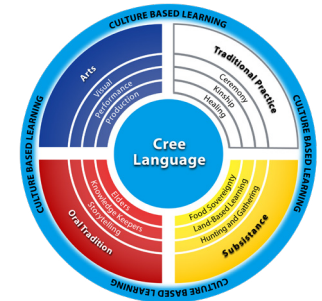























English Language Arts & Literature



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p align="center">ORGANIZING IDEA</p> <p align="center">Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.</p>				
<p align="center">GUIDING QUESTION</p> <p align="center">How can the organization of ideas and information support the expression and understanding of messages?</p>				
<p align="center">LEARNING OUTCOME</p> <p align="center">Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.</p>				
<p>Creators share messages for different reasons (purposes), including entertainment, learning, and instructions.</p> <p>Messages can clarify ideas and information that are imaginary (fiction) or real (non-fiction).</p> <p>Messages can be shared digitally or non-digitally in a variety of forms, including</p> <ul style="list-style-type: none"> • stories • letters • land <p>Stories, both real and imaginary, can follow a structure, including</p> <ul style="list-style-type: none"> • beginning • problem • solution • ending 	<p>Ideas and information can be organized by purpose, form, or structure.</p>	<p>Examine different reasons (purposes) for messages to be shared.</p> <p>Explain why engaging with messages can be enjoyable.</p> <p>Distinguish between messages that are imaginary (fiction) or real (nonfiction).</p> <p>Compare and contrast forms used to organize messages.</p> <p>Examine the structure of a variety of imaginary or real stories.</p>	<p> Storytelling Protocols</p> <p>  Video from each of the three types of story: Creation Stories; Star Stories; Trickster Stories</p>	<p> Empowering the Spirit: Sharing through Story</p> <p> Native American Legends Organized by Theme</p>

 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑭᑦᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Features that organize, clarify, or enhance messages can be digital or non-digital, including captions and charts.</p>	<p>Messages can be organized, clarified, and enhanced using features.</p>	<p>Examine a variety of features that enhance the meaning of messages.</p> <p>Include a variety of features to help organize, clarify, and enhance personal messages.</p>	<p> Storytelling Protocols</p> <p>  Video from each of the three types of story: Creation Stories; Star Stories; Trickster Stories</p>	<p> Empowering the Spirit: Sharing through Story</p> <p> Native American Legends Organized by Theme</p>
<p>Imaginary (fictional) stories include folk tales and legends.</p> <p>A folk tale is a story typically passed on through word of mouth.</p> <p>A legend is a story about a famous historical event or person that may or may not be true.</p> <p>A hero or heroine is a real or imaginary character who faces dangers and challenges and shows strength or courage.</p> <p>Stories have structures (elements), including</p> <ul style="list-style-type: none"> • characters • setting • events • plot <p>The plot is the sequence of events that make up a story.</p> <p>A narrator can provide information about characters, setting, and events in a story.</p>	<p>Stories and ideas that are imaginary (fictional) can encourage thinking about and beyond what is already known.</p>	<p>Identify story elements within a variety of imaginary stories.</p> <p>Identify the hero or heroine in a variety of imaginary stories.</p> <p>Create imaginative representations or dramatizations of stories that include characters, setting, and plot.</p> <p>Examine the narrator's contribution to a story or message.</p>		
<p>Real information or ideas (non-fiction) can be accessed and shared through a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> • factual stories or images • interactions with people and land • information in other content areas <p>[continued...]</p>	<p>Knowledge can be expanded beyond what is already known by exploring information that is real or true (non-fiction).</p>	<p>Examine ways that information can be accessed, organized, and shared to encourage thinking about and beyond what is already known.</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Informational texts have structures, including</p> <ul style="list-style-type: none"> • main idea • supporting details • sequencing • question and answer <p>Poetry includes words or phrases used in imaginative ways to create meaning or effects.</p> <p>Poetic structures include acrostic and rhyming couplet.</p> <p>An acrostic poem is a poem in which letters in each line spell out a word or phrase.</p> <p>A rhyming couplet is a pair of lines in poetry that rhyme and usually have the same rhythm.</p>	<p>Poetry can expand how we think and feel about what can be seen, heard, smelled, tasted, touched, or experienced in the world.</p>	<p>Identify words or phrases used in imaginative ways that support messages in poetry and song.</p> <p>Recognize how poetry and song can expand how we think and feel about what can be experienced.</p> <p>Examine poetic structures, including acrostic poems and rhyming couplets.</p>	<p> Song and Drum</p> <p> Legend of the Drum</p>	<p> Empowering the Spirit: Sharing through Story</p> <p> Native American Legends Organized by Theme</p>
<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>How can listening and speaking be developed to improve oral communication?</p>				
<p>LEARNING OUTCOME</p> <p>Students examine and adjust listening and speaking to communicate effectively.</p>				
<p>Ways of knowing are the many ways people come to know about themselves and the world.</p> <p>Communities can have specific protocols related to how, when, or with whom oral traditions are shared.</p> <p>Protocols are practices of appropriate and respectful behaviour that are unique to groups of people.</p> <p>[continued...]</p>	<p>Oral traditions use language to support ways of knowing.</p>	<p>Explore how oral traditions are shared.</p> <p>Participate in a sharing circle.</p> <p>Identify community or cultural protocols that may influence respectful communication.</p>	<p> Storytelling Protocols</p>	

