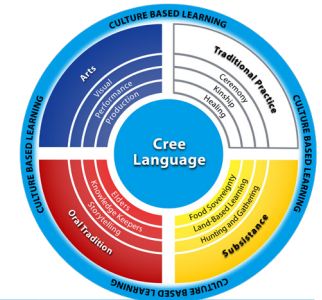











English Language Arts & Literature






Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
<p align="center">ORGANIZING IDEA</p> <p>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 text organization enhance meaning?</p>				
<p align="center">LEARNING OUTCOME</p> <p align="center">Students relate the form and structure of texts to the communication of ideas and information.</p>				
<p>A text is anything, digital or non-digital, that has meaning for the individual or group who creates or engages with it.</p> <p>The purpose of a text can be to</p> <ul style="list-style-type: none"> • inform • provide enjoyment <p>Texts can be categorized according to their content and include fiction and non-fiction.</p> <p>Fiction is a type of text that uses imagination to tell a story.</p> <p>Non-fiction is a type of text that expresses information and facts.</p> <p>Literary forms of fiction and non-fiction texts include</p> <ul style="list-style-type: none"> • drama • short stories • images <p>[continued...]</p>	<p>The purpose, form, or structure of texts can help organize the expression and understanding of ideas and information.</p>	<p>Examine the purpose of a variety of texts.</p> <p>Explain personal preferences for texts that provide enjoyment.</p> <p>Differentiate between fiction and non-fiction texts according to content.</p> <p>Examine the form of a variety of fiction and non-fiction texts.</p> <p>Examine the structure of a variety of fiction and non-fiction texts.</p> <p>Determine how the structure of texts can help organize the expression or understanding of ideas or information.</p>	<p> Storytelling Protocols</p> <p>  Creation Stories; Star Stories; Trickster Stories (One legend of each type)</p>	<p>Land based learning is a form of text; reading the land, weather, etc.</p> <p>Beading work, wampum belts, Métis sash, and traditional dances tell stories and are forms of text.</p> <p> Empowering the Spirit: Sharing through Story</p> <p> Native American Legends Organized by Theme</p>



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Stories can be fiction or non-fiction and can follow a structure, including</p> <ul style="list-style-type: none"> beginning problem events solution ending 				<p> Moosey Monday: A MOOSE acrostic</p> <p> Haiku Poem (by Orense) haiku ~ the scrape of antlers (Requires registration)</p> <p><i>the scrape of antlers in a tangle of woods sounds of stillness</i></p>
<p>Text features can be digital or non-digital, including</p> <ul style="list-style-type: none"> images tables of contents maps graphs 	<p>Text features can provide information that is not in the main body of a text.</p>	<p>Examine a variety of text features that provide additional information in a text.</p> <p>Include a variety of text features to organize, clarify, or enhance personal messages.</p>		
<p>Fictional texts can be categorized by sub-forms that include</p> <ul style="list-style-type: none"> traditional literature, including myths realistic fiction historical fiction mystery <p>A myth is a traditional or legendary story usually concerning a courageous hero or heroine or an event.</p> <p>Realistic fiction takes place in modern times and describes believable characters involved in plausible events.</p> <p>Historical fiction takes place in a setting of the past.</p> <p>A mystery describes the solution of a crime or the unravelling of secrets.</p> <p>[continued...]</p>	<p>Fictional texts are often products of a text creator's imagination and are not factual.</p>	<p>Differentiate between a variety of fiction sub-forms, considering content, characters, time, or place.</p> <p>Examine fictional text structures that contribute to organization, clarity, or personal engagement.</p> <p>Examine circular plot structures found in fictional texts.</p> <p>Examine elements within a variety of fictional texts.</p> <p>Examine major characters in fictional texts.</p> <p>[continued...]</p>		<p> "Tales from Big Spirit" graphic novel series by David A. Robertson and Andrew Lodwick.</p>





