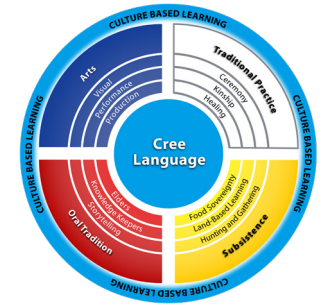


English Language Arts & Literature



Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Text Forms and Structures (TFS): Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.				
GUIDING QUESTION				
How can text form and structure improve understanding of content?				
LEARNING OUTCOME				
6TFS 1.1 Students analyze how text form and structure clarify information and support connecting with self, others, and the world.				
Texts can have more than one purpose and may have one that stands out. Reading a variety of texts for enjoyment can support academic development. Literary texts can be categorized by genre, including fiction and non-fiction. Literary text forms can be digital or non-digital and include - articles - speeches - hybrids Narrative texts can be fiction or non-fiction and can be structured in a variety of ways to create effect.	Text Forms & Structures: 6T1.1 Text genres, forms, and structures can enhance and influence the enjoyment and communication of ideas and information.	Analyze the purpose of a variety of digital or non-digital texts. Categorize a variety of texts according to genre. Examine the form and structure of a variety of literary texts. Make connections between texts read for enjoyment and academic development.	 Select from each of the three types in the Stories and Legends Series: Creation Stories; Star Stories; Trickster Stories	 Empowering the Spirit: Sharing through Story  Native American Legends Organized by Theme  Refer to Indigenous Book/Story Lists in References on the Instructional Supports webpage.



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6TFS 1.2 Students analyze how text form and structure clarify information and support connecting with self, others, and the world.				
Text features can be digital or non-digital and can • organize and present important content • enhance comprehension of content • expand vocabulary	Text features are used to navigate, enhance, or create complex information in an efficient manner.	Examine a variety of text features that organize content, identify important information, and enhance understandings of texts. Include a variety of text features to help organize content, identify important information, and enhance personal expression.		
LEARNING OUTCOME 6TFS 1.3 Students analyze how text form and structure clarify information and support connecting with self, others, and the world.				
Fiction sub-genres include traditional literature and comedy. Comedic text is amusing in tone and often has a cheerful ending. Fictional texts can have a variety of structures, including a story within a story. Elements of fiction include conflict, which is a struggle between individuals, groups, or forces that prevents the protagonist from achieving a goal. Types of characters include • stock • protagonist • antagonist A stock character is a stereotypical figure who is recognized from familiar literature and traditions. A protagonist is the main character at the centre of a story who makes decisions, deals with consequences, and faces obstacles. An antagonist is an opponent of or force acting against the protagonist and often gets in the protagonist's way or creates challenges.	Engaging with fictional texts can develop empathy and inspire creativity.	Examine mentor texts to deepen understandings of fiction sub-genres. Examine a variety of fictional text structures, including a story within a story. Examine elements within a variety of fictional texts, including conflict. Examine characters based on what they say, think, or do or what others say and think about them. Describe the protagonist and antagonist in a variety of fictional texts.	 Legend of Mosquito  The Rolling Head: Find examples of factual geography.	

