



Module #6

PRESERVING THE WAYS – CULTURE AND TRADITION

(4th grade - Short Lesson plan)

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COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

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WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming State Social Studies Standards (2018) 3RD – 5TH Grade

(see Standard Definitions at end of Lesson)

WY Standard 2: SS.5.2.1, SS5.2.2, SS5.2.3, SS5.2.4

WY Standard 4: SS5.4.4

WY Standard 5: SS5.5.4, SS5.5.4.a

Wyoming State Language Arts Standards – 4th Grade 2012

Reading Standards for Literature K–5:

Key Ideas and Detail

Craft and Structure

Integration of Knowledge and Ideas

Reading Standards: Foundational Skills (K–5):

Fluency

Writing:

Production and distribution of Writing

Research to Build and Present Knowledge

Speaking and Listening Standards K–5:

Comprehension and Collaboration

Presentation of Knowledge and Ideas

Conventions of Standard English

Knowledge of Language

Vocabulary Acquisition and Usage

DURATION: 2 class periods

MATERIALS REQUIRED:

Computer and internet access

The Quill Work Girl and Her Seven Brothers Worksheet

Smartboard/Television

Poster Board, Markers, Paper, pencils

KEY VOCABULARY:

Bison/Buffalo –



Worldview –

Cultural diversity –

Oral tradition –

DESCRIPTOR:

Students will analyze the information provided in the video and discuss the topics. Students will identify culturally significant information about the Shoshone people and examine the similarities and differences between the Shoshone and non-native communities.

LEARNING OBJECTIVES:

The cultural and spiritual significance of the Buffalo to the Shoshone people can be found in historic documents and images. Most notably is the ability of the Shoshone people to survive years of extermination policies set out by the United States government to eliminate both Native Americans and Buffalo. Despite these efforts, the Shoshone were able to retain their traditions and their language. Today, the restoration of the Buffalo has brought forth a resurgence of the close ties that the Shoshone and the Buffalo share, bringing the historically significant relationship full circle.

1. Students will explore the significance of the buffalo to the Shoshone people living on the Wind River Reservation.
2. Students will learn that through traditional concepts of understanding, the Shoshone people, as well as many other Plains tribes, were able to survive through their sustenance on the buffalo.
3. Students will discuss the relationship that Native American people have with the buffalo (i.e., spiritual, sustenance, etc.) and how oral traditions play a critical role in the preservation of Native ways of knowing. Lessons often come through stories handed down from one generation to another, demonstrating the long held position that tribes have retained these important cultural worldviews through oral traditions.

LESSON INTRODUCTION:

The Shoshone people come from a larger tribal community that includes Western Shoshone, Northern Shoshone, Paiute, and Comanche. These relative bands often share and borrow from each other, helping to maintain stories and traditions. Although Shoshone's have their own traditions, language, and stories, the relationship that all Native American tribes have with the elements, animals, and nature are shared over the many diverse tribal communities. Students will learn about this unique relationship by watching the video titled *Dreamkeepers*, Chapter 17 "The Seven Brothers" (see index marker in resource section). This is a creation story about the Big Dipper, and demonstrates how dreams can sometimes guide us and how the tradition of oral history must continue to maintain the stories and lessons.



STEP BY STEP PROCEDURE:

- Step 1:** Watch the video module titled “Who Are the Eastern Shoshone?” at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>
- Step 2:** Watch the video module titled “Preserving Our Ways – Culture & Tradition” at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>
- Step 3:** Discuss with students the basic history as told in the video and describe the cultural similarities shared by the Shoshone and other Native American tribes.
- Step 4:** Have students share their perspective of Native Americans in general. This can be an open discussion within the class and should not take more than 5 minutes.
- Step 5:** View the movie *Dreamkeepers* by Hallmark Entertainment – Lionsgate 2003. Movie marker: Begin Chapter 17 at video marker 1:56:00 to 2:08:34 titled “Quillwork Girl and her Seven Brothers.” Discuss how this is based on a Cheyenne creation story and how, traditionally, stories are passed down from grandparents to grandchildren.
- Step 6:** After the movie is viewed, discuss with the students the importance of oral tradition among not only Native American tribes, but also non-native communities. Ask students if their perception of Native Americans have changed as a result of the movie.
- Step 7:** Give students the opportunity to share their observations on the similarities and differences between the Shoshones as shown in Wyoming PBS Video “Preserving the Ways”, the Seven Brothers Chapter in *Dreamkeepers*, and their own cultures by having them write a short story. Use the following questions as your prompt:

What childhood story have you heard from an older family member?

