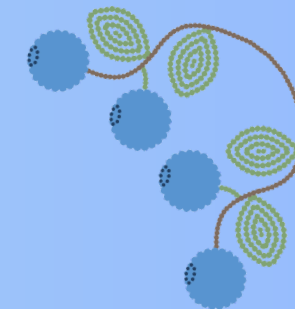


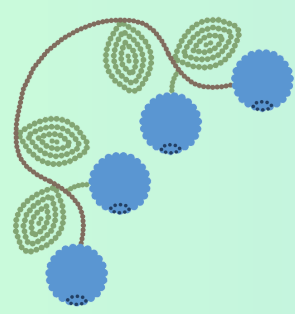
# **ALASKA NATIVE LANGUAGE Literacy Guide - Grade K-3**



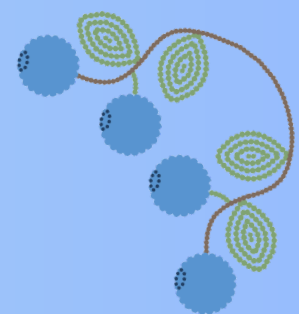
## **Instructional Foundations for Alaska Native Languages**

This guide recognizes that language is inseparable from culture, and that literacy in Alaska Native languages begins with the oral tradition, through listening, speaking, and understanding traditional stories. It can integrate Indigenous ways of knowing with the Science of Reading, blending cultural practices like storytelling, song, and community teaching with the five pillars of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Designed to support Alaska Native languages, this guide offers tools to help build language literacy in students. Communities and language groups can use it to strengthen their language programs and classrooms, adapting its resources to meet local needs, values, and ways of teaching. By honoring both evidence-based methods and cultural knowledge, this approach supports meaningful, effective, and culturally relevant teaching.



# ALASKA NATIVE LANGUAGE Literacy Guide - Grade K-3



## Cultural Foundations

- Indigenous Worldview: Understand that language is inherently intertwined with culture. It's not just a communication tool, but a carrier of identity, values, and ways of knowing.
- Oral Traditions: Recognize the primacy of oral language (listening, speaking, storytelling, song, dance) as the foundation for literacy. Traditional narratives are seen as truth and embed cultural values.
- Place-Based Knowledge: Appreciate that language and stories are deeply rooted in specific places and lands, and their full meaning often derives from this connection.
- Cultural Context for Comprehension: Interpret comprehension levels (Connected, Implied, Allegorical) through the lens of cultural life experiences, inference, and the prevalent use of symbolism (metaphor, simile, hyperbole) in Native expression.

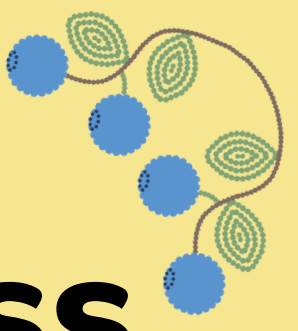
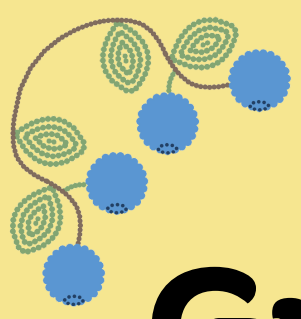


Phonological awareness is a crucial foundation for reading skills, enabling individuals to recognize sound structures in words. By distinguishing the different sounds, it aids in decoding, which enhances overall reading abilities.

Specifics may vary by language group.

### Organization of Print

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all uppercase and lowercase letters of the alphabet.

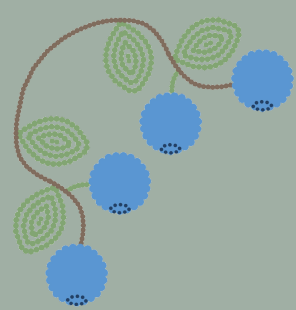


# **ALASKA NATIVE LANGUAGE**

## **Grade K-3 - Phonological Awareness**

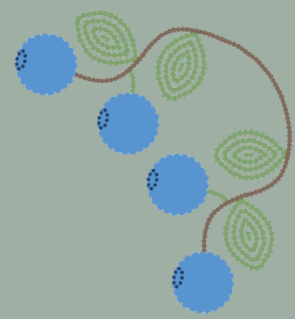
### **Spoken, Words, Syllables, Sounds (phonemes)**

- Count the number of words in a sentence.
- Recognize and produce onset-rime and rhyming words (one-syllable words).
- Recognize syllables and count syllables within words.
- Blend and segment initial sounds, onsets, and times of single-syllable spoken words.
- Isolate and pronounce the initial sounds (phonemes).
- Recognize graphemes, digraphs, and trigraphs.
- Isolate and pronounce the medial vowel sounds (phonemes).
- Isolate and pronounce the final sounds (phonemes).
- Add or substitute individual sounds (phonemes) in simple, one-syllable words.
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.



# ALASKA NATIVE LANGUAGE

## Grade K-3 - Phonics

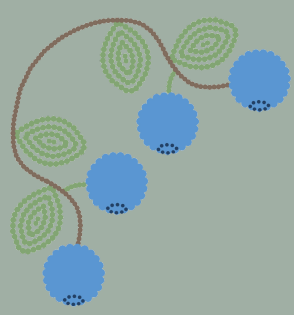


Phonetic sounds and symbols represent rules for interpretation, with consistent meanings and specific conditions, with some pronunciation rules that tell you to read a certain symbol.

Specifics may vary by language group.

