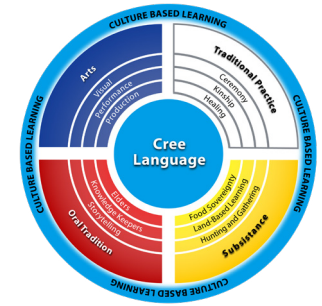

















# English Language Arts & Literature










Knowledge	Understanding	Skills & Procedures	ᑭᓴᑦᑎᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
<b>ORGANIZING IDEA</b>				
<b>Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.</b>				
<b>GUIDING QUESTION</b>				
<b>How can text organization support expression and influence meaning?</b>				
<b>LEARNING OUTCOME</b>				
<b>Students examine how text genres, forms, and structures support and enhance communication.</b>				
<p>Texts can be digital or non-digital.</p> <p><b>Texts can have more than one purpose, including to</b></p> <ul style="list-style-type: none"> <li>• <b>inform</b></li> <li>• <b>entertain</b></li> <li>• <b>persuade</b></li> <li>• <b>inspire</b></li> </ul> <p>Reading stamina can be developed through engaging with text forms, genres, or structures that are personally enjoyable.</p> <p><b>Literary text forms can be fiction or non-fiction and include</b></p> <ul style="list-style-type: none"> <li>• <b>photo essays</b></li> <li>• <b>news articles</b></li> <li>• <b>hybrids</b></li> </ul> <p>[continued...]</p>	<p><b>Text Forms &amp; Structures:</b> 5T1.1 Text genres, forms, and structures can support the enjoyment and communication of ideas and information.</p>	<p>Examine the purpose of a variety of digital or non-digital texts.</p> <p>Engage with a variety of genres of literary texts.</p> <p>Determine the form and structure of a variety of literary texts.</p> <p>Develop reading stamina by engaging with text that is personally enjoyable.</p>	<p>  <b>Creation Stories; Star Stories; Trickster Stories</b></p>	<p> <b>Refer to Indigenous Book/ Story Lists in Resources on the Instructional Supports webpage.</b></p>


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<p>[continued...]</p> <p>Hybrid is a type of text that includes both fiction and non-fiction text forms.</p> <p><b>Narrative texts can be fiction or non-fiction and can be structured in a variety of ways, including</b></p> <ul style="list-style-type: none"> <li>• <b>beginning</b></li> <li>• <b>problem</b></li> <li>• <b>multiple events with many details</b></li> <li>• <b>resolution of problem</b></li> <li>• <b>ending</b></li> </ul>	<p><b>Text Forms &amp; Structures:</b></p> <p>5T1.1 Text genres, forms, and structures can support the enjoyment and communication of ideas and information.</p>			
<p><b>Text features can be digital or non-digital and include sidebars and glossaries.</b></p>	<p><b>Text Forms &amp; Structures:</b></p> <p>5T1.2 Text features can help organize content and identify information that is most important.</p>	<p><b>Examine a variety of text features that organize content and emphasize information that is most important.</b></p> <p><b>Include a variety of text features to organize content and to identify information that is most important.</b></p>		<p> <b>“Speaking Our Truth: A Journey of Reconciliation” by Monique Gray Smith, 2017.</b></p>
<p><b>Fiction sub-genres include science fiction, tall tales, and traditional literature.</b></p> <p>A tall tale is an exaggerated folk tale that describes a central legendary character with extraordinary physical features or abilities.</p> <p>Science fiction is a modern fantasy text that describes technology, futuristic situations, and real or imagined scientific occurrences.</p> <p>Fictional texts can have a variety of structures, including flash-forward.</p> <p><b>A flash-forward interrupts the story plot to take an audience forward in time to events in the future.</b></p> <p>[continued...]</p>	<p><b>Text Forms &amp; Structures:</b></p> <p>5T1.3 Engaging with fictional texts can help to analyze the world through the eyes of others.</p>	<p><b>Categorize texts according to a variety of fiction sub-genres.</b></p> <p><b>Examine a variety of fictional text structures, including flash-forward.</b></p> <p>[continued...]</p>		<p> <b>David A. Robertson series beginning with “The Barren Grounds: The Misewa Saga, Book One,” 2020.</b></p>