 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6TFS 1.4 Students analyze how text form and structure clarify information and support connecting with self, others, and the world.				
Non-fiction texts include speeches. Non-fiction texts can have a variety of structures, including problem and solution. The content and source of information should be analyzed for factual accuracy.	Non-fiction texts have structures that support factual information that can be analyzed for accuracy.	Investigate ways that non-fiction texts can be organized to enhance the presentation of factual information. Provide personal opinions regarding the structure, content, or source of information expressed in non-fiction texts. Confirm the accuracy of information presented in non-fiction texts.		Feature speeches given by Indigenous leaders such as Harry Daniels.
LEARNING OUTCOME 6TFS 1.5 Students analyze how text form and structure clarify information and support connecting with self, others, and the world.				
Poetic structures include ballads, poems, or songs narrating stories in short stanzas.	Poetry can be explored to build a foundation of cultural knowledge and a sense of historical continuity.	Listen to, recite, or sing poetry. Analyze figurative language that can develop empathy and inspire creativity. Investigate poetic structures that contribute to creative expression of ideas, including ballads. Experiment with creating poetry of various structures.	 Song and Drum	Explore examples such as the work of Billy Ray Belcourt from Driftpile Cree Nation; poetry by Louise Halfe. Explore Métis furtrader, Pierre Falcon's lyrics; and poets such as Gregory Scofield, Rita Bouvier, Marilyn Dumont.
LEARNING OUTCOME 6TFS 1.6 Students analyze how text form and structure clarify information and support connecting with self, others, and the world.				
Forms of drama include comedy and tragedy. A comedy is a humorous story with a happy ending. A tragedy is a serious story with an unhappy ending.	Forms of drama can influence the outcome of the story being represented.	Listen to, read, or view dramatic works, including comedy and tragedy. Examine narrative structures in dramatic works.	 Trickster Stories (comedy)  The Legend of Muskrat (tragedy)	



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6TFS 1.7 Students analyze how text form and structure clarify information and support connecting with self, others, and the world.				
Human-made structures of land convey meaning, such as • First Nations pictographs • First Nations petroglyphs • Inuit inuksuit • Métis lobstersticks • Coastal First Nations totem poles • Pyramids (Egyptian and Mesoamerican) • Stonehenge • Neolithic burial mounds • Cave paintings at Lascaux and Chauvet • Mesopotamian dams and dikes Land is a text that can be read for multiple meanings and understandings.	Land literacy can be enhanced through examining human-made structures of land.	Describe how meaning is conveyed through human-made structures of land by First Nations, Métis, or Inuit and peoples from other parts of the world.	 The Rolling Head: Identify Canadian landforms.	Land literacy: Investigate modern Indigenous architects and their design, such as Douglas Cardinal. Land as text: Land structures that include rock images in Jasper; Big Chief Mountain sacred site on the Montana/Alberta border; Three Sisters Mountain (how the outlines of rocks create images that tell a story). Identify meanings conveyed from land (e.g., spiritual guidance, values, messages and teachings, historical knowledge, community stories, language and beliefs, ancestral respects and interconnections, continuity, and longevity of the people).

Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Oral Language (OL): Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.				
GUIDING QUESTION What relationships can be made between skillful oration and communication content, style, and delivery?				
LEARNING OUTCOME 6OL 1.1 Students connect the quality and efficacy of oral communication to oral language skills.				
Oral communication can be enhanced through use of protocols that support respectful relationships. First Nations, Métis, and Inuit communication processes and protocols can preserve shared knowledge and include practices such as • ongoing conversations • sharing circles • respectfully acknowledging all voices • waiting to take turns • active listening • focusing on the idea rather than on who gave the idea • ending with consensus	Oral traditions can enhance relationships and preserve shared knowledge.	Reflect on how oral communication processes or protocols can enhance the quality of personal relationships. Examine communication processes and protocols that contribute to the transmission or preservation of knowledge.	 Storytelling Protocols   Sharing and Talking Circles   Conflicting Accounts – Frog Lake Massacre	
LEARNING OUTCOME 6OL 1.2 Students connect the quality and efficacy of oral communication to oral language skills.				
Effective oral communication is supported by combining verbal, non-verbal, and paraverbal language. Styles of speaking can be selected, adapted, or changed depending on the situation or desired effect. Styles of speaking include • formal • informal • colloquial • slang	Oral communication style and delivery can be influenced by the connections between verbal, non-verbal, and paraverbal language.	Analyze the effectiveness of verbal, non-verbal, and paraverbal language used in oral communications. Select a speaking style to fit a text or situation.		