Was there a lesson that was taught to you in this story?

What story will you pass down to your children?

REVIEW:

Students will demonstrate an understanding of the diversity among tribal nations across the United States and be able to identify the tribe from which the story of the “Quill Work Girl and Seven Brothers” come.

Students will demonstrate their knowledge of traditions and oral history by creating a short story of their own.

EVAULATION:

1. When asked, students will be able to explain how oral tradition plays an important role in retaining Shoshone history.



2. Students will be able to explain why older people, referred to as ‘elders’ in tribal communities, are highly respected in tribal communities.
3. The response from their written essay will demonstrate their ability to understand how the Shoshone people meet human needs through interactions with other cultures.
4. Students will be evaluated on their participation in the discussion topic and related issues and to the extent and quality of their participation in classroom discussion.

RESOURCES FOR TEACHERS:

WyomingPBS video module titled “Who Are the Eastern Shoshone?” at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

WyomingPBS video module titled “*Preserving Our Ways – Culture & Tradition*” at <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Dreamkeepers by Hallmark Entertainment – Lionsgate 2003. Movie marker: Begin Chapter 17 at video marker 1:56:00 to 2:08:34 (7 Brothers)

The Quill Work Girl and Her Seven Brothers Worksheet



***SUPPLEMENTAL WORKSHEET**
The Quill Work Girl and Her Seven Brothers
Movie Worksheet

1. What tribe does this story come from?
2. The Quill Work girl had a dream, describe what it was about:
3. According to her dream, how would she be able to identify the right lodge(s)?
4. When she arrived at the lodges, what did she present to her brothers?
5. Why did the leader of the Buffalo lodge want the girl? What were his words:
6. The brothers responded by telling the old Buffalo this:
7. Hollow Horn & his herd returned to the lodge to take the girl, but the youngest brother had _____ and helped them escape by doing this:
8. Where did the girl and the seven brothers end up?
9. Draw the formation they became:



COMMON CORE STANDARDS ADDRESSED IN LESSON:

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.4.3

- 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.

Literacy

Key Ideas and Details:

CCSS.ELA-Literacy.RL.4.1

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.2

- Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-Literacy.RL.4.3

- 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).

Craft and Structure

CCSS.ELA-Literacy.RL.4.6

- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.4.9

- 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.

Informational Texts

Key Ideas and Details:

CCSS.ELA-Literacy.RI.4.1

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.2

- Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RI.4.8

- Explain how an author uses reasons and evidence to support particular points in a text.



CCSS.ELA-Literacy.RI.4.9

- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Reading: Foundation Skills

Fluency:

CCSS.ELA-Literacy.RF.4.4

- Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.4.4.a

- Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.4.4.b

- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.4.4.c

- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

Text Types and Purposes:

CCSS.ELA-Literacy.W.4.1

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.1.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.

CCSS.ELA-Literacy.W.4.1.b

- Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.4.1.c

- Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).

CCSS.ELA-Literacy.W.4.1.d

- Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-Literacy.W.4.2

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.



CCSS.ELA-Literacy.W.4.2.b

- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.4.2.d

- Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.4.2.e

- Provide a concluding statement or section related to the information or explanation presented.

CCSS.ELA-Literacy.W.4.3

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.4.3.c

- Use a variety of transitional words and phrases to manage the sequence of events.

CCSS.ELA-Literacy.W.4.3.d

- Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-Literacy.W.4.3.e

- Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing:

CCSS.ELA-Literacy.W.4.4

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.4.5

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-Literacy.W.4.6

- 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 one page in a single sitting.

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.W.4.7

- Conduct short research projects that build knowledge through investigation of different aspects of a topic.



CCSS.ELA-Literacy.W.4.8

- 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.

CCSS.ELA-Literacy.W.4.9

- Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.4.9.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]").

CCSS.ELA-Literacy.W.4.9.b

- Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Speaking & Listening:

Comprehension and Collaboration:

CCSS.ELA-Literacy.SL.4.1

- 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.

CCSS.ELA-Literacy.SL.4.1.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.

CCSS.ELA-Literacy.SL.4.1.b

- Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.4.1.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.

CCSS.ELA-Literacy.SL.4.1.d

- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.4.2

- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.4.3

- Identify the reasons and evidence a speaker provides to support particular points.



Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.4.4

- 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.

CCSS.ELA-Literacy.SL.4.5

- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-Literacy.SL.4.6

- 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.