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<p>[continued...]</p> <p><b>Elements of fiction include theme, the underlying message of a text.</b></p> <p><b>Third person point of view is where the author or text creator is narrating a story about the characters, referring to them by name or using pronouns.</b></p> <p><b>Types of characters include round and flat.</b></p> <p><b>A round character is interesting and layered and may change throughout a story.</b></p> <p><b>A flat character does not change throughout a story.</b></p> <p><b>Fictional texts can contain characters with multiple dimensions revealed by</b></p> <ul style="list-style-type: none"> <li>• what they say, think, or do</li> <li>• what others say and think about them</li> </ul>	<p><b>Text Forms &amp; Structures:</b></p> <p><b>5T1.3 Engaging with fictional texts can help to analyze the world through the eyes of others.</b></p>	<p>[continued...]</p> <p><b>Examine elements within a variety of fictional texts, including theme.</b></p> <p><b>Describe characters based on what they say, think, or do or what others say and think about them.</b></p>		<p> <b>Graphic novel anthology - “This Place: 150 Years Retold” by Kateri Akiwenzie-Damm et al, 2019.</b></p>
<p><b>Non-fiction texts include persuasive texts, such as editorials and opinion pieces.</b></p> <p><b>Structures within non-fiction texts include</b></p> <ul style="list-style-type: none"> <li>• larger topics and subtopics</li> <li>• cause and effect</li> </ul> <p><b>Non-fiction texts can be examined to help the reader form opinions based on the structure, content, or source of information.</b></p>	<p><b>Text Forms &amp; Structures:</b></p> <p><b>5T1.4 Engaging with non-fiction texts can help to analyze the world through the eyes of others.</b></p>	<p><b>Examine organizational structures of non-fiction texts.</b></p> <p><b>Discuss a variety of opinions regarding the structure, content, or source of information expressed in non-fiction texts.</b></p>		

 <b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>	ᑭᑦᑎᑦᑎᑦᑎᑦᑎᑦ <b>Ways of Knowing</b>	<b>Other Suggestions</b>
<p><b>Poetry can be experienced when it is read, listened to, or spoken.</b></p> <p>Poetic structures include lyric poetry and stanzas.</p> <p>Lyric poetry expresses personal emotions or feelings.</p> <p>A stanza is a series of lines grouped together in a poem that relate to a similar idea.</p>	<p><b>Text Forms &amp; Structures:</b></p> <p><b>5T1.5 Poetry can be experienced for its beauty and emotion.</b></p>	<p><b>Listen to poems to identify beauty or emotion.</b></p> <p><b>Recite or sing a poem from memory.</b></p> <p><b>Examine figurative language that can be experienced for its beauty or emotion.</b></p> <p>Investigate poetic structures that contribute to creative expression of ideas, including stanzas.</p> <p><b>Experiment with creating lyric poetry.</b></p>		
<p><b>Dramatic works can activate the imagination and provide information about people in various times, places, and situations.</b></p> <p>In dramatic works, plot and characters are developed through dialogue and action.</p> <p><b>In dramatic works, ideas and information can be expressed through verbal, non-verbal, and paraverbal language.</b></p>	<p><b>Text Forms &amp; Structures:</b></p> <p><b>5T1.6 Drama is a literary form that can artfully express stories and ideas.</b></p>	<p><b>Listen to, read, or view dramatic works to learn about artful expression of stories and ideas.</b></p> <p><b>Examine main characters and events in a variety of dramatic works.</b></p>		<p> <b>“Four Faces of the Moon” by Amanda Strong, 2021. Graphic Novel.</b></p> <p> <b>Empowering the Spirit: Sharing through Story</b></p> <p> <b>Native American Legends Organized by Theme</b></p> <p>  <b>The Gabriel Dumont Institute (GDI) Publishing Department has published or produced more than 80 Métis-specific books and educational resources since the early 1980s.</b></p>
<p><b>Land can be understood through personal connections to its features, such as</b></p> <ul style="list-style-type: none"> <li>• <b>living things in the natural world</b></li> <li>• <b>human-made structures</b></li> <li>• <b>patterns and cycles</b></li> <li>• <b>stories of place</b></li> </ul>	<p><b>Text Forms &amp; Structures:</b></p> <p>5T1.7 Meaning is derived through personal experiences with various features of land.</p>	<p><b>Make connections between features of land and personal experiences.</b></p>	<p> <b>Plants and Trees – Animate/Inanimate</b></p>	


Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
<b>ORGANIZING IDEA</b>				
<b>Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.</b>				
<b>GUIDING QUESTION</b>				
<b>How can the presentation of ideas and information be enhanced through oral communication?</b>				
<b>LEARNING OUTCOME</b>				
<b>Students investigate how oral language can be designed to communicate ideas and information.</b>				
<p><b>Different time periods gave rise to different forms of oral communication, including</b></p> <ul style="list-style-type: none"> <li>• storytelling</li> <li>• poetry</li> <li>• drama</li> <li>• choral speech</li> <li>• speeches or presentations</li> </ul> <p><b>Oral traditions include the use of stories to connect prior knowledge to lived experiences.</b></p> <p><b>Oral traditions include diverse types of stories, including</b></p> <ul style="list-style-type: none"> <li>• tales of everyday life</li> <li>• sacred stories</li> <li>• stories of extraordinary experiences</li> <li>• trickster stories or tales</li> </ul> <p><b>Trickster stories or tales can</b></p> <ul style="list-style-type: none"> <li>• have human, superhuman, and animal characters</li> <li>• teach lessons</li> <li>• reflect aspects of a culture</li> </ul> <p><b>Oral traditions hold communities together based on some shared knowledge and values.</b></p>	<p><b>Oral Language: 5O1.1 The content and delivery of oral traditions are influenced by history, communities, or contexts.</b></p>	<p><b>Discuss cultural contexts of oral traditions.</b></p> <p><b>Discuss meanings of stories and lessons shared orally.</b></p>	<p>  <b>Creation Stories; Star Stories; Trickster Stories</b></p>	<p> <b>Empowering the Spirit: Sharing through Story</b></p>


 <b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	<b>Other Suggestions</b>
<p><b>Language that influences oral communication includes</b></p> <ul style="list-style-type: none"> <li>• verbal</li> <li>• non-verbal</li> <li>• paraverbal</li> </ul> <p><b>Verbal communication includes word choice and use.</b></p> <p><b>Choices can be intentional regarding how body movement can support communication.</b></p> <p><b>Paraverbal communication is the manner in which a message is delivered and involves</b></p> <ul style="list-style-type: none"> <li>• stress or emphasis</li> <li>• articulation</li> <li>• pace</li> <li>• pitch or inflection</li> <li>• tone</li> </ul> <p><b>Vocal sounds are affected by breath, body, and energy.</b></p> <p><b>Inflection is the process by which the voice slides up and down through a range of pitches.</b></p>	<p><b>Oral Language: 501.2 Oral communication can be enhanced through integration and adjustment of verbal, non-verbal, and paraverbal language.</b></p>	<p>Integrate verbal, non-verbal, and paraverbal language to enhance communication.</p> <p>Ensure messages are heard clearly by using breath, body, and energy to project voice.</p>	<p> <b>Sharing and Talking Circles</b></p>	<p> <b>Talking Together: A Discussion Guide for Walking Together: Oral Tradition: Observing Practice Activity. Use the circle story technique to help Grade 3 students learn to read and write. (29:15 minutes)</b></p> <p> <b>Talking Together: A Discussion Guide for Walking Together: Oral Tradition: Beginning Together Activity. Discuss one of the Cree or French/Michif stories told in the resource and focus on how to engage students through storytelling.</b></p>
<p><b>Content and delivery of oral communication can change based on purpose or audience.</b></p> <p><b>Language conventions or protocols can vary depending on the audience or purpose of oral communication.</b></p> <p><b>The size, shape, layout, and acoustics (echoing) of a space can influence oral communication.</b></p> <p><b>Oral communication can be enhanced through the selection of digital or non-digital tools or formats.</b></p>	<p><b>Oral Language: 501.3 Oral communication can be intentionally designed according to different situations to convey ideas and information.</b></p>	<p>Adjust the pitch or projection of the voice with respect to purpose, audience, context, and space.</p> <p>Adjust language conventions or protocols in oral communication.</p> <p>Select appropriate formats for oral communication based on audience and purpose.</p> <p>Present ideas and information in a logical manner to inform, persuade, or entertain.</p>		




