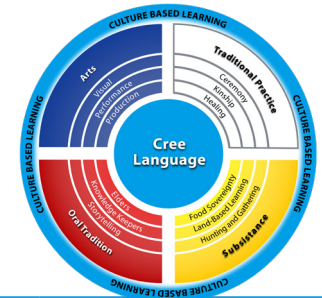

































English Language Arts & Literature



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.				
GUIDING QUESTION				
How can the organization of ideas and information support the sharing of messages?				
LEARNING OUTCOME				
Students examine ways that messages can be organized and presented for different purposes.				
<p>Messages can be shared for different reasons (purposes), including to learn, have fun, and stay safe.</p> <p>Messages can depict ideas and information that are imaginary (fiction) or real (non-fiction).</p> <p>Messages can be shared digitally or non-digitally through</p> <ul style="list-style-type: none"> • reading • writing • listening • speaking • viewing • representing <p>Messages can be shared in a variety of forms, including</p> <ul style="list-style-type: none"> • books • stories • pictures • land 	<p>Ideas and information can be organized by purpose, form, or structure.</p>	<p>Discuss reasons for messages to be shared.</p> <p>Identify messages that provide enjoyment.</p> <p>Describe the differences between messages that are imaginary (fiction) or real (non-fiction).</p> <p>Discuss forms used to organize messages.</p> <p>Identify the beginning, middle, and ending in a message.</p> <p>Identify messages in a variety of environmental print.</p> <p>Identify the title and author or creator of a variety of digital or non-digital messages.</p>	<p> The Legend of Weasel</p> <p> Storytelling Protocols</p> <p> Legend of Night and Day</p>	<p> Empowering the Spirit: Sharing through Story</p> <p> Native American Legends Organized by Theme</p> <p> "Granny's Giant Bannok," Brenda Isabel Wastasecoot, 2021.</p> <p> "This is What I've Been Told," Juliana Armstrong, 2021.</p>








Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
 <p>Stories, both real and imaginary, can follow a structure, including</p> <ul style="list-style-type: none"> • beginning • middle • ending <p>Environmental print includes signs, symbols, and words.</p> <p>Books and other forms of print are organized in specific ways (concepts of print):</p> <ul style="list-style-type: none"> • A book has a title and an author. • Print is read from left to right and top to bottom with a return sweep. • Each print word represents one spoken word when read aloud. • Sentences are made up of words. • Words are separated by spaces in sentences. • Punctuation marks can signal the end of a sentence. 		<p>Read print from left to right with a return sweep.</p> <p>Read print with accurate one-to-one word matching.</p> <p>Examine sentences that start with a capital letter, have spaces between words, and end with punctuation.</p>	<p> Storytelling Protocols</p> <p>  Legend of Night and Day</p>	<p> Empowering the Spirit: Sharing through Story</p> <p> Native American Legends Organized by Theme</p>
<p>Features that clarify and organize messages can be digital or non-digital, including</p> <ul style="list-style-type: none"> • colour, font, or bolding • titles and headings 	<p>Messages can be clarified and organized using features.</p>	<p>Examine a variety of features that help clarify messages.</p> <p>Include a variety of features to help organize or clarify personal messages.</p>	<p> Trickster and the Tipi</p>	
<p>Imaginary (fictional) stories include</p> <ul style="list-style-type: none"> • fairy tales • fables • realistic stories <p>A fable is a short story that has a moral and often includes animals as characters.</p> <p>Stories have structures (elements), including</p> <ul style="list-style-type: none"> • characters • setting • events <p>A narrator is the person or character telling a story.</p>	<p>Knowledge can be built and expanded by exploring stories and ideas that are imaginary (fictional).</p>	<p>Describe story elements within a variety of imaginary stories.</p> <p>Create imaginative representations or dramatizations of stories that include characters, setting, and events.</p> <p>Examine information provided by the narrator in a story or message.</p>	<p> Legend of Tipi</p> <p>  Trickster and the Tipi (Told in Cree)</p>	

Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
 <p>Real information or ideas (non-fiction) can be shared through digital or non-digital forms, including</p> <ul style="list-style-type: none"> personal stories instructions observations <p>Informational texts have structures, including</p> <ul style="list-style-type: none"> main idea supporting details sequencing 	<p>Messages that share ideas and information that are real or true (nonfiction) can encourage thinking and build knowledge.</p>	<p>Examine ways that information can be organized and shared to support learning.</p>		<ul style="list-style-type: none">  Empowering the Spirit: Sharing through Story  Native American Legends Organized by Theme   Rupertsland Institute: Read-aloud Stories with Leah Dorion
<p>Poems can describe ideas and feelings in creative and joyful ways.</p> <p>Poems and songs can contain words and phrases that rhyme.</p> <p>Some poems rhyme and some do not.</p>	<p>Poetry explores ideas and feelings and helps us to connect to our experiences.</p>	<p>Share connections between personal experiences and messages represented through poetry and song.</p> <p>Determine if a poem rhymes or if it does not.</p>	 Legend of the Drum	<ul style="list-style-type: none"> Episode 5: Poems to Honour Mother Earth
<p>ORGANIZING IDEA</p> <p>Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.</p>				
<p>GUIDING QUESTION</p> <p>In what ways can listening and speaking be applied to develop oral communication?</p>				
<p>LEARNING OUTCOME</p> <p>Students develop listening and speaking skills through sharing stories and information.</p>				
<p>Stories that are shared through listening and speaking (oral traditions) can be handed down from generation to generation.</p> <p>Kinship involves belonging and relationships.</p> <p>Oral stories are highly valued in many communities.</p> <p>Communities may have special rules (protocols) about how, when, or with whom stories are shared.</p>	<p>Oral traditions can provide opportunities to learn and think about kinship.</p>	<p>Practise listening and speaking skills through sharing oral stories.</p> <p>Recognize kinship in a variety of oral stories.</p> <p>Discuss special rules (protocols) about how, when, or with whom stories are shared.</p>	 Legend of Mosquito	<p> Storytelling Protocols</p> <p>Invite Elders to tell stories – this can be done seasonally – different stories for different seasons.</p> <p>Use sharing circles to develop both listening and speaking.</p> <ul style="list-style-type: none">   Rupertsland Institute: Métis Read-Alouds – videos for little ones




Knowledge	Understanding	Skills & Procedures	ᓂᐱᐱᐅᓂᐅ Nehiyaw Ways of Knowing	Other Suggestions
 <p>Listening and speaking skills can be developed through</p> <ul style="list-style-type: none"> discussions songs poems stories dramatizations presentations <p>The volume, emotional quality (tone), and rate of speech (pace) can affect the meaning or clarity of a message.</p> <p>The speaking voice is supported through full, deep breaths that can affect volume, tone, and pace.</p> <p>Speakers can indicate differences in character, key ideas, and events through changes in volume, tone, and pace.</p>	<p>Listening and speaking can be used to share messages in a variety of situations.</p>	<p>Share experiences, ideas, and information with appropriate volume, tone, and pace.</p> <p>Adjust speaking volume, tone, and pace for a variety of situations.</p> <p>Present stories, songs, poems, or dramatizations individually or as part of a group.</p>	<p> Storytelling Protocols</p> <p>  The Legend of Weasel</p>	<p>Two eyes, two ears, one mouth (This is a teaching guiding people to look and listen twice as much as they speak.)</p>
<p>Listening involves maintaining attention and focus.</p> <p>Listening includes asking and responding to questions.</p> <p>Discussions involve listening and contributing.</p> <p>Listening processes can look different for individuals or within communities.</p>	<p>Listening is an active process that supports understanding.</p>	<p>Ask questions to clarify information during discussions.</p> <p>Respond orally to questions during discussions.</p> <p>Contribute to discussions as a listener and speaker.</p> <p>Listen to and follow two-step instructions.</p>		
<p>Messages can be shared through sounds and words (verbally).</p> <p>Messages can be shared without sounds or words (non-verbally) through</p> <ul style="list-style-type: none"> body language, such as eye contact movements facial expressions 	<p>Verbal and non-verbal language can be used to communicate messages.</p>	<p>Examine verbal and non-verbal language that is appropriate for a variety of situations.</p> <p>Adjust verbal or non-verbal language according to a variety of situations.</p>		









Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Phonological Awareness: Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.				
GUIDING QUESTION How does the manipulation of sound in oral language support phonological awareness?				
LEARNING OUTCOME Students manipulate sounds in words in oral language.				
A series of words or phrases that begin with the same sound can be combined for humorous effect (alliteration) (e.g., tongue twisters).	Sounds in words (phonemes) can be repeated for effect.	Generate alliterative words. Generate alliterative phrases.		
Words that rhyme can have more than one syllable.	Rhyming words can be present in a variety of oral language contexts.	Generate rhyming words that have up to three syllables. Recall simple songs or poems that contain words that rhyme.		
Compound words can be separated into two individual words. Words can be separated into syllables. Words can be separated into sounds. Sounds can be identified at the beginning, in the middle, or at the ending of spoken words.	Separating words into syllables or phonemes (segmentation) supports the ability to hear and manipulate sounds in words.	Identify individual words in compound words. Identify syllables in words that have three or more syllables. Segment the sounds of words containing up to five phonemes.		
Two separate words can be blended to form a new word (compound word). Syllables can be blended to form new words. Sounds (phonemes) can be blended to form words.	Words can be formed by blending words, parts of words, or sounds.	Blend two words to form compound words. Blend syllables in words that have two to three syllables. Blend sounds in words that have up to five phonemes.		

 Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
<p>Sounds can be added to the beginning, middle, or ending of words.</p> <p>Sounds can be deleted from the beginning, middle, or ending of words.</p> <p>Sounds can be substituted for different sounds at the beginning, middle, or ending of words.</p>	<p>Sounds in words can be added, deleted, or substituted (manipulated).</p>	<p>Recognize the position of letters in words.</p> <p>Add sounds to the beginning, middle, or ending of words.</p> <p>Delete sounds from the beginning, middle, or ending of words.</p> <p>Substitute one sound for another in one-syllable words.</p>		
<p align="center">ORGANIZING IDEA</p> <p align="center">Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.</p>				
<p align="center">GUIDING QUESTION</p> <p align="center">How can understanding relationships between sounds and letters (phonics) increase knowledge of words?</p>				
<p align="center">LEARNING OUTCOME</p> <p align="center">Students recognize and analyze letters and sounds in words.</p>				
<p>The English alphabet consists of a set of 26 letters that represent sounds.</p> <p>Letters can be upper case or lower case.</p>	<p>Letters represent sounds in words.</p>	<p>Recognize both upper case and lower case letters of the alphabet fluently.</p> <p>Distinguish between letters that are consonants and letters that are vowels.</p> <p>Make connections between letters and sounds in words.</p>		<p>Compare Cree and English sounds and alphabet.</p> <p> Online Cree Dictionary: Syllabics Chart (Available in Maskwacis Plains Cree; Saskatchewan Plains Cree; Woods Cree)</p>
<p>There is a relationship between written letters (graphemes) and the sounds they represent (phonemes).</p> <p>Two or more letters can represent a single sound.</p> <p>Letters in words can be silent.</p> <p>Some letters have variable pronunciations.</p> <p>A vowel that is followed by <r> can make a new sound (e.g., ti-ger, turn, and bird).</p>	<p>Letter combinations represent units of sound within a word.</p>	<p>Associate sounds to letters and letter sequences.</p> <p>Experiment with letters, sounds, and words to create new words.</p> <p>Read one- to two-syllable words that include the 60 most frequent letter sound correspondences.</p> <p>[continued...]</p>		<p>  Nehiyawewin Time with Peggy Gladue - Syllabics Song</p> <p>  Cree Syllabics – Reuben Quinn</p>


Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
		<p>[continued...]</p> <p>Recognize and use long and short vowel sounds in words.</p> <p>Read and write consonant sounds in the beginning, middle, and ending of words using the letters that represent them.</p> <p>Read and write two consonant letters that represent one sound at the beginning, middle, and ending of words.</p> <p>Identify short vowel sounds in words and identify the letters that represent them.</p> <p>Identify long vowel sounds in words and identify the letters that represent them.</p> <p>Recognize how the letter <r> can influence the vowel sound.</p>		
ORGANIZING IDEA Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.				
GUIDING QUESTION How does reading prosody (expression) support fluency?				
LEARNING OUTCOME Students apply accuracy, appropriate rate, and expression in the development of fluency.				
<p>Letters can be recognized quickly and accurately.</p> <p>Sounds in words can be blended quickly and accurately.</p> <p>Words consisting of three sounds (three phonemes) can be blended quickly and accurately.</p>	<p>Fluency involves the ability to decode new words with accuracy and at an appropriate rate.</p>	<p>Identify all 26 letters of the alphabet quickly and accurately.</p> <p>Blend sounds in words with speed and accuracy to decode unfamiliar words.</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ Ways of Knowing	Other Suggestions
<p>High-frequency words are common words that occur often in written language.</p> <p>Some words that appear often in print cannot be decoded and must be read by sight (e.g., the).</p>	<p>Fluency involves the ability to recognize high-frequency words with accuracy and at an appropriate rate.</p>	<p>Read 125 high-frequency words automatically.</p> <p>Read 125 high-frequency words in sentences and texts.</p>		
<p>Phrased reading sounds like spoken language.</p> <p>Fluent reading includes stopping at periods and pausing at commas.</p> <p>Expression includes purposeful movement of the voice (pitch), including</p> <ul style="list-style-type: none"> • loud and soft stresses of words • raising the voice as a response to question marks • alternating the voice to show excitement as a response to exclamation marks 	<p>Fluent and phrased reading can increase the ability to comprehend written messages.</p>	<p>Read phrases smoothly, taking punctuation into consideration.</p> <p>Read texts aloud, with appropriate expression.</p>		
ORGANIZING IDEA Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.				
GUIDING QUESTION What messages are conveyed through ideas and information within texts?				
LEARNING OUTCOME Students investigate meaning communicated in texts.				
<p>Texts that are listened to can contain more formal or complex language than everyday language.</p> <p>Responses to messages listened to in texts include</p> <ul style="list-style-type: none"> • discussions • pictures with a few words or sentences 	<p>Understanding text can be enhanced by listening to messages read aloud.</p>	<p>Listen to a variety of fictional and informational texts that are read aloud.</p> <p>Respond to texts that have been read aloud.</p> <p>Understand words and phrases from texts that have been read aloud.</p>	  Stories and Legends Series	


 Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
Understanding of messages in texts read independently can be shared through <ul style="list-style-type: none"> • discussions • pictures with a few words or sentences 	Predictable and decodable print texts can be read and understood independently.	Read simple, fully predictable, and decodable texts independently. Understand words and sentences from print texts read independently. Share understandings of print texts read independently.	 Stories and Legends Series	
Word solving includes <ul style="list-style-type: none"> • chunking • stretching • manipulating sounds Self-correcting includes <ul style="list-style-type: none"> • altering speed • rereading • reading on • seeking clarification 	Comprehension involves critical thinking through problem solving, monitoring, and self-correcting.	Solve unknown words in a variety of ways. Self-correct when print text does not make sense.		
The main idea of a text is the most important idea. Sequencing key ideas and details is important when summarizing texts. The moral or lesson of a text can be the main idea.	Understanding texts involves determining the main idea, key ideas, and details.	Discuss the main idea of a variety of texts. Identify key ideas and details from texts. Sequence four to six events from a text. Retell the beginning, middle, or ending of a text. Retell or dramatize a story, including characters and setting. Interpret information from illustrations or visuals in texts. Identify the moral or lesson of a story.		


 Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
<p>Connections can be made between ideas and information in texts and background knowledge.</p> <p>Similarities and differences can be identified between texts.</p>	<p>Comprehension of texts involves making connections.</p>	<p>Share personal connections to ideas or information in texts.</p> <p>Identify similarities and differences between two texts.</p>	 <p>Stories and Legends Series</p>	
<p>Questions that guide comprehension of texts include</p> <ul style="list-style-type: none"> • Who? • What? • Where? • When? • Why? • How? <p>Texts can contain information that answers questions.</p> <p>The same words can be in both the question and the answer (literal recall).</p>	<p>Comprehension involves asking and answering questions.</p>	<p>Ask questions to clarify information in texts.</p> <p>Answer questions requiring literal recall and understanding of examples, details, or facts in texts.</p> <p>Answer questions that require giving opinions about information in texts.</p> <p>Locate information in texts to answer questions.</p>		
<p>Predicting includes imagining an outcome based on a combination of information, including</p> <ul style="list-style-type: none"> • title • pictures • details within the text • background knowledge 	<p>Comprehension can be enhanced by making predictions.</p>	<p>Make predictions prior to and while reading, viewing, or listening to a text.</p> <p>Compare actual outcomes to predictions made.</p>		

Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Writing: 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 can writing be used to communicate meaning?				
LEARNING OUTCOME				
Students create messages through the application of writing processes.				
<p>Processes that can be used to support writing messages include</p> <ul style="list-style-type: none"> • planning • writing • editing • sharing <p>Planning involves thinking or talking about</p> <ul style="list-style-type: none"> • why you are writing a message (purpose) • who will be reading the message (audience) • the form the message will take • ideas <p>Messages can be written in sentences that contain complete thoughts.</p> <p>Several sentences can be written to expand on one idea.</p> <p>Editing involves correcting errors in spelling, grammar, and punctuation.</p> <p>Messages can be created by individuals or groups.</p> <p>Messages are owned by their creators.</p>	<p>Ideas and information can be shared through written messages.</p>	<p>Create written messages that align with an intended audience or purpose.</p> <p>Create written messages in a variety of forms to represent ideas or information.</p> <p>Generate ideas that can be expressed through messages.</p> <p>Combine ideas in a logical sequence to create sentences.</p> <p>Write sentences that contain complete thoughts and make sense.</p> <p>Edit written work for spelling, grammar, and punctuation.</p> <p>Add images or features to written messages.</p> <p>Share messages with others.</p> <p>Include own name on messages created.</p> <p>Identify individuals or groups that have created messages.</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦᑲᑦ Ways of Knowing	Other Suggestions
<p>Creative thinking involves using imagination and combining materials or ideas in different ways for personal expression.</p> <p>Writing can support creative expression of ideas through organization and word choice.</p> <p>Creative ideas for expression can be inspired by personal experiences with</p> <ul style="list-style-type: none"> • people • places • things • stories • images • information <p>Creative ideas can be organized in a variety of ways.</p> <p>In creative writing, word choice can paint a picture in the reader's mind.</p> <p>Creative ideas can be clarified by adding words that describe things that can be seen, heard, smelled, tasted, or touched (sensory language).</p>	<p>Creative expression can inspire imaginative thinking and fun.</p>	<p>Collect ideas that are inspired by a variety of experiences.</p> <p>Apply creative thinking to create or make changes to a representation of a message.</p> <p>Express ideas and information through a variety of written forms.</p> <p>Identify effective use of sensory language in stories, songs, or print texts.</p> <p>Include sensory language to enhance ideas in creative writing.</p>		
<p>Factual information can be gathered to support sharing ideas about things that are real.</p> <p>Factual information can come from a variety of digital or non-digital sources, including</p> <ul style="list-style-type: none"> • people • places • print • images • observations <p>Organizational tools, such as graphic organizers, can be used to record factual information.</p>	<p>Research processes can be used to gather and record factual information.</p>	<p>Ask questions to identify research topics.</p> <p>Gather factual information from a variety of digital or non-digital sources.</p> <p>Use organizational tools to record information.</p> <p>Record factual information in various ways.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
Digital or non-digital methods or tools used to create written messages include printing and keyboarding.	Written messages can be created using a variety of digital or non-digital methods or tools.	Print letters and words with appropriate size and spacing. Consistently grasp writing tools correctly. Locate letter keys on a keyboard to type messages.		
ORGANIZING IDEA Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.				
GUIDING QUESTION How do the functions of conventions support literacy development?				
LEARNING OUTCOME Students examine and apply use of grammar, spelling, and punctuation in oral and written language.				
Capitalization is used for <ul style="list-style-type: none"> • first and last names • first word of a sentence • names of places • days of the week • months Punctuation marks can signal the end of a sentence and make ideas clear. Punctuation includes <ul style="list-style-type: none"> • a period • a question mark • an exclamation mark 	Capitalization and punctuation can support the meaning of a message.	Apply capital letters when writing first and last names. Apply capital letters when writing the first word of a sentence. Apply capital letters when writing names of places. Apply capital letters when writing days of the week and months. Identify and use end punctuation in sentences.		 "Elements of Indigenous Style: A Guide for Writing by and About Indigenous Peoples" by Gregory Younging, 2018.
Sentence types include telling (declarative) or asking (interrogative). Sentences include a noun and a verb. A noun is a person, a place, a thing, or an animal. A verb is an action word.	Language has structures (grammar) that can help express messages.	Recognize sentences in oral or written language that include a complete thought or idea. Differentiate between telling and asking sentences. Differentiate between nouns and verbs.		