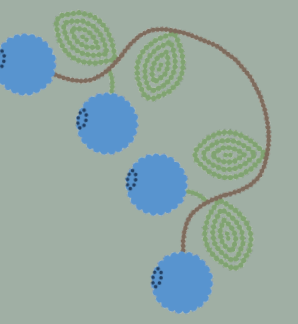
### **Sound-Spelling Correspondences**

- Demonstrate basic knowledge of one-to-one sound-letter correspondences by producing the sound.
- Distinguish between letter sounds with and without diacritical marks.
- Know spelling-sound correspondences for various letter combinations such as: long vowels, short vowels, digraphs, trigraphs, letter-controlled vowels, and consonants.
- Decode and sound out common sight words.



# ALASKA NATIVE LANGUAGE

## Grade K-3 - Phonics



### Sound Production

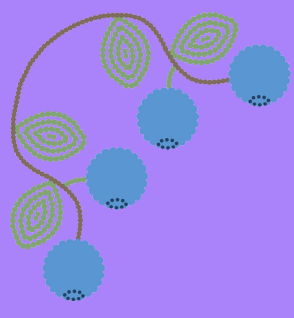
- Identify where sounds are produced in the mouth.
- Demonstrate mouth formations when producing sounds.
- Distinguish between differences in sounds made in English and Alaska Native Languages.

### Syllable Division Pattern

- Decode single-syllable words.
- Decode multisyllabic words and phrases.
- Recognize syllable patterns.
- Distinguish between and identify types of syllables.

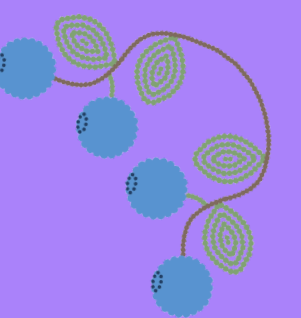
### Word Parts (morphology)

- Identify and read root words in the language.
- Identify, read, and apply affixes in the language.
- Recognize prefixes, suffixes, and root words.



# ALASKA NATIVE LANGUAGE

## Grade K-3 - Fluency

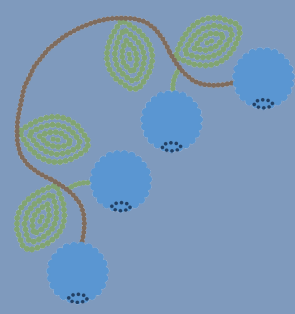


Fluency is the ability to read accurately, at a rate that allows comprehension, and with expression. It does not mean reading fast. Use fitting fluency, cadence, tone, facial expression, and body language when reading or retelling.

Specifics may vary by language group.

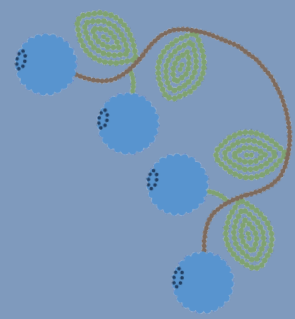
### Emergent Reader

- Recognize the letters and sounds of phonemes and ensure PA and Phonic skills are in place.
- Decode words before reading.
- Decode words at a pace that is easy to listen to, reflecting accuracy and expression.
- Accurate intonation and reflection of the language are similar to those of a 1st language speaker.



# ALASKA NATIVE LANGUAGE

## Grade K-3 - Vocabulary

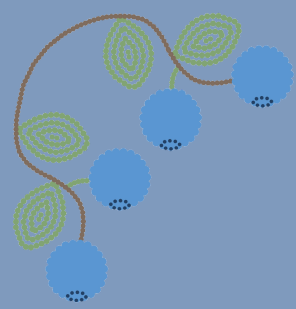


Vocabulary is about learning words that are spoken and read. Vocabulary is the understanding of the meaning of words that is essential for comprehension and must come first to support understanding.

Specifics may vary by language group.

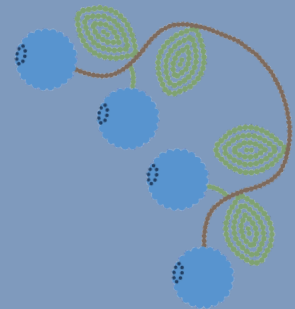
### **Determine Meaning of Words/Phrases**

- Identify new meanings of base and root words and define their meanings
- Use the most frequently occurring inflection affixes in the language.
- Conjugate frequently occurring words and understand their meaning.
- Demonstrate the use of the same word in different ways.



# ALASKA NATIVE LANGUAGE

## Grade K-3 - Vocabulary

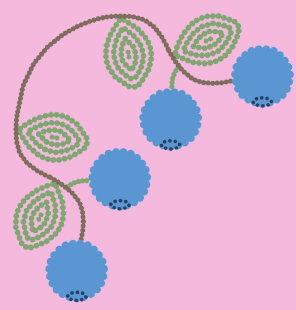


### Word Relationship and Meaning

- Demonstrate the use of the same word in various situations.
- Identify real-life connections between words and their use.
- Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.
- Morphology is important for learners to understand the patterns of word meaning and how to identify them.

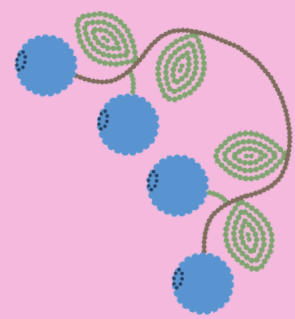
### Applied Learning

- Implicit instruction at home. Normal conversations and reading at home.
- Identify words and phrases that supply rhythm or sensory images and meaning in a story or poem, and describe how they make a reader feel or what a reader might see in their mind.



# ALASKA NATIVE LANGUAGE

## Grade K-3 - Comprehension



Comprehension means being able to read and interpret oral knowledge and written text (information, history, story, oratory, and song) with a cultural and land-based perspective.

Specifics may vary by language group.

### Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Ask and answer questions to seek help, get information, or clarify something that is not understood.
- Summarize stories and text.