 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑭᑦᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Fictional texts can have structures that include</p> <ul style="list-style-type: none"> • books with chapters • collections of stories related to a single idea • circular plots <p>Elements of fiction include</p> <ul style="list-style-type: none"> • major characters • setting • plot <p>A major character is central to the plot or problem in a story.</p> <p>A circular plot is sequenced to end with characters returning to a similar situation to where they started.</p> <p>A narrator can be a character in a story or someone telling the story from the outside looking in.</p>		<p>[continued...]</p> <p>Create imaginative representations or dramatizations of fictional texts that depict understandings of characters, setting, and plot.</p> <p>Investigate the narrator's contribution to a text.</p>		
<p>Non-fiction texts include</p> <ul style="list-style-type: none"> • biographies • content-area texts • interactions with people • land <p>Content-area texts refer to texts from subjects such as science, social studies, and fine arts.</p> <p>Non-fiction texts can have structures that include</p> <ul style="list-style-type: none"> • main idea or topic • supporting details • linear or cyclical sequencing • compare and contrast 	<p>Non-fiction texts have structures that support the sharing of factual information to explain or describe real people, places, things, or events.</p>	<p>Compare and contrast ways that non-fiction texts can be organized.</p> <p>Investigate linear and cyclical sequencing in a variety of non-fiction texts.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Poetry includes words or phrases used in a non-literal way to create a desired effect (figurative language).</p> <p>Poetic structures include</p> <ul style="list-style-type: none"> • haiku • limerick <p>A haiku is a short Japanese poem of seventeen syllables (organized into three lines of five, seven, and five syllables) that traditionally emphasizes images from nature.</p> <p>A limerick is a poem that consists of five lines with a rhyme scheme of AABBA.</p>	<p>Poetry is a form of expression that encourages creativity and new ways of thinking about ideas and feelings.</p>	<p>Investigate words or phrases applied creatively in poetry.</p> <p>Examine poetic structures that contribute to creative expression of ideas.</p> <p>Experiment with creating haikus and limericks.</p>		<p> “Better That Way” by Rita Bouvier, 2007. Gabriel Dumont Institute. A poem turned into a picture book.</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>In what ways can listening and speaking be enhanced to improve oral communication?</p>				
<p>LEARNING OUTCOME</p> <p>Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.</p>				
<p>Throughout history, languages developed orally before being written.</p> <p>Stories can last and be retold over long periods of time.</p> <p>Oral traditions support interactions between generations of people, such as</p> <ul style="list-style-type: none"> • ancestors • grandparents • parents or guardians • children • kin <p>Traditional knowledge shared through oral traditions can</p> <ul style="list-style-type: none"> • vary in form or delivery • build community • serve as a guide for living and learning 	<p>Oral tradition is listening and speaking to pass information from generation to generation.</p>	<p>Investigate oral traditions that have been shared over time.</p> <p>Discuss how oral stories show respect for traditional shared knowledge.</p> <p>Share information of personal or cultural significance passed between generations of people.</p>	<p> Stories and Legends Series</p> <p> Dreamcatcher</p>	