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<p><b>Collaborative processes include building trust by listening to, acknowledging, and accepting the contributions of others.</b></p> <p><b>Collaborative and effective dialogue includes consideration of the perspectives of others and use of respectful language.</b></p> <p><b>Demonstrating respect for how other people wish to be addressed maintains relationships.</b></p> <p><b>Adaptability and compromise can lead to consensus in collaborative activities.</b></p> <p><b>Non-verbal and paraverbal language can enhance collaborative dialogue.</b></p>	<p><b>Oral Language:</b> 5O1.4 Collaboration is an active process supported by effective dialogue.</p>	<p><b>Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions.</b></p> <p><b>Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas.</b></p> <p><b>Use respectful language when collaborating with others.</b></p> <p><b>Demonstrate adaptability to build consensus when perspectives or opinions within groups differ.</b></p>		
<b>ORGANIZING IDEA</b> <b>Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.</b>				
<b>GUIDING QUESTION</b> <b>How does vocabulary support communication?</b>				
<b>LEARNING OUTCOME</b> <b>Students analyze how knowledge of vocabulary supports meaning and use of language.</b>				
<p><b>Words in the English language come from a variety of origins.</b></p> <p><b>Vocabulary changes over time and reflects how words are used at a given time in society.</b></p> <p><b>Affixes change the meaning of a word when applied to a base and include &lt;ous&gt;, &lt;ious&gt;, &lt;al&gt;, &lt;ial&gt;, &lt;ian&gt;, &lt;ic&gt;, &lt;ical&gt;, &lt;ment&gt;, &lt;ity&gt;, &lt;ant&gt;, &lt;ent&gt;, &lt;ance&gt;, &lt;ence&gt;, &lt;circu&gt;, &lt;per&gt;, &lt;trans&gt;, &lt;ad&gt;, &lt;sub&gt;, &lt;ob&gt;, &lt;com&gt;, and &lt;ex&gt;.</b></p>	<p><b>Vocabulary:</b> 5V1.1 <b>Word origins and morphemes influence the meaning and use of vocabulary in the English language.</b></p>	<p><b>Examine words to determine their origins.</b></p> <p><b>Examine words with meanings that have changed over time.</b></p> <p><b>Examine words that are new to the English language.</b></p> <p><b>Investigate the meaning of bases and affixes in words.</b></p>		<p><b>Identify place names, features, items and animals in Cree and other Indigenous languages.</b> For example, Muskoseepi, Nisku, Ponoka, Saskatchewan, moswa - moose; pimikan - pemmican, etc.</p>

 <b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	<b>Other Suggestions</b>
<p><b>Increased knowledge of vocabulary supports comprehension of text.</b></p> <p><b>Tools for vocabulary development include thesauruses and dictionaries.</b></p> <p><b>Strategies for vocabulary development include extensive reading and listening to and noting how others use words.</b></p>	<p><b>Vocabulary:</b> 5V1.2 Vocabulary learning involves the use of strategies and tools.</p>	<p><b>Discuss multiple ways to learn and remember vocabulary.</b></p> <p><b>Record words of personal interest.</b></p> <p><b>Use a variety of tools to build vocabulary knowledge.</b></p> <p><b>Engage with a wide variety of texts to expand vocabulary.</b></p>		
<p>Figurative language is language that has non-literal or figurative meanings and includes metaphors.</p> <p>A metaphor compares two things that are not alike but have something in common, without using comparison words such as like or as.</p>	<p><b>Vocabulary:</b> <b>5V1.3 Knowledge of an extended vocabulary is a lifelong pursuit that enhances the ability to communicate.</b></p>	<p>Apply a wide variety of words to communicate in new ways.</p> <p>Apply tier 2 words to enhance meaning within subject content.</p> <p>Apply tier 3 words within subject content.</p> <p>Discuss how context can influence the meaning of words and phrases.</p> <p>Examine word meanings in similes, metaphors, and analogies.</p> <p>Analyze the meanings of words or phrases expressed figuratively.</p> <p>Integrate figurative language into personal writing and oral communications.</p>		<p><b>Onomatopoeia - identify animals that sound like their name in Cree such as “oho” for owl.</b></p>






