>
<p>Ho‘onohonoho Kākau</p>				
<p>4.K.16: Kūkulu pono ‘ia ka mana‘o</p> <p>a) E ho‘olauna a pani kūpono i ka mana‘o nui</p> <p>e) Kāko‘o piha ‘ia me nā la‘ana kāko‘o</p> <p>i) Loiloi a ho‘oponopono i ke kākau</p>	<p>4.W.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>4.W.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>4.W.6</p> <p>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</p>	<p>4.5</p>	<p>3</p> <p>3</p> <p>2</p>	

KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4

	<p>type a minimum of one page in a single sitting.</p> <p>4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frame (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		2	
Pilina 'Ōlelo				
<p>4.K.17: Ho'ohana 'ia nā analula kūpono e mōakāka ai ka mana'o nui o ka mea kākau.</p>	<p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	4.9	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.</p>
<p>4.K.18: E pa'a loa ke kākau 'ana; a) i nā māmala 'ōlelo piha (māka painu a me nā 'ami kūpono, pepeke henua no nā wā a pau, pepeke 'aike he/'o,) e) me ka hiki ke wehewehe</p>	<p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey</p>	4.3	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</p>

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

i ke 'ano o kekahi mea (e la'a, kahulu pepeke, kahulu) i) e wehewehe ai i ka manawa o ka hana (ua, ke...nei, e...ana a me nā wā 'oko'a.	various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).*			Hawaiian language, this CCSS will not be taught in the classroom until fifth grade.
KA 'ŌLELO				
Ka 'Ōlelo Walewaha				
Mōakāka				
4. 'Ō.1: Pane pono 'ia nā nīnau me ka 'ōlelo piha (Pane "piha" 'ia me ka 'ōlelo pono)	4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).*	4.3	3	
4. 'Ō.2: Ho'opuka 'ia ka	4.SL.4	4.5	3	

KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4

<p>‘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 i) e kāko‘o ai i ko ka haumāna mana‘o</p>	<p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>4.L.6 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).</p>		2	
<p>4.‘Ō.3: Wehewehe pono ‘ia ke ka‘ina o kekahi hana a i ‘ole kekahi mo‘olelo</p>	<p>4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	4.5	2	
<p>4.‘Ō.4: Puana pono ‘ia nā hua ‘ōlelo e maopopo ai ka ‘ōlelo</p>	<p>4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 28 for specific expectations.)</p>	4.3	2	<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.</p>
<p>‘Ikena ‘Ōlelo Hawai‘i</p>				

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

4.‘Ō.5: Ho‘opuka ‘ia ka ‘ōlelo e kū ana i ka pō‘aiapili kūpono	4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)	4.9	3	
Ka Ho‘omaopopo				
Ka Ho‘olohe				
4.‘Ō.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	4.SL.1 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. 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 and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 4.SL.3 Identify the reasons and evidence a speaker provides to	4.5	3	

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

	support particular points.			
4.‘Ö.7: Ha‘i hou i kekahi mo‘olelo e hō‘ike ai i ka maopopo o kāna i lohe ai	4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4.7	3	
KE MELE/OLI				
Ka Ho‘opa‘ana‘au				
Ho‘opa‘ana‘au				
4.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	4.9		This standard requires students to memorize various aspects of traditional knowledge such as genealogies, land divisions, etc. 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 could be utilized in acquiring other content knowledge within the CCSS. This standard is the building block to Grade 4 Kaiapuni Standards 4.K.1. 4.K.8, 4.K.9, and 4.K.10, as these standards require students to identify genealogies and the characteristics of land, and elements of traditional knowledge in text. Memorizing some of this basic knowledge will allow students to apply that knowledge

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

				as they work towards meeting other standards.
Ho‘opili				
4.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	4.7		This standard requires students to memorize the aforementioned aspects of traditional knowledge, so that they can then apply that knowledge in context. Like Standard 4.MO.1, it is a building block for other standards (4.K.1, 4.K.8, 4.K.9, 4.K.10), but also requires a higher level of critical thought, as this is a performance standard that measures not only whether or not students have memorized the information, but also if they have internalized it enough to know when to use it correctly. This is in direct alignment with Grade 4 Kaiapuni Standard 4.‘Ö.5 and will also serve to enhance the achievement of that standard.

**KAIAPUNI STANDARD TO COMMON CORE CROSSWALK
GRADE 4**

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GRADE 4**

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