

Tlingit Culture Language and Literacy (TCLL) Program

Established 2001, by Juneau School District,
Sealaska Heritage Institute

TCLL Original Teachers

Kookawás'i
Kitty Eddy,
Yanyeidí



Shx'é Nancy
Douglas,
Yanyeidí

TCLL Juneau School District Staff

*Principal: Stisháa - Molly Yerkes

*Biliteracy Specialist - Naakil.aan - Hans Chester

K/1 Kalcháni - Josh Jackson & *Seigóot - Jessica Chester

2/3 Mrs. Kasey Mow & Jinkasa.ee *Rose Willard

4/5: Aknailluk - Adele Hagevig & *VACANT

Middle School: Kaalkéis' - Renée Drummond, & *L yanwudagaat - Nae Tumulak

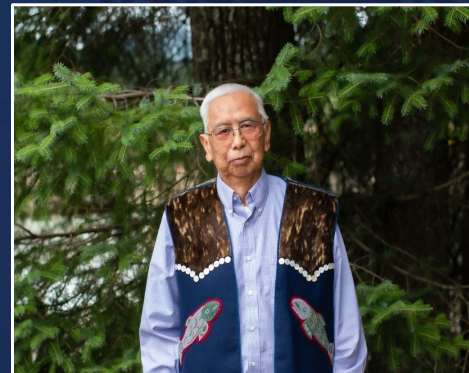
Resource Teacher: Volodymyr Lishchenko

Resource Paras: Raekwon Razor, Tasheena St. Clair, Olena Yavtushenko, Yelana George

*Positions currently funded by SHI

Elders - Supported by Sealaska Heritage

- Kaakal.aat, Florence Marks Sheakley, Lukaax.ádi
- Geis', Genevieve Guanzon, Deisheetaan
- Yéil Xaagú, John Hanlon, L'uknax.ádi
- In Memoriam, Kaaxkwei, Leona Santiago, Kaagwaantaan, Yanwaa Sháa



Interns and Practicum Students supported by Sealaska Heritage

Indigenous Future Educators Program Interns - Dual Credit

- Sarah Jackson
- Makaley Johnson
- Lee Richter
- Mary Johnson
- Amelia Abeyta

UAS Language Teacher Program- Practicum

- Daal.átjaa - Casey Moats


CHOICE Program Interns

- Lily Willard
- Kaiya Schwartzengraber

TCLL Leads Culture and Language Instruction Across the Globe



Haa Gáas'i - Our Corner Posts



Kingeestí, Shangukeidí

Lingít áwé wa.é! *Kaa x'aduwa.áxch!*

Lingít áwé wa.é! *Yaa kududzigéi!*

Lingít áwé wa.é! *Sh yáa yakgeedanéi!*

Lingít áwé wa.é! *Wooch een yéi
jigaxyinéi!*

Tlingit Literacy Development

Systematic, Explicit Tlingit Literacy Instruction

Literacy instruction

- Phonemic Awareness
- Word Work
- Word Reading
- Grammar
- Spelling
- Question and Answer paradigms

Formative Assessment

- High Frequency Phrases
- CORE Phonics Screener

TLD Lesson Map 1
Grade Level 5
Self/Family - Social Structures
ISP - Lineage/Clan Structure

Verb Paradigm for Week:
ya-saa
Day 1

Q/A Drills: Wáa sá iduwasáakw? _____ yóo xat duwasáakw.
Wáa sá duwasáakw i _____? (kinship term)
_____ yóo duwasáakw

Useful phrases: Daa sá?
Aa aayí díwé.
Gánde ag tuwatee.
Héen ag tuwáa sigóo.

Sounds, Word Parts, Words:
Sounds x, ʒ, x', k', ʒ, g, l, l'
Vowels a/aa, i/ee
Affixes ji-, ʒa-, sha-, ya-
Blending yaa nga-, kwshé, ldaakát, ʒuya-kuwa
Segmenting éesh, tlaa, éek', dlaak', kéek', hóngw, shátz

Nouns, Noun Phrases, Location/Direction:
HFPhrases/Multisyllabic héen, ag, xat, i, aayí, gánde, tuwáa, sigóo, tuwatee, eeténdaŋ
Nouns/Noun Phrases aa, ag aayí, i aayí, du aayí, haa aayí, has du aayí
Location/direction á, áx', yáa, yáax', wéi, wéix', héi, héix', yóo, yóox'