Knowledge	Understanding	Skills & Procedures	ᑭᑦᑎᑦᑭᑦᑭᑦᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p align="center"><b>ORGANIZING IDEA</b></p> <p align="center"><b>Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.</b></p>				
<p align="center"><b>GUIDING QUESTION</b></p> <p align="center"><b>How does the interpretation of evidence support comprehension of texts?</b></p>				
<p align="center"><b>LEARNING OUTCOME</b></p> <p align="center"><b>Students analyze information, contexts, and perspectives using a variety of comprehension strategies.</b></p>				
<p>Comprehension strategies that can be used to understand and interpret complex texts include</p> <ul style="list-style-type: none"> <li>• predicting</li> <li>• inferring</li> <li>• making connections</li> <li>• summarizing</li> <li>• synthesizing</li> <li>• evaluating</li> </ul> <p><b>Evaluating is a comprehension strategy where readers make judgements based on textual evidence.</b></p> <p>Comprehension is enhanced when reading is fluent and self-monitored. Self-monitoring is noticing when comprehension falters and applying appropriate skills to make sense of texts, including</p> <ul style="list-style-type: none"> <li>• rereading</li> <li>• adjusting reading rate</li> <li>• asking questions</li> <li>• using context clues</li> <li>• using supporting resources</li> <li>• metacognition</li> </ul> <p><b>Metacognition is an awareness that involves thinking about one's thinking to improve comprehension.</b></p> <p>[continued...]</p>	<p><b>Comprehension:</b> 5CP1.1</p> <p>Comprehension is enhanced through application of critical thinking strategies and skills that support interpretations of texts and management of information.</p>	<p>Use a variety of comprehension strategies before, during, and after reading texts.</p> <p>Evaluate the effectiveness of comprehension strategies used before, during, and after reading.</p> <p><b>Monitor comprehension and apply skills to support understandings of texts.</b></p>	 <p><b>Creation Stories; Star Stories; Trickster Stories (Use legends as the basis for this outcome)</b></p>	

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<p>[continued...]</p> <p><b>Comprehension is enhanced when the purpose for reading is clear.</b></p> <p><b>Managing information involves researching, organizing, and using information for specific purposes.</b></p>	<p><b>Comprehension:</b> 5CP1.1 Comprehension is enhanced through application of critical thinking strategies and skills that support interpretations of texts and management of information.</p>			
<p><b>Connections with texts that can provide evidence include</b></p> <ul style="list-style-type: none"> <li>• <b>text to self</b></li> <li>• <b>text to text</b></li> <li>• <b>text to world</b></li> </ul> <p><b>Summarizing includes identifying main ideas and using supporting evidence.</b></p>	<p><b>Comprehension:</b> 5CP1.2 Comprehension can be enhanced when connections with texts are supported by summarized evidence.</p>	<p><b>Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world.</b></p>		
<p>Ideas and information in texts can be explicit or implicit.</p> <p><b>Inferences and predictions can be made about plot, characters, setting, and main ideas of texts.</b></p>	<p><b>Comprehension:</b> 5CP1.3 Comprehension and interpretation of texts requires attention to ideas or information that may be explicit or implicit.</p>	<p>Examine ideas and information within texts that are explicit and implicit.</p> <p><b>Make inferences based on content that is implicit in texts.</b></p> <p><b>Revise or confirm predictions based on new or additional information from texts or additional sources.</b></p> <p><b>Analyze ideas and information in texts to interpret and respond.</b></p> <p><b>Use evidence from texts or additional sources to support responses and interpretations.</b></p>		