 Knowledge	Understanding	Skills & Procedures	 Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Sharing circles are traditional Indigenous practices, with protocols for listening and speaking that involve</p> <ul style="list-style-type: none"> • everyone having an opportunity to speak • respectfully listening when others are speaking 			 Sharing and Talking Circles	
<p>Listening and speaking skills can build confidence and be developed through</p> <ul style="list-style-type: none"> • discussions • formal and informal presentations • collaborative activities <p>Volume can be adjusted for purpose and audience.</p> <p>Clarity of speech (enunciation) enhances the ability to be understood.</p> <p>Vocal emphasis can highlight the importance of words (stress).</p>	<p>Listening and speaking skills can be developed to improve communication and enhance confidence.</p>	<p>Contribute to a variety of listening and speaking activities to build confidence in oral language skills.</p> <p>Enhance clarity of oral communication through word emphasis and enunciation.</p> <p>Listen for changes in vocal emphasis in oral communications.</p> <p>Share a short poem from memory with appropriate volume, emphasis, and enunciation.</p>		
<p>Listening involves</p> <ul style="list-style-type: none"> • maintaining focus • asking and responding to questions • using appropriate body postures and gestures • paying attention to the words, feelings, and behaviours of others 	<p>Listening helps to develop and maintain positive relationships in a variety of situations.</p>	<p>Contribute to discussions as a listener and speaker.</p> <p>Listen to and follow three-step instructions.</p>	 Trickster and the Chickadees	
<p>Different situations may have different expectations for language use.</p> <p>Facial expressions, gestures, and eye contact can be used to emphasize or enhance messages.</p>	<p>Verbal and non-verbal language can be combined to enhance messages.</p>	<p>Examine messages that combine both verbal and non-verbal communication.</p> <p>Enhance messages by combining verbal and non-verbal communication.</p> <p>Adjust verbal or non-verbal language according to purpose and audience.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA				
Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.				
GUIDING QUESTION				
In what ways can understanding words and word structures support communication?				
LEARNING OUTCOME				
Students expand vocabulary by connecting morphemes and words to their meanings.				
<p>Vocabulary development includes learning (tier 2) words that are</p> <ul style="list-style-type: none"> • unknown to most learners • critical for comprehending new texts • useful and may be encountered in the future <p>Vocabulary development includes academic words (tier 3 words) from a variety of texts.</p> <p>Words can create effects in language, including</p> <ul style="list-style-type: none"> • alliteration • onomatopoeia • repetition <p>Words can describe a sound that mimics the sound of an object or action (onomatopoeia) (e.g., sizzle).</p> <p>Words or phrases can appear over and over again (repetition) (e.g., extra, extra).</p> <p>Homophones are words that have the same sound but different spellings and meanings.</p> <p>Homographs are words that have the same spelling but different meanings, and sometimes different pronunciations.</p>	<p>Vocabulary development contributes to the ability to communicate effectively.</p>	<p>Examine meanings of words in a variety of situations.</p> <p>Identify and discuss words of personal interest in texts.</p> <p>Use tier 2 words in a variety of literacy situations.</p> <p>Examine meanings of words from subject content areas (tier 3 words).</p> <p>Apply a variety of synonyms to enhance expression.</p> <p>Apply a variety of antonyms to contrast ideas.</p> <p>Examine homophones and homographs.</p> <p>Transfer understandings of words to different situations.</p> <p>Record new words and their meanings in a variety of ways.</p> <p>Examine alliteration, onomatopoeia, and repetition in spoken language.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Adding the suffix <ing> or <ed> to the ending of a base changes the tense.</p> <p>Adding <er> or <est> to the ending of a base indicates a comparison.</p> <p>A base is the main morpheme in a word.</p> <p>Words that share a base share connections in meaning and spelling.</p>	<p>Morphemes can change the meaning of a word.</p>	<p>Manipulate suffixes to change the tense of words.</p> <p>Manipulate suffixes to make words singular or plural.</p> <p>Manipulate suffixes when making comparisons between ideas.</p> <p>Examine changes in meaning when suffixes are added to or removed from bases.</p> <p>Use compound words to extend vocabulary.</p>		
<p>ORGANIZING IDEA</p> <p>Phonological Awareness: Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.</p>				
<p>GUIDING QUESTION</p> <p>How does sound contribute to understanding oral language?</p>				
<p>LEARNING OUTCOME</p> <p>Students apply understandings of how sounds create meaning in oral language.</p>				
<p>Consonant blends can be separated into their individual sounds.</p> <p>Consonant blends can be located anywhere in words.</p>	<p>Words can be separated (segmented) into syllables or sounds (phonemes).</p>	<p>Segment sounds in words that have five or more phonemes.</p> <p>Identify phonemes in words that have three or more syllables.</p> <p>Segment sounds in words that have consonant blends.</p>		
<p>Blending is combining sounds or word parts located anywhere in words.</p> <p>Consonant blends are two or more consonants that appear together in a word and represent sounds that are combined smoothly.</p> <p>Individual sounds and consonant blends can be blended into a sequence to form words.</p>	<p>Syllables and individual sounds can be blended into a sequence to form words.</p>	<p>Blend sounds in words that have up to six phonemes.</p> <p>Blend sounds in words that have consonant blends.</p>		





Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Sounds can be manipulated by adding, deleting, or substituting different sounds.</p> <p>Sounds can be manipulated at the beginning, middle, or ending of words.</p>	<p>Words can be changed by manipulating sounds (phonemes).</p>	<p>Manipulate phonemes in a variety of one-syllable or multisyllabic words.</p> <p>Delete phonemes in a consonant blend to form a new word.</p> <p>Substitute phonemes in a consonant blend to form a new word.</p> <p>Substitute a sound anywhere in a word to form a new word.</p>		

ORGANIZING IDEA






Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.

GUIDING QUESTION

How can understanding the relationships between sounds and letters (phonics) enhance decoding and encoding?






LEARNING OUTCOME




Students apply understandings of letter combinations and sounds in words.

<p>Letter combinations and sounds for reading include</p> <ul style="list-style-type: none"> • vowels • blends • digraphs • diphthongs <p>Blends combine sounds or word parts.</p> <p>A combination of two letters can make a single sound (digraph).</p> <p>Long vowel sounds can be made by gliding from one position of the mouth to another within the same syllable (diphthong).</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).</p>	<p>Relationships between letter combinations and sounds support understanding of words.</p>	<p>Make connections between a full range of letter combinations and sounds.</p> <p>Apply knowledge of silent letters when learning new words.</p> <p>Recognize and use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words.</p> <p>Recognize and use letter combinations that represent long vowel sounds.</p> <p>Recognize how the letter <r> can influence the vowel sound.</p> <p>Read words that include the 120 most frequent letter-sound correspondences.</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>  Nehiyawewin Time with Peggy Gladue - Syllabics Song</p> <p>  Cree Syllabics - Reuben Quinn</p>
---	---	--	--	---



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
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				
In what ways does fluency support the development of reading?				
LEARNING OUTCOME				
Students apply fluency strategies while reading.				
<p>Letter combinations, sounds, and morphemes that can be blended quickly and accurately for reading include</p> <ul style="list-style-type: none"> • vowels • blends • digraphs • diphthongs • syllables 	<p>Fluency development contributes to the ability to understand messages.</p>	<p>Blend sounds quickly and accurately to decode unfamiliar messages.</p> <p>Apply language structure, meaning, and rapid word recognition to support fluency.</p> <p>Read at a steady, comfortable pace.</p>		
<p>High-frequency words include words that occur often in written language.</p> <p>The ability to recognize high-frequency words with accuracy and at an appropriate rate supports reading comprehension.</p>	<p>Recognizing high-frequency words supports reading comprehension.</p>	<p>Read 175 new high-frequency words automatically.</p> <p>Read high-frequency words in sentences and texts.</p>		