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6OL 1.3 Students connect the quality and efficacy of oral communication to oral language skills.				
Organization and preparation for presentations can support confidence. Selection of digital or non-digital tools or formats can enhance presentation delivery and capture the interest and attention of the audience.	Oral communication content, style, and delivery can be adjusted to share ideas and information for specific purposes and audiences.	Develop and deliver presentations for specific purposes and audiences. Adjust presentations based on audience background, motivation, or interests. Reflect on the preparation, content, and delivery of oral communication and consider opportunities for improvement.		
LEARNING OUTCOME				
6OL 1.4 Students connect the quality and efficacy of oral communication to oral language skills.				
Collaborative dialogue can empower individuals or groups to • voice ideas • express understandings • consider a variety of perspectives • examine new ways of thinking Collaborative dialogue can be used as a process to solve problems and generate innovative ideas. Collaborative dialogue can increase individual or group confidence through the development of trust and the building of relationships. Respectful language and humour can advance collaborative dialogue.	Collaborative dialogue can be used to expand ideas and deepen understandings of self, others, and the world.	Offer relevant information and logical reasoning to enhance collaborative dialogue. Consider varied perspectives or opinions when collaborating. Reflect on and share new, expanded, or adjusted learnings resulting from collaborative dialogue.		Collaboration: Make connections to Elders' teachings (e.g., do not interrupt, no side talking, thank the speaker, use humor to get attention) Visit a band/settlement/city meeting and discuss how collaboration occurs in meetings when making a change in the community.

 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑭᑦᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6OL 1.5 Students connect the quality and efficacy of oral communication to oral language skills.				
An oration is a formal speech that can be given on a special occasion by an orator. The art of effective speaking (rhetoric) can be used to • share information or understandings • influence change • persuade Skilled orators are able to combine the musicality and rhythmicity of the spoken word to enhance the power of their messages. Elements of public speaking include • invention • arrangement • style • memory • delivery	Skillful oration can be examined to provide inspiration for effective speaking.	Describe how effective speaking can impact daily life. Examine speeches for their ability to persuade and engage an audience. Apply elements of public speaking for planning and delivering a speech.		Create an initiative to promote a Cree/ Indigenous value/ belief that will make the school better and present it to the class or school leadership. Plan public speaking experiences with younger students to promote the initiative. Oration: explore ways to speak on behalf of those who need support (e.g., Orange Shirt Day presentation; MMIWG/Red Dress Day).  Project of Heart is an inquiry based, hands-on, collaborative, inter-generational, artistic journey of seeking truth about the history of Aboriginal people in Canada. Can also be linked to Orange Shirt Day.

Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Vocabulary (V): Communication and comprehension are improved by understanding word meaning and structures.				
GUIDING QUESTION How does context influence vocabulary and the intentionality of communication?				
LEARNING OUTCOME 6V 1.1 Students evaluate how vocabulary enhances communication and provides clarity.				
The English language has been influenced by people, places, and events in history. Vocabulary is contextual and influenced by emerging or changing conditions, including technology. Many words with Greek or Latin roots are still in use today. Words that are specific to First Nations, Métis, and Inuit languages can be found in the people, places, and things that surround us. Many words in the English language have French origins. Suffixes, including <en> and <ize>, change the meaning of a word when applied to a base. Prefixes change the meaning of a word when applied to a base and include <pro>, <com>, <con>, <en>, and <oc>.	Word origins and morphemes can reflect the past and influence how we understand the present.	Examine the historical origins of words in the English language. Examine words with meanings that have changed over time. Research the meaning of words with Greek or Latin roots that are still in use today. Study the origin and meaning of First Nations, Métis, and Inuit words in local environments. Examine words in the English language that have French origins. Examine words or sayings that are new to the English language and are based on recent innovations or changes in society. Analyze how adding affixes changes the meaning of words. Add affixes to bases to build new words.	 Stories and Legends Series: Use these stories and legends to examine both English and Cree language structures for this and following outcomes. For example, Cree words can be broken down into syllabic sounds.	 Online Cree Dictionary: Syllabics Chart (Available in Maskwacis Plains Cree; Saskatchewan Plains Cree; Woods Cree) Identify place names, features, items and animals in Cree and other Indigenous languages. For example, Muskoseepi, Nisku, Ponoka, Saskatchewan, moswa - moose; pimikan - pemmican, etc. Identify Cree names for colours, humour, storytelling.  Geographical Names Board of Canada: Stories from the Land: Indigenous Place Names in Canada

