

Section III: Framework for Navajo Language Instruction, Speaking

Level I: Beginner				
Mastery Definition: Speaks and understands simple Dine statements				
Scripted language	Vocabulary	Conventions	Usage / Application	Potential assessment activities
Repeat modeled words with proper enunciation.	Learn local geographic names	Use first person singular A and My with parts of the body in Dine, in simple commands	Respond to simple questions.	1. Have students make responses in Navajo to all activity items.
Introduce self using: name, maternal and paternal clans, where she/he is from, age, parents' name, teachers' name, and grade level	Recognize and use word for numbers 0 to 20	Use the pronouns I, Me, You, Your	Responds to greetings and departures.	2. Show picture cards or point to items, and have kids give names or vocabulary for what they're showing.
	Use the names of 7 major body parts in Dine	Correctly produces all sounds of alphabet	Answer simple questions with one or two Navajo words	3. Have students signal whenever they hear specific words in songs.
	Use Dine words associated with the five senses	Make recognizable sounds for simple words	Respond correctly to a few simple commands.	4. Use “connect-the-dots” images, saying the names of the numbers as they draw the images.
	Use names of common foods			5. Give the simplified greeting using the information described in the skills.
	Identify some items in the classroom by their name.			6. Have students point to and name major body parts using the appropriate personal pronouns.
				7. Ask students to perform simple tasks (as appropriate to their age and ability) and have students describe what they are doing.

Level 2: Upper Beginner: Mastery Definition: Generates and uses self-constructed sentences and understands short phrases				
Scripted language	Vocabulary	Conventions	Usage / Application	Potential assessment activities
Sing simple songs.	Use Dine vocabulary associated with common items found in students' homes, and names for different types of home	Use appropriate form to refer to people, things, places (subject pronouns: I, You, It, They)	Describe various characteristics of a person or object	1. As a small group, students sing a simple song and say the Pledge of Allegiance.
Demonstrate "traditional" oral self-introduction/ 'Adaahane': The student will include maternal and paternal grandparents' clans and name where they are from and raised	Use vocabulary for various times of the day (example, morning, night) Use Dine vocabulary for animals Use vocabulary for temperature types (example: hot, warm, cold)	Use singular pronouns for maternal and paternal grandmother and grandfather Use appropriate possessive form (example: my, your, his, hers, theirs, ours)	Give simple commands Greet someone using appropriate kinship term Identify self with limited personal information	2. Have students give a personal greeting to the whole class using the identified information. 3. Have students participate in simple role play using vocabulary about weather, times of day, colors, and animals, including greeting others.
Say the Pledge of Allegiance in Dine	Use words for days, weeks, months Identify the daily weather		Introduce and describe self using expanded information.	4. Ask student to respond to simple questions by using simple sentences to describe other people and things, using second and third person pronouns with the listed vocabulary topics (example: In Dine: "Her necklace is blue.").
Use appropriate modeled etiquette and words/phrases.	Say 10 colors in Dine Use vocabulary for different types of texture (example: smooth, rough) Recognize and state the four cardinal directions in Dine Identify family members and school teachers and other school staff Identify common clothing and jewelry Express Dine words associated with emotions and feelings Recognize and use word for numbers 0 to 200 Count money and tell time.		Ask permission and express basic needs Refer to someone using appropriate kinship terms Use Dine color and number words to describe his/her clothing Count individually and by increments (example: 1–2, 5–10–15–20; skip counting).	5 (younger): Have students describe the date, month and weather for that day, with the current time. 5 (older): Have students describe the typical weather and months for various seasons, and typical time when certain daily activities occur. 6. Have students give each other simple commands to perform a task using the listed vocabulary. 7. Have students count whole dollars individually and by increments

