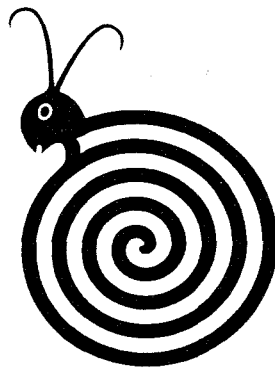


# AMERICAN INDIAN STANDARDS FOR LANGUAGE ARTS EDUCATION



Developed by: **Office of Indian Education Programs  
Bureau of Indian Affairs**

*Based on the **draft** National Language Arts Standards  
developed by the National Council of Teachers of English*

## AMERICAN INDIAN LANGUAGE AND LITERACY STANDARDS<sup>1</sup> Grades K-4

By the end of the fourth grade, Indian students should be able to:

- \*Listen for meaning and gain information from spoken English and a Native language.
- \*Listen to Indian stories told in the oral tradition, comprehend their teachings and be able to retell them.
- \*Speak coherently, conveying ideas in both English and a Native language.
- Speak, using language flexibly for a variety of purposes.
- \*Read fluently and independently, a variety of materials including those with American Indian themes.
- Use a variety of strategies to gain meaning from text.
- Analyze and interpret information from stories or other text.
- \*Locate and use a variety of texts to gain information, for example, historical materials about their tribe, tribal legends and stories and oral history transcription.
- \*Be familiar with children's literature with Indian themes, especially with that pertaining to the student's tribe's and literature written by Indian authors.
- \*Understand the significance of Indian languages in past and present Native cultures and their contributions to American culture, e.g. words in the English language, place names, [role of] Navajo code Talkers.
- Use different forms of writing to communicate.
- Use the conventions of written language with increased accuracy.
- Write in an organized and coherent manner.
- Write, re-read, reflect, and make revisions.
- Proofread rough drafts and make corrections in mechanics.

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<sup>1</sup>Standards with cultural references have been marked with an asterisk.

- Show increasing control of standard spellings.
- Show beginning understanding of research writing.
- \*Know that Indian people historically had forms of record keeping such as wampum belts, quipus, pictographs -- and that some Indian Nations developed writing systems such as the Cherokee syllabary, and that many Native languages are now written in their own orthographics.

## AMERICAN INDIAN LANGUAGE AND LITERACY STANDARDS<sup>2</sup> Grades 5-12

Indian students should show growth and increasing sophistication in:

- Understanding and using forms and features of language that vary within an across individual speakers, diverse cultural communities, and different situations.
- \*Developing and applying Native language literacies while developing/applying English literacies.
- \*Understanding the effects of cultural contexts, particularly of their tribe, on what students read, write, hear, say, and view.
- Listening, speaking, writing, and responding respectfully but critically in large and small groups.
- Becoming aware of, monitoring, reflecting on, and articulating their own processes and strategies in reading, writing, listening, and speaking.
- \*Developing oral communication skills to perpetuate the American Indian oral tradition.
- \*Analyzing, evaluating, and assessing what they read, write, hear, say, and view -- e.g., comparing American Indian and non-Indian perspectives in historical records.
- \*Reading popular and classical literature from diverse cultures and times, especially American Indian literature, for a variety of purposes and in a variety of genres, and becoming aware of the ways readers and writers are influenced by personal, social, cultural, and historical contexts.
- \*Developing multiple strategies to appreciate, interpret, and critique various types of literature and of the print and nonprint text, including student work -- e.g., evaluating literature with Indian themes by non-Indian writers in contrast with literature by Indian writers.
- Recognizing, reflecting on, and articulating their participation in the aesthetic dimensions of literature.
- \*Writing for a variety of real world purposes and audiences and in a variety of genres, including those which allow them to communicate well in their own communities.
- Learning, understanding, and using formal conventions of English.

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<sup>2</sup>Standards with cultural references have been marked with an asterisk.

- Understanding the origin and structure of language to become more proficient users of language.
- Using a range of technological forms of communication, and in understanding and evaluating critically the conventions, demands, opportunities, and responsibilities of technologically based discourse.
- Exploring ideas and feelings imaginatively through a variety of creative modes, e.g. journals, story telling, drama, and media projects.
- Defining, synthesizing, hypothesizing, drawing conclusions, and evaluating with the use of multiple resources.
- \*Building upon Native language and experience in school learning.