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6V 1.2 Students evaluate how vocabulary enhances communication and provides clarity.				
Words can be categorized by • forms of writing • parts of speech • content • context • definition • word origins	Vocabulary learning involves an intentional desire to deepen knowledge of words.	Categorize words and phrases of personal interest gleaned from a wide variety of texts. Analyze word parts and cross-check with context clues to determine the meaning of unknown words. Read for enjoyment to enhance vocabulary.		
LEARNING OUTCOME 6V 1.3 Students evaluate how vocabulary enhances communication and provides clarity.				
Figurative language is language that has non-literal or figurative meanings and includes palindromes. A palindrome is a word or phrase that reads the same backward and forward (e.g., radar).	Precise vocabulary leads to engaging, clear, concise, and intentional communication.	Use similes, metaphors, and analogies to compare words or clarify word meanings. Analyze the meanings of words or phrases expressed figuratively. Apply tier 2 words across subjects to enhance precise communication. Apply tier 3 words in subject-specific contexts		

Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Comprehension (CP): Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.				
GUIDING QUESTION				
How do comprehension strategies enhance interpretations of texts?				
LEARNING OUTCOME				
6CP 1.1 Students interpret and respond to texts through application of comprehension strategies.				
Comprehension strategies can be used to interpret and respond to increasingly complex texts and include • predicting • inferring • making connections • summarizing • synthesizing • evaluating Self-monitoring skills can support comprehension and interpretation of texts read independently.	Comprehension, interpretation, and management of information from increasingly complex texts are enhanced through application of a variety of critical thinking strategies and skills.	Incorporate a variety of strategies to comprehend, interpret, and manage information from texts. Evaluate the effectiveness of comprehension strategies used to interpret texts read independently. Apply a variety of self-monitoring skills to comprehend and interpret texts.	 Creation Stories; Star Stories; Trickster Stories: Develop comprehension; compare past and present perspectives.	 The Gabriel Dumont Institute (GDI) Publishing Department has published or produced more than 80 Métis-specific books and educational resources since the early 1980s.
LEARNING OUTCOME				
6CP 1.2 Students interpret and respond to texts through application of comprehension strategies.				
Making text to self, text to text, and text to world connections can support analyzing, summarizing, and synthesizing texts. Analyzing texts includes reading closely to examine ideas and information in texts separately and in relationship to each other.	Comprehension of texts includes analyzing, summarizing, and synthesizing information and ideas.	Respond to texts by summarizing main ideas and providing supporting evidence from the texts. Make connections between new ideas and information in texts and known ideas and information. Analyze ideas and information to support comprehension and interpretation of texts. Synthesize ideas and information in texts to confirm or expand understandings.		

 Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6CP 1.3 Students interpret and respond to texts through application of comprehension strategies.				
Conclusions can be judgements reached based on information that is stated in or inferred from texts. Context clues in texts include • words • phrases • punctuation • dialogue • information in pictures, diagrams, charts, or graphs	Comprehension and interpretation of texts requires attention to explicit and implicit contextual information and ideas.	Revise or confirm predictions based on new or additional information and sources. Infer meanings from texts based on context clues. Interpret and draw conclusions from texts using stated and implied ideas or information. Distinguish between information that is stated and inferred. Analyze ideas and information using text evidence.		
LEARNING OUTCOME 6CP 1.4 Students interpret and respond to texts through application of comprehension strategies.				
Perspectives can evolve for a variety of reasons, including • passage of time • experience • context • new information Critical thinking involves considering the thoughts and experiences of others to develop empathy. Authors can explicitly and implicitly share perspectives through text creation. Bias is the favouring of one thing, person, or group over another, usually in a way that is considered to be unfair.	Interaction with texts can deepen comprehension, expand perspectives, and help readers learn more about themselves and the world.	Connect perspectives reflected in texts to personal experiences. Analyze factors that cause characters in texts to change their perspectives. Compare personal perspectives to varied perspectives found in texts. Select the information needed to support a perspective. Share how considering differences in perspectives can develop empathy. Consider whether an author or a text creator presents information with or without bias.		

Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME				
6CP 1.5 Students interpret and respond to texts through application of comprehension strategies.				
Texts are situated in and can be influenced by specific historical, social, and cultural contexts. Specific historical and social contexts influence understandings of text. Historical contexts include time and place. Social contexts include beliefs. Contexts can change and affect how texts are understood. Artifacts as texts can provide insights into contexts of people, time, or place. Authors or text creators may present information to deliberately influence an audience's beliefs, perspectives, values, or understandings, such as advertising or social media.	Historical, social, and cultural contexts can support readers in examining influences on texts.	Analyze texts to determine contextual information that supports how a text can be understood. Examine information in a text that implies or confirms that the context has changed. Examine changes in context that affect actions, behaviours, or feelings of characters in texts. Examine artifacts as texts that can provide insights into contexts of people, time, or place. Consider how information in a text may be presented to influence an audience.		 Cindy Paul: Lyrics  Preserving Métis Material Culture: Behind the Scenes at Parks Canada
ORGANIZING IDEA				
Writing (W): Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.				
GUIDING QUESTION				
How is precise writing influenced by ongoing craft and process development?				
LEARNING OUTCOME				
6W 1.1 Students create texts that reflect personal voice and style through creative and critical thinking processes.				
Writing processes can be used to clearly compose and refine ideas and develop personal style, and include • planning • drafting • revising • editing • publishing [continued]	Writing: 6W1.1 Writing can cultivate expression, problem solving, and critical thinking.	Create written texts for a variety of audiences and purposes. Create written texts in a variety of forms and structures. [continued]	 Storytelling Protocols	For written work, consider selecting topics that are land-based, related to the environment, current Indigenous topics such as Orange Shirt Day and Truth and Reconciliation, treaties, etc.

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6W 1.1 Students create texts that reflect personal voice and style through creative and critical thinking processes.				
[continued] Planning can help organize thoughts and prioritize information and includes • consideration of audience, purpose, and form • idea generation • narrowing a topic Organizational structures can help focus the expression of ideas or information, such as • introduction, opening, or lead • details in order of sequence or importance • transitions • conclusions Variety in sentence length and structure can enhance writing fluency and reader engagement. Fluent writing invites expressive oral reading that brings out the writer's voice or style. Revision may involve adding or deleting portions of text, moving pieces of text around, or restructuring sentences. Revision can ensure writing is • clear • focused • informative • engaging	Writing can cultivate expression, problem solving, and critical thinking.	[continued] Develop creative expression through the use of writing processes. Analyze how ideas align with the purpose, audience, and form of writing. Express personal ideas through multiple paragraphs for the purpose of engaging an audience. Organize writing around clear ideas or positions that are supported by examples or relevant evidence. Express ideas using organizational structures that enhance writing. Relate ideas and connect paragraphs using a variety of transitions. Revise text for clarity, focus, and audience. Edit writing for spelling, punctuation, and grammar. Publish selected writing, incorporating graphics, captions, charts, or other text features to express individuality.		



Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6W 1.2 Students create texts that reflect personal voice and style through creative and critical thinking processes.				
Creative thinking processes involve • communicating an intent in a variety of contexts and for a variety of audiences • experimenting with ideas or processes to enhance expression • evaluating and adapting ideas in response to emerging conditions • being determined to succeed in producing a desired effect The products of creative thinking may be interpreted differently depending on the perspectives of the audience. Words can create effects or emphasis, including • simplicity • clarity • colourfulness • precision • appeal Word choice can reflect the author's voice or style, including in texts that • are brief, clear, and to the point (e.g., recipes, business letters) • use specialized vocabulary (e.g., research reports, informative posters) • provide the author the freedom to use unique or unexpected words or phrases (e.g., poetry, stories, advertisements) • express opinions (e.g., speeches, personal responses, opinion statements) Tone expresses the text creator's attitude toward or feelings about the topic and audience.	Creative thinking can enhance personal style and voice through experimenting with, evaluating, and selecting details.	Apply creative thinking processes through experimenting with, evaluating, and selecting details to produce a desired effect. Analyze the descriptive language and word choice of professional authors as models for writing. Create text that uses imagery, rhyme, dialogue, emphasis, or effect. Create narratives that develop setting, plot, and character using suspense, figurative language, and dialogue. Enhance personal style and voice through careful selection of words to create emphasis or effects. Analyze writing for development of tone and point of view through language use. Determine alternative words and meanings using a variety of digital or non-digital tools.		