TLD Spelling 1 family	
Aadé kadushxit yé	
1	dlaak'
2	aat
3	káak
4	léelk'w
5	sáni
6	éesh
7	tláa
8	kéek'
9	húnxw
10	duwasáakw
11	aadóo
12	eeténaŋx
13	gunalchéesh
14	daakanóox'u
15	ixsixaŋ

TLD Lesson 1 self family					
Week	Question	Answer	pro / noun phrase	Base Dem/Dir/Rel	Post Loc/Dir
1	Wáa sá iduwasáakw?	_____ yóo xat duwasáakw.	aa aa i aayí du aayí haa aayí		
	Wáa sá duwasáakw?	_____ yóo duwasáakw.			
	Goox' sá yéi iyatee?	_____ x' yéi xat yatee.			
	Goox' sá yéi yatee?	_____ x' yéi yatee.	Dzántik'i héeni Aangoon Deishú Xunaa		-x'
	Goox' sá yéi yee yatee?	_____ x' yéi haa yatee			

Tlingit Alphabet

Shared Sounds between Tlingit and English

Lingít Át Kashxeedí Át

a	ch	j	s	ts'
aa	ch'	k	s'	w
e	d	k'	sh	x
ei	dl	<u>k</u>	t	x'
i	dz	<u>k'</u>	t'	<u>x</u>
ee	g	l	tl	<u>x'</u>
u	<u>g</u>	l'	tl'	y
oo	h	n	ts	.

Based on Dauenhauer and Dauenhauer, p. 70, 2000

Lingít X'éináx Ch'u Shóogu Dleit Kaa X'éináx
Kashxeedí Aa

$\frac{á}{a}$	$\frac{áa}{aa}$	ch	ch'	d	dl	dz	$\frac{é}{e}$	$\frac{éi}{ei}$	$\frac{ée}{ee}$
g	gw	g	gw	h	$\frac{í}{i}$	j	k	kw	k'
k'w	<u>k</u>	<u>kw</u>	<u>k'</u>	<u>k'w</u>	l	l'	n	$\frac{óo}{oo}$	s
s'	sh	t	t'	tl	tl'	ts	ts'	$\frac{ú}{u}$	w
x	xw	x'	x'w	<u>x</u>	<u>xw</u>	<u>x'</u>	<u>x'w</u>	y	.

Syllable Division Patterns

Phonological Awareness Scope & Sequence

Syllable Types	Syllable Examples
closed cvc / vc • cv	tás sakw • néin káast kóosh • daa
open v • cv	ná ka • kéin dei yei • sú
w-controlled vw • cv	shaaw gaw • dáan séew dliw • kát
y-controlled vy • c	yáay náay • yadi dleeey t'eeey • shú
pinched vc • vc' / c'v • cv / vc • c'v	néis' heen • ák'w k'i' • déin yát • x'i
aa-controlled v • caa / vc • caa	lí • taa óo • naa táa • x'aa yík • díáa
glottal stop v • .v	naa • é waa • át ku • aa yee • .át