Level 3: Intermediate: Mastery Definition: Speaks using simple ideas in various time frames				
Scripted language	Vocabulary	Conventions	Usage / Application	Potential assessment activities
Engage in simple memorized conversations	Use Dine vocabulary to describe stars, the sun and parts of the day Count to 1000 Identify internal organs Describe the taste of foods Use language for first, middle, last, beginning, end Use common adverbs to describe actions Classify animals by their habitat and characteristics	Use the correct form of a handling verb for simple actions depending on the characteristics of an object (example: "Give me the ball.") Be able to negate statements Use definite and demonstrative articles correctly (e.g., dii, ei, eii, nilei) Use adjectives and adverbs as appropriate for the topic Use appropriate form for Myself, Herself, Himself Refer to present and simple past and future events Communicating pairs of opposites	Speak with peers in survival language Compare quantity, measurements, shapes, sizes, and colors Articulate distance to and between things Describe self in short narration Explain steps to a simple process, or give simple directions to a place Use adjectives and adverbs appropriately to describe people, places, things, and actions	<ol style="list-style-type: none"> 1. Have students perform and describe the same action applied different types of objects, using the appropriate handling verb (example: pick up the ball, pick up the paper, pick up the bottle). 2. Have students participate in simple, scripted role play for various situations using sample vocabulary (example: two people meet and describe what they have done during the day). 3. Have students describe the process for making a common food (e.g., hamburger, fry bread), with steps and how they are performed. 4. Have students provide directions to a nearby place. 5. Have students provide pairs of things that are different, describing the opposing characteristics. (younger: teacher gives an example, and student describes something different; older: students generate their own pairs)

Level 4: Upper Intermediate
Mastery Definition: Speaks with clarity and fluency, with limited preparation and participates in casual conversations, using sentences that describe an action and name the person or thing doing the action

Scripted language	Vocabulary	Conventions	Usage / Application	Potential assessment activities
Present learned longer, more complex songs, stories, poems, and dialogues	Use vocabulary about health conditions and illnesses Use ordinal numbers for comparison and selection Name constellations, astral bodies	Use proper grammatical language, e.g., enclitics, verb modes and conjugations Refer to complex past and future events Use the correct form of a handling verb for complex actions depending on the characteristics of an object (example: Roll the ball to your sister)	Express facts and opinions about a topic Explain a multi-step, sequential process Use both expressive and receptive language Role play and narrate language Carry on a conversation with self correcting strategies on a selected topic Understand and describe the clan structure within your own family Ask for definition or description when the student hears unfamiliar words	<ol style="list-style-type: none"> 1. Have students perform an unscripted casual dialogue about a shared experience. 2. Have students perform an unscripted casual dialogue about an upcoming event. 3. Have students present learned longer, more complex songs, stories, poems, and dialogues. 4. Have students provide instructions to a complex task, using the correct form of handling verbs. 5. Have students describe common constellations and the order of the 8 planets in the solar system.

Level 5: Advanced				
Mastery Definition: Speaks with strong expressive communication skills, as appropriate for a particular context				
Scripted language	Vocabulary	Conventions	Usage / Application	Potential assessment activities
	<p>Use expressive language (e.g., metaphor, similes, idioms)</p> <p>Choose appropriate vocabulary for a situation</p> <p>Use common words to describe something when the specific vocabulary term is unknown</p>	<p>Give directions in different time frames (example: have had, will have had)</p>	<p>Express extended thoughts, abstract ideas, and concepts</p> <p>Discuss multiple topics in multiple situations with ease</p> <p>Be able to interpret English-language text and speech to the Dine language while preserving the original intent and visa versa</p> <p>Use the Dine language to learn and teach new information</p> <p>Explain and discuss factors that affect a person's health</p> <p>Use pacing (example, rate and pauses) and other non-verbal strategies to communicate persuasively</p>	<ol style="list-style-type: none"> 1. Have students perform an unscripted dialogue about a topic in which they try to persuade another student that his / her point of view is correct. 2. Have student translate a short video presentation about a common topic, maintaining the ideas and content being expressed. 3. Have students describe how a set of complex instructions were followed or will be followed, and the results of the instruction. 4. Have students role play providing a sibling or friend with advice about how to life a good life. 5. Have students explain strategies for maintaining good health and potential consequences for not following the strategies.