 Knowledge	Understanding	Skills & Procedures	 ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
<p>Dialogue is an exchange of ideas, information, or opinions.</p> <p>Effective dialogue includes</p> <ul style="list-style-type: none"> • listening • staying on topic • asking questions • contributing <p>Speaking involves grouping and separating words through phrasing and pausing.</p> <p>Pauses can be used to support meaning or create emphasis.</p> <p>Speaking can be supported through</p> <ul style="list-style-type: none"> • relaxation • breathing • posture 	<p>Listening and speaking can enhance the exchange of ideas, information, or opinions.</p>	<p>Engage in dialogue to express and understand messages.</p> <p>Examine the effectiveness of dialogue in learning and social interactions.</p> <p>Identify where phrasing and pausing can support understanding or create effects.</p> <p>Support speech through relaxation, breathing, or posture.</p> <p>Consider the contributions of others when exchanging ideas or opinions.</p>	<p> Sharing and Talking Circles</p>	<p> Talking Together: A Discussion Guide for Walking Together: Oral Tradition: Observing Practice Activity.</p> <p>Use the circle story technique to help Grade 3 students learn to read and write. (29:15 minutes)</p>
<p>Listening strategies include</p> <ul style="list-style-type: none"> • identifying purpose • asking relevant questions • seeking clarification • responding appropriately <p>Texts that are listened to can build</p> <ul style="list-style-type: none"> • connections • interest • vocabulary • background knowledge • curiosity • engagement • motivation 	<p>Listening can enhance interactions and learning.</p>	<p>Use a variety of listening strategies to enhance interactions and learning.</p>		
<p>A combination of verbal and non-verbal language can be used to communicate ideas, information, and feelings.</p> <p>Effective communication considers</p> <ul style="list-style-type: none"> • voice quality and audibility • articulation and clarity 	<p>Communication can be supported by integrating verbal and non-verbal language.</p>	<p>Combine verbal and non-verbal language to enhance communication.</p> <p>Adjust voice quality, audibility, articulation, or clarity to communicate effectively.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑭᑦᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Preparation supports effective communication through</p> <ul style="list-style-type: none"> relaxation breathing techniques focus <p>Presentations can be improvised or prepared.</p> <p>Presentations can be delivered in different ways, including</p> <ul style="list-style-type: none"> oral reports readers' theatre dramatizations digital stories recorded interviews <p>Thoughts and ideas in speech can be grouped together in logical sequences.</p> <p>Effective communication involves consideration of an audience's</p> <ul style="list-style-type: none"> situation thoughts feelings beliefs <p>Audience participation and behaviour may affect the presenter or other audience members.</p>	<p>Presentations share stories, ideas, or information with an audience.</p>	<p>Group relevant ideas, events, or information in a logical sequence when presenting.</p> <p>Develop communication skills through individual or group presentations.</p> <p>Present dramatizations of characters and events encountered in texts.</p> <p>Share a poem from memory with some awareness of phrasing and pausing.</p> <p>Compose and share a short speech or oral report.</p> <p>Participate in presentations as a respectful audience member.</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				
How can building vocabulary and understanding morphology support language use and comprehension?				
LEARNING OUTCOME				
Students analyze new words and morphemes to enhance vocabulary.				
<p>The meaning of a word can change when used in a different context.</p> <p>Language involves phrases with literal and figurative meanings that can be used to enhance communication.</p> <p>Figurative language includes</p> <ul style="list-style-type: none"> • imagery • hyperbole • simile <p>Imagery is when words or phrases describe ideas or things that can be experienced visually.</p> <p>Hyperbole is when words or phrases are used to exaggerate meaning.</p> <p>A simile compares two unlike things using <i>like</i> or <i>as</i>.</p>	<p>Vocabulary knowledge can be supported and developed through literacy interactions and experiences.</p>	<p>Use tier 2 words in a variety of literacy contexts.</p> <p>Develop tier 3 vocabulary through content-area learning.</p> <p>Engage with texts that include more sophisticated concepts and ideas expressed through expanded vocabulary.</p> <p>Integrate knowledge of vocabulary across multiple literacy contexts.</p> <p>Recognize and use figurative language in oral and written communication.</p> <p>Analyze and use synonyms, antonyms, homophones, homographs, and words with multiple meanings in a variety of texts.</p>	<p>  Select from Creation Stories; Star Stories; Trickster Stories</p>	<p>Provide listening opportunities within a sharing circle to practice respectful communication protocols.</p> <p> Rupertsland Institute Lesson Plan: Language Lesson #1 – Grade 3 Animals</p> <p> Rupertsland Institute Lesson Plan: I Have, Who Has – Grade 3 Animals</p> <p> Rupertsland Institute Lesson Plan: Detective Work Extension Activity</p>
<p>Morphemes include</p> <ul style="list-style-type: none"> • bases • affixes <p>A base is a word or word part that has meaning and to which an affix can be added.</p> <p>An affix is a letter or group of letters that comes at the beginning (prefix) or ending (suffix) of a word and has a meaning of its own.</p> <p>[continued...]</p>	<p>The study of words and how they are formed (morphology) can support development of vocabulary and enhance comprehension.</p>	<p>Analyze bases and affixes for meaning.</p> <p>Recognize and use suffixes to form adverbs that describe a specific manner, period of time, or order.</p> <p>[continued...]</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Prefixes, including <re>, <un>, <in>, <dis>, <non>, <mis>, <mal>, <sub>, and <super>, are morphemes that change the meaning of words when added to the beginning of a base.</p> <p>Suffixes, including <ly>, are morphemes that form adverbs and change the meaning of words when added to the ending of a base.</p> <p>Suffixes, including <er>, <or>, <ar>, and <ist>, are morphemes that change the meaning of words when added to the ending of a base.</p>		<p>[continued...]</p> <p>Recognize and use suffixes to name a person that does something.</p> <p>Analyze frequently used compound words and their meanings.</p> <p>Distinguish syllables in words.</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 does phonics support foundational literacy development?