Nakkil.aan Hans Chester 2020

Phonological Awareness-Tingit Literacy Development						
	K	1	2	3	4	5
Concepts about Print/Print Awareness						
Recognizes name	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand directionality (top to bottom, tracking R to L; return sweep; page by page)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locate printed word	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ID sounds in spoken sentence	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand written words are language in a sequence of letters	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguish letters, words, and sentences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Match print to speech	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Names sounds of alphabet	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ID parts of book	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands book handling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonological Awareness						
ID, blend, segment one syllable words	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ID, blend, segment syllables in words	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize and generate rhyming words	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize and generate onomatopias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ID, blend and segment onset and rime	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonics Awareness						
Counts 2-3 phonemes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counts 3-4 phonemes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counts 5-6 phonemes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phoneme isolation-initial, medial, and final sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phoneme blending-phonemes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phoneme blending-syllables	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phoneme segment spoken words into phonemes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phoneme segment spoken words into syllables	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phoneme manipulation-initial, final consonant blends	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phoneme substitution-initial, final, medial	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consonant addition (word families)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consonant deletion (base word)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguish between long and short vowels	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguish between low and high tone, spoken	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Phonics and Decoding / Word Recognition						
Sound/letter correspondence	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blend sounds into words (cv/cvc; cwc/cwv; cvc/cowc; c'vc/c'vc'; c'vc'-rounded velars and uvulars, uvulars and rounded uvulars, pinched velars and pinched rounded velars)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blend sounds into words (c'vc; c'z; c'h; c'h-lateral, uvular, & alveo-palatal digraphs)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blend sounds into words (w/vc; c'vc; c'w/vc'-rounded uvular, pinched, & pinched rounded uvular)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blend noun phrase morphemes into words	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blend common word families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consonant blends	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initial and medial short vowels	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short vowels	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digraph consonants	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decode one-syllable words	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decode glottal stop words	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decode multisyllabic words (isolation/context)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Distinguish between low and high tones, spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Long vowels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W-controlled vowels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y-controlled vowels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Velar/uvular, pinched/non pinched consonants	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Velar/uvular consonants	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Velar/uvular rounded consonants	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Velar/uvular rounded, pinched consonants	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Structural analysis / word analysis						
Syllable patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Base word	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Base word + suffix (high/low)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Identify morphemes in compound words	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Identify morphemes in noun phrase	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize morphemes in noun phrase	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify morphemes in verb phrase	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recognize morphemes in verb phrase	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Prefixes and suffixes, -i-, -sh-, -w-, -m-	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prefixes and suffixes, -k-, -t-, -w-, -n-, -t-, -s'	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prefixes/suffixes, -x-, -k-, -w-, -r-, -l-, -uk-, -in-, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Root / base words of verbs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Coined words	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Minimal pairs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Biliteracy -AK DEED Alaska Native Language Arts Standards (ANLAS)

Depth of Knowledge Indicators:

Literal:

Engaging students with text in a most basic sense without deeper meaning. Retelling and describing on a surface level without interpretation.

Connected:

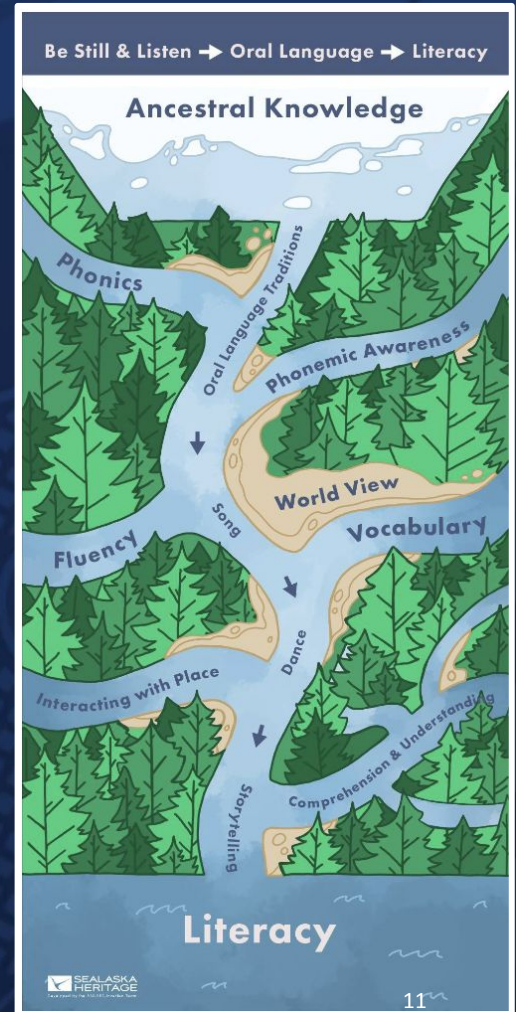
Linking text to what is already known involves drawing on the background knowledge students have gained through cultural life experiences that begin in the womb. This engages students with the text, connecting with their understanding of cultural knowledge and creating a relationship between the reader and the material.

Implied:

Gathering information from clues suggested but not directly expressed within a text involves making inferences, predictions, and conclusions based not only on the material but also on the student's cultural experience. This reinforces cultural knowledge and fosters engagement with the content and which simultaneously deepens understanding of the material.