Language:

Conventions of Standard English:

CCSS.ELA-Literacy.L.4.1

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.4.1.a

- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

CCSS.ELA-Literacy.L.4.1.b

- Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

CCSS.ELA-Literacy.L.4.1.c

- Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

CCSS.ELA-Literacy.L.4.1.d

- Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

CCSS.ELA-Literacy.L.4.1.e

- Form and use prepositional phrases.

CCSS.ELA-Literacy.L.4.1.f

- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CCSS.ELA-Literacy.L.4.g

- Correctly use frequently confused words (e.g., *to, too, two; there, their*).



CCSS.ELA-Literacy.L.4.2

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.4.2.a

- Use correct capitalization.

CCSS.ELA-Literacy.L.4.2.b

- Use commas and quotation marks to mark direct speech and quotations from a text.

CCSS.ELA-Literacy.L.4.2.c

- Use a comma before a coordinating conjunction in a compound sentence.

CCSS.ELA-Literacy.L.4.2.d

- Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:

CCSS.ELA-Literacy.L.4.3

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.4.3.a

- Choose words and phrases to convey ideas precisely.

CCSS.ELA-Literacy.L.4.3.b

- Choose punctuation for effect.

CCSS.ELA-Literacy.L.4.3.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).

Vocabulary Acquisition and Use:

CCSS.ELA-Literacy.L.4.4

- 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.

CCSS.ELA-Literacy.L.4.4.a

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.4.4.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.



CCSS.ELA-Literacy.L.4.5

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.4.5.a

- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

CCSS.ELA-Literacy.L.4.5.b

- Recognize and explain the meaning of common idioms, adages, and proverbs.

CCSS.ELA-Literacy.L.4.5.c

- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

WYOMING STATE STANDARDS ADDRESSED IN LESSON:
Wyoming State Social Studies Standards - 3rd - 5th Grade (2018)

Social Studies Content Standard 2 -
Culture and Cultural Diversity

Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

Rationale

Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. This understanding allows students to relate to peoples of local, tribal, state, national, and global communities.

SS.5.2.1

Identify and describe the ways groups, including Indigenous Tribes of Wyoming (e.g., families, communities, schools, and social organizations), meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to identity (e.g., personal, tribal, ethnic) and daily life (e.g., traditions, beliefs, language, customs).

SS5.2.2

Describe, compare and contrast ways in which unique expressions of culture (e.g., tribal affiliation, language, spirituality, stories, folktales, music, art, and dance) influence people.



SS5.2.3

Identify and describe characteristics and contributions of local and state cultural groups, including Indigenous Tribes of Wyoming, in Wyoming and the region.

SS5.2.4

Identify and describe positive and negative interactions (e.g., withholding of Native American U.S. citizenship until 1924), the tensions among cultural groups, social classes and/or significant individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, Chief Washakie, Chief Black Coal, Chief Pocatello, Chief Sharp Nose, and Chief Friday).

**Social Studies Content Standard 4 -
Time, Continuity, and Change**

Students analyze events, people, problems, and ideas within their historical contexts.

Rationale

Students need to understand their historical roots and how events shape the past, present, and future. Students must know what life was like in the past to comprehend how things change and develop over time. Students gain historical understanding through inquiry of history by researching and interpreting events affecting individual, local, tribal, state, national, and global histories.

SS5.4.4

Discuss different groups that a person may belong to (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.

**Social Studies Content Standard 5 -
People, Places, and Environments**

Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.

Human Place and Movement

SS5.5.4

Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food).

SS5.5.4.a

Discuss the ways in which the environment, including climate and seasons, influenced how the Indigenous Tribes of Wyoming adapted to their natural environment (e.g., how they obtained food, clothing, tools, and migration).



Language Arts Standards– 4th Grade 2012

Reading Standards for Literature K–5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Key Ideas and Detail

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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.)

Craft and Structure

6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

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.

Reading Standards: Foundational Skills (K–5)

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

Text Types and Purpose

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.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - 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.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6. 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 one page in a single sitting.

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
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.
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 (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Speaking and Listening Standards K–5



The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Comprehension and Collaboration

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.
2. 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.
3. Follow agreed-upon rules for discussions and carry out assigned roles.
4. 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.
5. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
6. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
7. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

1. 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.
2. Add audio recordings and visual displays to enhance the development of main ideas or themes.
3. 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.

Conventions of Standard English

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).
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Use correct capitalization.
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use a comma before a coordinating conjunction in a compound sentence.
 - d. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

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).

Vocabulary Acquisition and Usage

1. 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.
2. 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).