<p>Reading fluency is supported by</p> <ul style="list-style-type: none"> • pace • phrasing • expression • punctuation <p>Pace is the rate at which written messages are read.</p> <p>Phrasing is reading smoothly by grouping words together into meaningful phrases with punctuation.</p> <p>Expression is reading with feeling in the voice and includes various movements of the voice (pitch).</p> <p>[continued...]</p>	<p>Fluent reading can engage audiences and improve comprehension.</p>	<p>Read with appropriate stress on words, pausing, and phrasing.</p> <p>Read with appropriate intonation and expression.</p> <p>Examine punctuation in written messages to enhance fluency.</p> <p>Read dialogue with phrasing and expression to engage an audience and reflect understanding.</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑭᑦᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Punctuation supports reading with fluency through pausing and intonation.</p> <p>Quotation marks signal to the reader to align voice with characters in a written message.</p>				
<p>ORGANIZING IDEA</p> <p>Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.</p>				
<p>GUIDING QUESTION</p> <p>How does comprehension facilitate the meaning of a text?</p>				
<p>LEARNING OUTCOME</p> <p>Students examine and apply a variety of processes to comprehend texts.</p>				
<p>Texts that are listened to can contain more complex language and information than texts read independently.</p> <p>Responses to texts that are listened to include</p> <ul style="list-style-type: none"> • discussions • visual representations • writing 	<p>Text comprehension can be enhanced by listening to a variety of texts read aloud.</p>	<p>Listen and respond to a variety of fictional and informational texts that are read aloud.</p> <p>Examine and use words and phrases from texts that have been read aloud.</p>	<p>  Stories and Legends Series</p>	<p>  Gabriel Dumont Institute books with CDs or read alouds: Goodminds.com</p>
<p>Understanding of print texts read independently involves</p> <ul style="list-style-type: none"> • discussions • visual representations • writing 	<p>Print texts can be understood independently.</p>	<p>Read texts that contain mostly predictable and decodable words independently.</p> <p>Examine and use words and sentences from print texts that have been read independently.</p> <p>Interpret ideas and information from print texts read independently.</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
<p>Word solving includes</p> <ul style="list-style-type: none"> • chunking • stretching • manipulating sounds • searching for additional information <p>Self-correcting includes</p> <ul style="list-style-type: none"> • altering speed • rereading • reading on • seeking clarification 	<p>Comprehension of print texts involves self-monitoring and self-correcting.</p>	<p>Solve unfamiliar or multisyllabic words in a variety of ways.</p> <p>Self-correct when meaning is unclear while reading.</p>		
<p>The topic of a text can be the main idea.</p> <p>The sequence of key ideas and details is important when summarizing texts.</p>	<p>Comprehension involves critical thinking through summarizing the main idea, key ideas, and details.</p>	<p>Summarize a text, including the main idea and key ideas.</p> <p>Sequence four or more events from a text.</p> <p>Retell or dramatize a story, including characters, setting, and plot, in sequence.</p> <p>Interpret information from illustrations or visuals when summarizing texts.</p>		 Story Stones
<p>Connections can be made to ideas and information in texts, including to</p> <ul style="list-style-type: none"> • similarities and differences within a text • similarities and differences between texts 	<p>The process of text comprehension can be improved by making connections.</p>	<p>Share personal connections that support understandings of ideas or information in texts.</p> <p>Identify similarities and differences within a text.</p> <p>Identify similarities and differences between texts.</p>		 “Awasis and the World-Famous Bannock” by Dallas Hunt and Amanda Strong.




Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Questioning includes asking or answering questions regarding</p> <ul style="list-style-type: none"> • Who? • What? • Where? • When? • Why? • How? <p>Answers to questions may not be immediately apparent and may involve searching for more information.</p> <p>Answers to questions may involve integrating new information with background knowledge.</p>	<p>Comprehension can be enhanced by formulating questions and searching for answers within texts.</p>	<p>Ask questions to clarify information in texts.</p> <p>Answer questions requiring literal recall and understanding of evidence, details, or facts from texts.</p> <p>Answer questions that require making interpretations or giving opinions about information in texts.</p> <p>Answer questions that require recognizing cause and effect relationships in texts.</p>		
<p>Predicting includes imagining an outcome based on a combination of information, including</p> <ul style="list-style-type: none"> • title • pictures • evidence • background knowledge 	<p>Comprehension can be supported by making and revising predictions.</p>	<p>Make predictions prior to and while reading, viewing, or listening to a text.</p> <p>Revise understandings in response to new information.</p> <p>Compare actual outcomes to predictions made.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᐱᑭᑦ 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 processes and techniques improve expression?				
LEARNING OUTCOME Students create and enhance ideas and information by applying a variety of writing processes.				
<p>Writing processes used to organize and share messages include</p> <ul style="list-style-type: none"> • planning • writing • editing • sharing <p>Run-on sentences are sentences that string too many ideas together with connecting words.</p> <p>Sentences can be organized in a logical sequence to create written messages.</p> <p>Editing involves noticing and correcting errors in spelling, grammar, and punctuation.</p>	<p>Writing can provide opportunities to share thoughts and ideas in meaningful ways.</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>Focus and limit the number of ideas in sentences.</p> <p>Organize sentences in a logical sequence to create written messages.</p> <p>Edit written work for spelling, grammar, and punctuation.</p> <p>Incorporate images or features to enhance written messages.</p> <p>Share written messages with others.</p>		
<p>Creative thinking includes</p> <ul style="list-style-type: none"> • using imagination • combining materials or ideas in different ways • making adaptations based on feedback <p>[continued...]</p>	<p>Creative thinking can influence expression of thoughts and emotions.</p>	<p>Collect ideas that are inspired by a variety of experiences.</p> <p>Apply creative thinking to create or adapt representations of messages.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Writing can support creative expression of ideas through organization and word choice.</p> <p>Creative ideas for expression can be inspired by a variety of personal experiences.</p> <p>Creative ideas can be enhanced by adding language related to the senses (sensory language).</p>		<p>Express ideas and information through a variety of written forms.</p> <p>Include adjectives and adverbs to add interest and detail to writing.</p> <p>Include sensory language to enhance ideas in creative writing.</p> <p>Use punctuation to enhance written messages.</p>		
<p>Asking questions can help focus research topics.</p> <p>Factual information can be gathered from a variety of digital or non-digital sources.</p> <p>Organizational tools, such as graphic organizers, can be used to record or categorize factual information.</p>	<p>Research processes can be used to learn new things or build on what is already known.</p>	<p>Ask questions to focus research topics.</p> <p>Gather factual information on topics from various sources.</p> <p>Use organizational tools to record or categorize information.</p> <p>Record factual information through messages that include images, words, and sentences.</p>		
<p>Written messages can be created using a variety of digital or non-digital methods or tools, including printing and keyboarding.</p>	<p>The method or tool used to present written works can enhance the clarity of a message.</p>	<p>Print with appropriate size, formation, and spacing to enhance the clarity of a message.</p> <p>Locate a variety of keys on a keyboard to type messages.</p>		