 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6W 1.3 Students create texts that reflect personal voice and style through creative and critical thinking processes.				
Research processes involve management of information, including • questioning • gathering • organizing • recording Research processes can involve accessing information from multiple digital or non-digital sources. Protocols for accessing information may vary by source, context, community, or culture. Protocols can exist for requesting permission to share stories and histories from the original owner. Information can be gathered and organized using a variety of methods and tools. Research findings can be shared in a variety of digital or non-digital forms, including graphs, tables, or charts. Ethical use of information includes • asking permission to use, share, or store information that is about, was created by, or belongs to someone else • citing basic information used to inform writing • fair and accurate representation of individuals or information	Research processes can support systematic and objective management and sharing of information.	Write to inform, explain, describe, or report for a variety of purposes and audiences. Narrow research questions to determine a clear, well-defined topic. Support the main idea or topic with relevant facts, details, examples, and explanations from multiple sources. Summarize and organize ideas gained from multiple sources using a variety of methods or tools. Analyze the validity and reliability of information and sources. Access and use information ethically.		

Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6W 1.4 Students create texts that reflect personal voice and style through creative and critical thinking processes.				
Written communication can be created or enhanced by selecting from a variety of digital or non-digital methods or tools, such as • printing • keyboarding • cursive handwriting The selection of digital or non-digital tools for written works can be adapted according to audience, purpose, form, or context.	Written communication involves making choices to effectively convey messages.	Experiment with methods or tools to enhance communication or create effects. Select a method or tool to present written works that supports clarity or voice. Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.		
ORGANIZING IDEA Conventions (CV): Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.				
GUIDING QUESTION How does the understanding and application of conventions enhance proficient communication?				
LEARNING OUTCOME 6CV 1.1 Students apply and analyze conventions that support accuracy or enhance creative expression.				
Capitalization is used to indicate the importance of certain words in texts and can be used to create effects. Abbreviations can make communications easy to read and understand. Punctuation includes a colon, which can be used to • introduce a list • give an explanation • give an example	Correct use of capitalization and punctuation can strengthen and enhance written communication.	Apply capitalization appropriately in written communication. Apply punctuation appropriately in written communication. Experiment with capitalization and punctuation to create a variety of effects.	  Stories and Legends Series	 "Elements of Indigenous Style: A Guide for Writing by and About Indigenous Peoples" by Gregory Younging, 2018.

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 6CV 1.2 Students apply and analyze conventions that support accuracy or enhance creative expression.				
Verb tenses clearly establish the time of the actions in written or oral expression. A simple sentence contains one independent clause. A clause is a group of words with a subject and a verb and is not always a complete sentence. An independent clause expresses a complete thought and can stand on its own as a sentence. A dependent clause does not express a complete thought and cannot stand on its own as a sentence. A compound sentence contains two or more independent clauses that are usually joined by a conjunction.	Communication is enhanced when correct conventions of grammar are maintained.	Maintain consistent use of tense throughout communications. Use subject-verb agreement in communications. Use independent and dependent clauses in sentences. Differentiate between simple and compound sentences.		
LEARNING OUTCOME 6CV 1.3 Students apply and analyze conventions that support accuracy or enhance creative expression.				
Spelling accuracy can be supported by the application of complex patterns. Spelling accuracy can involve understanding how words are created by manipulating prefixes and suffixes to a base (derivation). Spelling accuracy and fluency enhance written communication.	Spelling accuracy can be enhanced by recognizing patterns and by making spelling-meaning connections.	Apply spelling patterns within and across known and unfamiliar words. Apply knowledge of bases and affixes to spell words.		