Allegorical:

Metaphor, simile, and hyperbole are prevalent in Alaska Native cultures in both traditional oral expression, ceremonial oratory, and in modern day written texts. Students are thinking at this level when they use knowledge of this practice in order to understand the extended symbolism and abstract ideas beyond the literal meaning of events, environments, and characters expands on the reader's cultural knowledge.



Oral Narrative Standards

“Only through stories and traditions like these do we begin to learn who we are, no matter who we are,” Keixwnéi, Nora Marks Dauenhauer, Haa Shuká

Listening

ON.L.1- Develop culturally expected listening skills in both the Tlingit and English languages.

ON.L.2- Identify the elements of Expression of oral narratives in both the Tlingit and English languages.

Cultural Understanding

ON.CU.1- Understand the responsibility that comes with hearing oral narratives.

ON.CU.2- Haa Shuká / Understand use and purpose of Tlingit Oral Narratives.

ON.CU.3- Understand that oral narratives do not function alone in society, they are at.óow and have accompanying parts.

Juneau School District

Adopted by the Juneau School Board on November 9, 2021

Tlingit Oral Narrative Standards
Tlingit Culture, Language, and Literature program
Kindergarten through Fifth grade

“Only through stories and traditions like these do we begin to learn who we are, no matter who we are.” Nora Dauenhauer: Haa Shuká

Tlingit oral narrative standards were developed to support teachers in the use of our stories and histories in the classroom. They are intended to guide instruction according to our cultural values and beliefs. The development of students' understanding of Tlingit education, how to act, survive, remember and connect have been passed down orally for generations. The expectation that learning and relating this knowledge will continue for future generations is embedded in these standards. The four topics of listening, cultural understanding, comprehension, and reading will focus on learning from a Tlingit perspective, reinforcing the relationships between clans, land, and at.óow.

“Speak so others can hear you.” - Kaséig, Selina Everson

Oral Narratives
ON.1 Understand that Tlingit oral narratives are a deep rooted tradition in Tlingit culture and are used as a primary means of passing down history.

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TCLL Tlingit Oral Narrative Standards

“Kaa x'óide kukgees.aax” -Kingeisti
You are to listen. - David Katzeek

LISTENING
ON.L.1. Develop culturally expected listening skills in both the Tlingit and English languages.

A. Listening in Tlingit

- Listen to narratives in the Tlingit language.
- Practice listening and the art of being still in mind, body, and spirit.
- Understand the value of repeated listening.
- Listen to a complete story over the course of several telling sessions.
- Recognize and value the different styles and feelings from various orators.

B. Listening in English

- Listen to narratives in the English language.
- Practice listening and the art of being still in mind, body, and spirit.
- Understand the value of repeated listening.
- Listen to a complete story over the course of several telling sessions.
- Recognize and value the different styles and feelings from various orators.

ON.L.2. Identify the elements of Expression of oral narratives in both the Tlingit and English languages.

- Listen for and identify the tone.
- Listen for and identify the use of cadence.
- Listen for and identify the use of gestures.
- Listen for and identify the use of repetition.
- Listen for and identify the change in volume.

Oral Narrative Standards

“Speak so others can hear you.”

Kaséix, Selina Everson

Comprehension

ON.C.1 Understand the common structure of oral narratives

ON.C.2- Understand that there are various versions of narratives.

ON.C.3- Identify words and phrases that support comprehension

Recite

ON.T.1-Effectively recites excerpts of oral narratives, in the Tlingit language.

TCLL Tlingit Oral Narrative Standards

“Kaa x’aduwa.áxch” - Kingieisti
You can understand – David Katzeek

CULTURAL UNDERSTANDING

OK.CU.1- Understand the responsibility that comes with hearing oral narratives.

- Understand that oral narratives are owned by clans.
- Understand the narrator's connection to the oral narrative through Tlingit social structure (moety, clan, house group, children of and grandchildren of a clan).
- Understand the concept and responsibility of being a witness.
- Know the appropriate response to the telling of a history depending on its location, purpose, and narrator.

OK.CU.2- Haa Shuak! Understand use and purpose of Tlingit Oral Narratives.

- Documentation of history and geography of the area.
- Reinforce relationships within and with other clans.
- Provide comfort and reassurance.
- Parables to guide behavior.

OK.CU.3- Understand that oral narratives do not function alone in society, they are done and have accompanying parts.