Knowledge	Understanding	Skills & Procedures	ᑭᓄᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
<p align="center">ORGANIZING IDEA</p> <p align="center">Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.</p>				
<p align="center">GUIDING QUESTION</p> <p align="center">How do conventions foster the development of effective communication?</p>				
<p align="center">LEARNING OUTCOME</p> <p align="center">Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.</p>				
<p>Capitalization is used for titles.</p> <p>A proper noun names a specific person or place and begins with a capital letter.</p> <p>Punctuation includes an apostrophe in contractions.</p> <p>A contraction is a combination of two words, where an apostrophe takes the place of certain letters.</p>	<p>Capitalization and punctuation can make messages more clear.</p>	<p>Capitalize the first word of a sentence.</p> <p>Capitalize names of people and places.</p> <p>Capitalize days of the week and months.</p> <p>Capitalize titles.</p> <p>Include punctuation at the end of sentences.</p> <p>Insert apostrophes in place of letters in contractions.</p>		<p> “Elements of Indigenous Style: A Guide for Writing by and About Indigenous Peoples” by Gregory Younging, 2018.</p>
<p>A sentence that expresses strong emotion can end with an exclamation mark (exclamatory).</p> <p>A pronoun can be used in place of a noun.</p> <p>An adjective is a word that describes a noun.</p> <p>An adverb is a word that describes a verb.</p> <p>The subject of a sentence tells whom or what the sentence is about.</p> <p>The subject and the verb in a sentence must agree, with both being either singular or plural (subject-verb agreement).</p> <p>Some words can be used with other words to show time or place (prepositions), such as under, with, before, and after.</p>	<p>Language has structures (grammar) that can help express ideas, thoughts, and emotions.</p>	<p>Write a variety of sentences that include a complete thought or idea.</p> <p>Recognize and use pronouns to replace nouns in sentences.</p> <p>Use a variety of adjectives to describe nouns.</p> <p>Use adverbs to describe verbs.</p> <p>Identify the subject in a sentence.</p> <p>Identify when subjects and verbs agree in sentences.</p> <p>Recognize and use prepositions in sentences to show time and place.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Spelling patterns include</p> <ul style="list-style-type: none"> • consonant-vowel-consonant-silent “e” (CVCe) (e.g., nose) • vowel-consonant-consonant (VCC) (e.g., ill) • vowel-vowel-consonant (VVC) (e.g., eel) • dropping the <e> and adding <ing> • doubling the letter before adding <ing> or <ed> <p>Spelling patterns in one-syllable words include short and long vowel sounds.</p> <p>Some consonants are silent in some words (e.g., talk).</p>	<p>Spelling can be supported by recognizing patterns that occur within and across words.</p>	<p>Identify spelling patterns within and across words.</p> <p>Apply spelling patterns to spell unfamiliar words.</p> <p>Identify silent consonants in words.</p> <p>Spell 300 high-frequency words.</p> <p>Identify words that are not spelled in predictable ways.</p>		
<p>Knowledge of words and word parts can be applied to the spelling of new words.</p> <p>Spelling can involve trial and error.</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 strategies and supports can be used to help communicate messages.</p>	<p>Include a vowel in every word and syllable.</p> <p>Say words slowly to identify sounds when spelling words.</p> <p>Use visualization to help spell words.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.</p> <p>Use a variety of supports to spell and check the spelling of words.</p>		