LEARNING OUTCOME


Students investigate how phonics connects to word formation and supports the processes of reading and writing.

<p>Consonant clusters blend two or three consonant sounds.</p> <p>Consonant clusters appear at the beginning and ending of words.</p> <p>Consonant digraphs are two consonant letters that appear together and represent a single sound that is different from the sound of either letter (e.g., sh).</p> <p>Some consonant letters represent no sound (e.g., know, write).</p> <p>Chunking is a phonetic strategy used to decode that breaks large words into small parts.</p>	<p>Phonics supports the reading and writing of texts.</p>	<p>Recognize consonant clusters at the beginning and ending of a word.</p> <p>Recognize and apply less frequent consonant digraphs.</p> <p>Recognize and apply consonant letters that represent no sounds.</p> <p>Recognize and apply a wide variety of long and short vowel sounds when decoding unknown multisyllabic words.</p> <p>Use phonetic strategies to decode complex words in continuous text.</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>
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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 improve comprehension?				
LEARNING OUTCOME				
Students apply fluency strategies and develop reading comprehension.				
<p>Fluency develops over time with practice.</p> <p>Fluent reading includes</p> <ul style="list-style-type: none"> • accuracy • automaticity in word recognition • prosody (stress, expression, intonation, and pausing) in oral text reading 	<p>Reading fluency involves accuracy, automaticity, and prosody to engage an audience or improve comprehension.</p>	<p>Demonstrate automaticity in reading complex words, phrases, and continuous text.</p> <p>Read increasingly complex text with appropriate pace, word stress, phrasing, and pausing.</p> <p>Read a variety of text forms with fluency and expression.</p>		
<p>Comprehension is enhanced when high-frequency words are read in continuous text at an appropriate pace.</p>	<p>Fluent recognition of high-frequency words (the 300 learned in grades 1 and 2) supports effective and efficient reading comprehension.</p>	<p>Read the 300 high-frequency words learned in grades 1 and 2 fluently in continuous text.</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				
How can the development of skills and strategies support comprehension of text?				
LEARNING OUTCOME				
Students analyze text and make connections to personal experiences to support meaning.				
<p>Comprehension of longer, more complex texts is supported by increased reading practice.</p>	<p>Critical thinking can be applied to comprehend texts that vary in length or complexity.</p>	<p>Independently read and demonstrate comprehension of texts that vary in length or complexity.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Connections can be made prior to, during, or after reading a text.</p> <p>Connections can be made between texts and ideas that relate to past, present, or future world events (text to world).</p>	<p>Comprehension involves connecting relevant background knowledge and experiences with new information in text.</p>	<p>Make connections between a text and personal feelings, experiences, or background knowledge.</p> <p>Make connections between various aspects within or between texts.</p> <p>Make connections between texts and ideas that relate to past, present, or future world events.</p>		
<p>Predictions can be made by combining information from texts with</p> <ul style="list-style-type: none"> • background knowledge • personal experience • anticipation of logical outcomes or events 	<p>Comprehension involves predicting outcomes or events that reflect clues from texts.</p>	<p>Make predictions using background knowledge and information within a text.</p> <p>Identify information from texts that supports predictions.</p> <p>Modify predictions based on new or additional information.</p> <p>Reflect on predictions to confirm or change understandings.</p>		
<p>Inferencing involves drawing conclusions based on known facts or evidence.</p> <p>Inferencing can involve</p> <ul style="list-style-type: none"> • making connections • questioning • predicting • visualizing 	<p>Comprehension can be enhanced by inferring meanings that are not stated explicitly in text.</p>	<p>Make inferences by combining background knowledge with information that is not explicitly stated within a text.</p> <p>Identify connections between the actions, feelings, or motives of a character and evidence in text.</p>		<p>Show evidence from land as land literacy and ask students to make inferences.</p> <p> Use written texts such as “Just A Walk” by Jordan Wheeler, 2010.</p>
<p>Summarizing information involves</p> <ul style="list-style-type: none"> • determining key ideas and specific details • logically ordering ideas • writing ideas in own words 	<p>Comprehension is enhanced when information is summarized.</p>	<p>Determine the most important information in a text.</p> <p>Order significant information from a text in a logical sequence.</p> <p>Share important information from a text in a logical order using own words.</p>		




Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Self-monitoring skills that can be used when facing challenges in comprehension include</p> <ul style="list-style-type: none"> • noticing where meaning breaks down • rereading • reading ahead • creating mental or visual images • asking and answering how, why, and what if questions 	<p>The reading comprehension process involves the strategies of monitoring understandings and assessing options if meaning lacks clarity.</p>	<p>Examine the location in texts where reading comprehension becomes challenging.</p> <p>Identify self-monitoring skills that are personally effective in supporting reading comprehension.</p>		
<p style="text-align: center;">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.</p>				
<p style="text-align: center;">GUIDING QUESTION How can writing craft combined with skills and processes contribute to written expression?</p>				
<p style="text-align: center;">LEARNING OUTCOME Students investigate writing and research processes that support informed written expression.</p>				
<p>Writing processes used to organize and share messages include</p> <ul style="list-style-type: none"> • planning • drafting • revising • editing • sharing <p>Planning includes</p> <ul style="list-style-type: none"> • consideration of audience, purpose, and form • idea generation <p>Methods and tools that can support planning include</p> <ul style="list-style-type: none"> • graphic organizers • sketching <p>Drafting involves organizing words on paper during the writing process.</p> <p>[continued...]</p>	<p>Writing can capture ideas, memories, investigations, and stories.</p>	<p>Create written texts for a variety of audiences and purposes.</p> <p>Create written texts using a variety of forms and structures.</p> <p>Use organizational processes, methods, or tools to support the creation of written texts.</p> <p>Create drafts of writing that maintain audience interest by focusing the number of ideas in sentences and limiting repetitions.</p> <p>Include a range of sentence beginnings and types to vary and add interest to writing.</p> <p>Sequence sections of writing in a logical order.</p> <p>[continued...]</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Interest can be created by varying sentence beginnings.</p> <p>Run-on sentences make reading difficult, as the reader often cannot tell where to pause or stop.</p> <p>Writers generally avoid repetitions and run-on sentences.</p> <p>Three to five sentences that add detail or description to ideas or information can be combined to construct a paragraph.</p> <p>Revising includes adding or removing words or sentences to enhance writing clarity, accuracy, or appeal.</p> <p>Fluent writing sounds like speaking when read aloud.</p> <p>Sharing can involve selecting a variety of text features to enhance written messages.</p>		<p>[continued...]</p> <p>Revise written texts for accuracy, clarity, or appeal by adding, removing, or changing words or sentences.</p> <p>Edit writing for spelling, punctuation, and grammar.</p> <p>Read written texts aloud to check for writing fluency.</p> <p>Select a variety of texts to be shared according to their purpose.</p>		
<p>Creative thinking involves</p> <ul style="list-style-type: none"> • considering audience and purpose • brainstorming to expand ideas • seeking out information to help transform ideas into representations • persevering through challenges that may arise <p>Writing is a craft that involves personal expression of ideas through</p> <ul style="list-style-type: none"> • organization • word choice • presentation <p>[continued...]</p>	<p>Creative expression can channel imaginative thought and emotion into a variety of texts.</p>	<p>Examine how relationships between audience, purpose, and text form can influence creative expression.</p> <p>Examine how other writers use words, sensory detail, and figurative language for creative expression of thoughts and emotions.</p> <p>Create written texts that draw upon a variety of sources of inspiration.</p> <p>Select from a variety of text forms or structures to express personal thoughts or feelings.</p> <p>[continued...]</p>		




Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Creative ideas for expression can be inspired by a variety of sources, including</p> <ul style="list-style-type: none"> • personal experiences • background knowledge • imagination • experiences with text <p>The author's voice or style helps a reader or an audience picture or feel what a writer is describing.</p> <p>In creative writing, word choice includes interesting details that keep audiences engaged.</p> <p>Words selected to enhance written texts include</p> <ul style="list-style-type: none"> • sensory details • synonyms • antonyms • specific words or phrases <p>Dialogue can be used to add variety to written texts.</p>		<p>[continued...]</p> <p>Create beginnings that catch the audience's attention by experimenting with ideas and word choice.</p> <p>Include a variety of carefully selected words and sensory detail to add interest and keep audiences engaged.</p> <p>Include dialogue to add variety to texts.</p> <p>Use punctuation to generate effects in creative expression.</p> <p>Create thoughtful conclusions to tie up events or leave readers wondering.</p> <p>Select from a variety of presentation forms or text features to enhance and share selections of creative writing.</p> <p>Persevere through challenges that may arise in the creative expression of ideas.</p>		<p> "On the Trapline" by David A. Robertson. 2021.</p>



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Questioning can help focus research topics and processes.</p> <p>Information can be accessed, stored, and shared in a variety of digital and non-digital ways.</p> <p>Information can be categorized or sequenced to enhance organization.</p> <p>Organizational tools, such as graphic organizers, can help plan and write about factual information.</p> <p>Research findings can be shared in a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> • reports • presentations • visual representations <p>The information and ideas of others need to be listed (cited) in research writing.</p>	<p>Research processes can support accessing and logically organizing information.</p>	<p>Access information from a variety of sources to answer questions or expand knowledge.</p> <p>Organize, categorize, or sequence information using a variety of methods or tools.</p> <p>Use research to create written text that is appropriate for an audience.</p> <p>List sources of information used to inform research.</p>		
<p>Written messages can be created using a variety of digital or non-digital methods or tools, such as</p> <ul style="list-style-type: none"> • printing • keyboarding • cursive handwriting <p>Cursive handwriting involves</p> <ul style="list-style-type: none"> • letter formation • size • proportion • slant <p>Basic keyboarding involves</p> <ul style="list-style-type: none"> • finger reaches • keystroking • key recognition 	<p>Practice using digital or non-digital methods or tools can support writing fluency.</p>	<p>Demonstrate writing fluency using at least one method or tool.</p> <p>Use cursive handwriting to write some texts with appropriate letter formation, size, proportion, and slant.</p> <p>Demonstrate basic keyboarding skills.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᑦᑎᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
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 does the appropriate use of conventions support clear written communication?				
LEARNING OUTCOME Students investigate and demonstrate how conventions support written communication.				
<p>Capitalization is used for headings.</p> <p>Punctuation includes</p> <ul style="list-style-type: none"> • commas • quotation marks • apostrophes in contractions and possessives <p>A comma indicates a pause between parts of a sentence or separates items in a list.</p> <p>Quotation marks identify the words of a speaker or bring attention to a word that is used in a special way.</p> <p>Adding an apostrophe and <s> can be used to show ownership or possession.</p>	<p>Capitalization and punctuation can enhance written expression.</p>	<p>Capitalize words appropriately in different contexts.</p> <p>Include a variety of punctuation at the end of sentences.</p> <p>Insert commas to indicate a pause between parts of sentences or to separate items in a list.</p> <p>Insert quotation marks to identify the words of a speaker.</p> <p>Insert quotation marks to bring attention to a word that is used in a special way.</p> <p>Insert quotation marks to bring attention to a word that is used in a special way.</p> <p>Insert apostrophes in place of letters in contractions.</p> <p>Insert apostrophes to show possession.</p>		<p> “Elements of Indigenous Style: A Guide for Writing by and About Indigenous Peoples” by Gregory Younging, 2018.</p>



Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>A sentence can command someone to do or not to do something (imperative).</p> <p>A sentence has two main parts, a subject and a predicate.</p> <p>The subject of a sentence is who or what the sentence is about.</p> <p>The predicate of a sentence is what the subject does.</p> <p>Words can be used to connect phrases and sentences (conjunctions) (e.g., and, but, or, so, for).</p> <p>An adjective is a word that describes a noun.</p> <p>An adverb is a word that describes a verb.</p> <p>Subject-verb agreement means that the subject and the verb must agree, with both being either singular or plural.</p> <p>Words can tell who or what owns a noun (possessive), and include</p> <ul style="list-style-type: none"> • possessive nouns ('s) • possessive adjectives (e.g., my, your, his, her, its, our, their) • possessive pronouns (e.g., mine, yours, his, hers, ours, theirs) <p>Some words can be used with other words to show time or place (prepositions) (e.g., under, with, before, after).</p>	<p>Grammar can provide a consistent structure for the building of sentences.</p>	<p>Distinguish between a variety of sentence types.</p> <p>Identify the subject of a variety of sentences.</p> <p>Identify the predicate of a variety of sentences.</p> <p>Examine conjunctions in a variety of sentences.</p> <p>Use adjectives to describe nouns.</p> <p>Use adverbs to describe verbs.</p> <p>Identify subject-verb agreement in a variety of sentences.</p> <p>Differentiate between possessive nouns, possessive adjectives, and possessive pronouns.</p> <p>Recognize and use prepositions in sentences to show time and place.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Spelling patterns include</p> <ul style="list-style-type: none"> nouns ending in <y>: change <y> to <i> and add <es> (e.g., pony–ponies) nouns ending in <f> or <fe>: change <f> or <fe> to <v> and add <es> (e.g., leaf–leaves) <p>Some plural nouns may be spelled the same as or differently from their singular form (e.g., moose–moose, person–people).</p> <p>Adding an apostrophe and <s> can be used to show ownership or possession.</p> <p>If a noun is plural and already ends in an <s>, only an apostrophe and not an <s> is added to show ownership.</p> <p>Prefixes and suffixes are spelled consistently in words.</p> <p>Some words are not spelled in predictable ways.</p>	<p>Correct spelling can be supported by applying knowledge of word patterns and parts.</p>	<p>Identify spelling patterns within and across words.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.</p> <p>Identify plural nouns that are spelled the same as or differently from their singular form.</p> <p>Add an apostrophe and an <s> to nouns to show ownership.</p> <p>Add only an apostrophe to show ownership if a noun is plural and already ends in an <s>.</p> <p>Spell a variety of prefixes and suffixes accurately in words.</p> <p>Identify words that are not spelled in predictable ways.</p>		
<p>Spelling strategies can be used to spell words accurately, including</p> <ul style="list-style-type: none"> articulating visualizing transferring prior knowledge trial and error <p>Digital or non-digital tools can be used to help spell words correctly.</p>	<p>A variety of spelling strategies and tools can be used to enhance written expression.</p>	<p>Apply a variety of spelling strategies to enhance written expression.</p> <p>Use a variety of tools to spell or confirm the spelling of words.</p>		



Knowledge	Understanding	Skills & Procedures	ᑭᓄᓐᓂᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Abbreviations include</p> <ul style="list-style-type: none"> titles days of the week time measurements addresses <p>An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB).</p> <p>An inflectional ending is a suffix added to a base that indicates</p> <ul style="list-style-type: none"> tense plurality possession comparison <p>The basic guidelines for adding inflectional endings consist of</p> <ul style="list-style-type: none"> dropping the <e> and adding <ing> doubling the letter before adding <ing> or <ed> 	<p>Basic guidelines for spelling transferred to writing new text can increase accuracy.</p>	<p>Spell common abbreviations in writing.</p> <p>Recognize and spell contractions in writing.</p> <p>Apply inflectional endings in writing.</p> <p>Spell compound words accurately.</p> <p>Spell singular and plural possessives.</p> <p>Spell some complex plural words.</p> <p>Apply endings that show comparisons.</p> <p>Recognize basic guidelines for adding inflectional endings.</p>		