 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑭᑦᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Spelling patterns can look the same or sound the same (word families).</p> <p>Spelling patterns include</p> <ul style="list-style-type: none"> vowel-consonant (VC) (e.g., at) consonant-vowel-consonant (CVC) (e.g., top) vowel-consonant-silent “e” (VCe) (e.g., ice) <p>Some words can be made plural by adding an <s> or <es>.</p> <p>Spelling patterns in one-syllable words include</p> <ul style="list-style-type: none"> short vowel sounds (e.g., mat) long vowel sounds (e.g., green) <p>Some words are not spelled in predictable ways (e.g., walk).</p>	<p>Spelling patterns can support the spelling of unfamiliar words.</p>	<p>Recognize letter patterns in words.</p> <p>Apply spelling patterns to spell unfamiliar words.</p> <p>Spell 125 high-frequency words.</p> <p>Examine words that are not spelled in predictable ways.</p>		
<p>Words have correct spellings.</p> <p>Every word and every syllable contains a vowel.</p> <p>Articulating words slowly can help to identify sounds.</p> <p>Thinking about how letters in a word look can help with spelling (visual spelling strategy).</p> <p>Digital or non-digital supports can be used to help spell words correctly, including</p> <ul style="list-style-type: none"> personal word lists dictionaries environmental print peers, teachers, or parents/guardians 	<p>Spelling words correctly helps written messages to be understood.</p>	<p>Apply knowledge of known words, word parts, and word patterns to attempt to spell unfamiliar words.</p> <p>Include a vowel in every word.</p> <p>Attempt to spell unknown words using letter-sound relationships.</p> <p>Say words slowly to identify sounds when spelling words.</p> <p>Use visualization to help spell words.</p> <p>Use a variety of supports to spell and check the spelling of words.</p>		