Oral Narratives:

- are retold in songs
- are associated with place, places can be at dawn
- use the origin of clan names
- establish and maintain Tlingit names
- Tlingit names reinforce relationships of clans
- are depicted on clan objects such as hats, blankets, tunics, etc.

TCLL Tlingit Oral Narrative Standards

“Yaa kweedzigel.” - Kingieisti
You are intelligent. – David Katzeek

COMPREHENSION

OK.C.1- Understand the common structure of oral narratives

- Narrator states their relationship to the audience and narrative.
- Narrator names the location(s) of the narrative.
- Narrator states the clan owning the area(s).
- Narrator tells specific parts of a narrative to focus on a parable.
- Narrator intentionally uses metaphors for a specific purpose.
- Narrator Recites with variation depending on conditions, settings, and audiences.

OK.C.2- Understand that there are various versions of narratives.

- Different clans may tell the same narrative with slight variation.
- Some narratives are told across cultures with slight variation.

OK.C.3- Identify words and phrases that support comprehension

- Listen for and identify important words in the Tlingit language.
- Listen for and identify significant phrases in the Tlingit language.
- Listen for and identify important words in the English language.
- Listen for and identify significant phrases in the English language.

TCLL Tlingit Oral Narrative Standards

“Wóoch.een yéi jigazyeenéi ” - Kingieisti
You are to work together. – David Katzeek

RECITE

OK.T.1-Effectively recites excerpts of oral narratives, in the Tlingit language.

- Convey the tone and mood of an oral narrative during the reciting.
- Use of cadence.
- Use of gestures.
- Use of repetition.
- Use changes in volume.
- Use onomatopoeia.

K-5 TLL Oral Narrative Standards and Grade Level Outcomes

Tlingit oral narrative standards were developed to support teachers in the use of our stories and histories in the classroom. They are intended to guide instruction according to our cultural values and beliefs. The development of students' understanding of the corner posts of Tlingit education; how to act, survive, remember and connect have been passed down orally for generations. The expectation that learning and retelling this knowledge will continue for future generations is embedded in these standards.

The four topics of listening, cultural understanding, comprehension, and retelling will focus on learning from a

Tlingit perspective, reinforcing the relationships between clans, land, and at.6ow.

***Key: Trimester 1; Trimester 2; Trimester 3; Italics in all

ON.1 Understand that Tlingit oral narratives are a deep rooted tradition in Tlingit culture and are used as a primary means of passing down history.			
Standard Goals and Objectives	kindergarten/ first grade outcomes	Second grade/ third grade outcomes	Fourth grade/ fifth grade outcomes
<i>What do we as instructors and as a program aim to do?</i>		<i>How will the learner demonstrate achievement?</i>	
LISTENING:	Do	Do and Understand	Do, Understand, and Explain
ON.L.1- Develop culturally expected <u>listening</u> skills in both the Tlingit and English languages.			
a. Listen to narratives in the Tlingit language.			
<i>i. Listening and the art of being still in mind, body, and spirit .</i>	Know how to sit facing the speaker, keeping mind and body still to listen to oral histories.	Understand that sitting facing the speaker, keeping the mind and body still is what is expected when listening to oral narratives.	Understand and explain how and why sitting and facing the speaker and being still in mind and body are essential skills to learn oral histories.
<i>ii. Understand the value of repeated listening.</i>	Listen to the same oral narrative several times without complaint.	Listen to the same oral narrative several times without complaint and identify new things heard or remembered.	Listen to the same oral narrative several times without complaint and identify new things heard or remembered, and understand that listening to oral history many times, over time, is how our people share histories.
<i>iii. Listen to a complete story over the course of several telling sessions</i>	Listen to an oral history over several sessions.	Listen to an oral history over several sessions, recalling the previous sessions ending point	Listen to an oral history over several sessions, recalling the previous session's ending point and understand why a narrative might be broken up into several telling sessions as opposed to all in one sitting.
<i>iv. Recognize and value the different styles and tellings from various orators.</i>	Listen to the story told from 2 different narrators	Listen to the story told from at least 2 different narrators and identify the variations	Listen to the story told from at least 2 different narrators and identify the variations and explain how those variations impact the narrative
b. Listen to narratives in the English language.			
<i>i. Practice listening and the art of being still in mind, body, and spirit .</i>	Know how to sit facing the speaker, keeping mind and body still to listen to oral histories.	Understand that sitting facing the speaker, keeping the mind and body still is what is expected when listening to oral narratives.	Understand and explain how and why sitting and facing the speaker and being still in mind and body are essential skills to learn oral histories.
<i>ii. Understand the value of repeated listening.</i>	Listen to the same oral narrative several times without complaint.	Listen to the same oral narrative several times without complaint and identify new things heard or remembered.	Listen to the same oral narrative several times without complaint and identify new things heard or remembered, and understand that listening to oral history many times, over time, is how our people share histories.
<i>iii. Listen to a complete story over the course of several telling sessions</i>	Listen to an oral history over several sessions.	Listen to an oral history over several sessions, recalling the previous sessions ending point	Listen to an oral history over several sessions, recalling the previous session's ending point and understand why a narrative might be broken up into several telling

TCLL Collaborations to Support Biliteracy Assessment

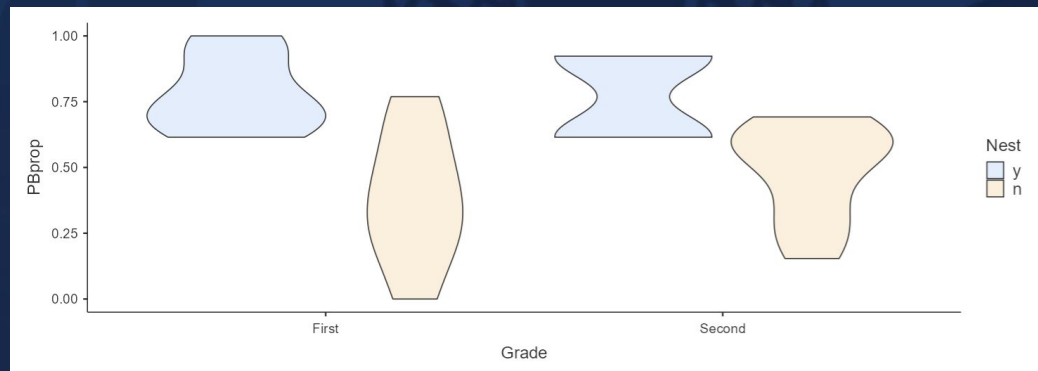
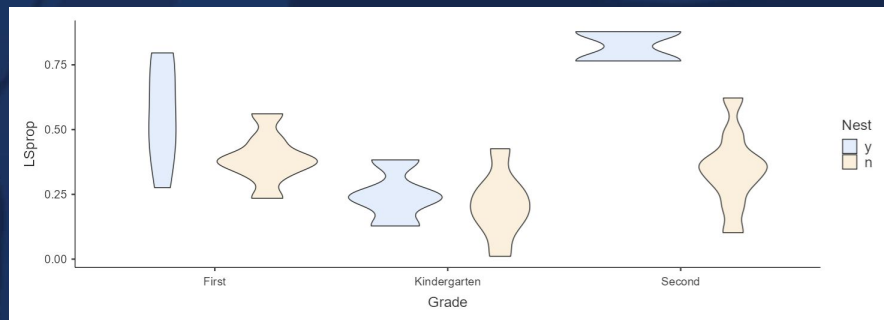
AK DEED- Alaska Native Language Arts Standards (ANLAS)

University of Oregon- Literacy Screeners for Alaska
Indigenous Languages (LSAIL) - Tlingit literacy benchmarks

WIDA - World-class Instructional Design and Assessment
Designers of valid and reliable language acquisition
assessments (used in JSD for ESL students)

Literacy Screeners for Alaska Indigenous Languages (LSAIL) – Tlingit Literacy Screener

- Phonological Awareness Tasks
 - Blending & Segmenting phonemes
 - Blending & Segmenting syllables
 - Segmenting syllables
- Word Reading
 - Decoding (wpm)
- Reading Passages
 - 1-5th grades, reading fluency
- Basic Comprehension
 - understanding
 - Sentence Verification Technique, in development



Future of TCLL Literacy

- Daily, direct, explicit Tlingit literacy lessons, K-5, matching curriculum cycle, begins Fall '26
- Field test new assessment tools for High Frequency Phrases and CORE Phonics Screener, K-5, begins Fall '26
- Daily Tlingit reading instruction in Kindergarten/First grade, begins Fall '26