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<p><b>Perspectives include attitudes, beliefs, or ways of thinking about events or information.</b></p> <p><b>Perspectives are influenced by cultures, experiences, and interests.</b></p> <p><b>Characters in texts present various perspectives.</b></p>	<p><b>Comprehension: 5CP1.4</b></p> <p><b>Perspectives revealed in texts enhance comprehension and enrich understandings of the world.</b></p>	<p><b>Explore how varied perspectives presented in texts can influence personal perspectives.</b></p> <p><b>Examine how the interests, experiences, or perspectives of a character might influence how that character thinks, feels, or acts.</b></p> <p>Compare and contrast the varied perspectives of main and supporting characters.</p> <p><b>Identify various perspectives in texts and propose alternative perspectives.</b></p>		<p><b>Explore two-eyed seeing (learning to see from one eye with Indigenous knowledge and ways of knowing, and from the other eye with Western knowledge and ways of knowing.)</b></p> <p> <b>Compare “The Giving Tree” by Leah Dorian and Shel Silverstein.</b></p>
<p><b>Context refers to the circumstances that form the background of a person, an event, an idea, or a text.</b></p> <p><b>Personal contexts can contribute to how a text is created or interpreted.</b></p> <p><b>The author’s or text creator’s context can contribute to how a text is created or interpreted.</b></p> <p><b>Context can impact what characters think and do.</b></p>	<p><b>Comprehension: 5CP1.5</b></p> <p><b>An awareness of context strengthens comprehension of texts.</b></p>	<p><b>Examine information from texts that describes context around people, ideas, or events.</b></p> <p><b>Analyze the actions or feelings of characters in stories, considering the context.</b></p> <p><b>Consider how personal interests, experiences, or perspectives might influence how texts are understood or created.</b></p> <p><b>Investigate background information about the author or text creator to provide context for informational texts.</b></p> <p><b>Examine contextual information about characters or events in fictional texts.</b></p>		<p> <b>Indigenous literature as mentor texts such as “Stolen Words” by Melanie Florency, 2017 and “A Big Mistake” by Richelle Lovegrove, 2015.</b></p>






Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
<b>ORGANIZING IDEA</b> <b>Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.</b>				
<b>GUIDING QUESTION</b> <b>How does proficient writing enhance communication skills?</b>				
<b>LEARNING OUTCOME</b> <b>Students enhance the accuracy and artistry of expression through creative and critical thinking processes.</b>				
<p><b>Writing processes can be used to break writing into manageable chunks so that text creators can focus on impact or artistry.</b></p> <p><b>Writing processes include</b></p> <ul style="list-style-type: none"> <li>• planning</li> <li>• drafting</li> <li>• revising</li> <li>• editing</li> <li>• publishing</li> </ul> <p><b>Planning includes</b></p> <ul style="list-style-type: none"> <li>• consideration of audience, purpose, and form</li> <li>• idea generation</li> <li>• narrowing a topic</li> </ul> <p><b>Written expressions of ideas or information can follow organizational structures, such as</b></p> <ul style="list-style-type: none"> <li>• introduction, opening, or lead</li> <li>• details in order of sequence or importance</li> <li>• transitions</li> <li>• conclusions</li> </ul> <p><b>Topic and concluding sentences provide structure and link ideas and information within paragraphs.</b></p> <p><b>Interest can be created by varying sentence structure and length.</b></p> <p>[continued...]</p>	<p><b>Writing: 5W1.1 Writing skills can be developed to understand self and influence others.</b></p>	<p>Create written texts for a variety of audiences and purposes.</p> <p>Create written texts in a variety of forms and structures.</p> <p><b>Develop creative expression through the use of organizational processes, methods, and tools.</b></p> <p><b>Express ideas through multiple-paragraph works that include topic introductions, supporting evidence, and conclusions.</b></p> <p><b>Arrange and express ideas logically, using interesting details and transitions between sentences or paragraphs.</b></p> <p><b>Communicate a clear position supported by relevant evidence.</b></p> <p><b>Revise drafts to improve the fluency, coherence, sequence, and logical support of ideas.</b></p> <p><b>Edit writing for spelling, punctuation, and grammar.</b></p> <p><b>Publish selected pieces, incorporating graphics, captions, charts, or other text features to support a purpose or connect with an audience.</b></p>	<p> <b>Pow Wow Dance Series (11 videos)</b></p>	<p><b>For written work, consider selecting topics that are land-based, related to the environment, Indigenous current topics such as Orange Shirt Day and Truth and Reconciliation, treaties, etc.</b></p> <p> <b>Project of Heart</b> is an inquiry based, hands-on, collaborative, inter-generational, artistic journey of seeking truth about the history of Aboriginal people in Canada. Can also be linked to Orange Shirt Day.</p> <p>[continued...]</p>

 <b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>	<b>ᑭᓴᓴᓴ Nehiyaw Ways of Knowing</b>	<b>Other Suggestions</b>
<p>[continued...]</p> <p><b>Writing fluency is the rhythm and flow of language in written text.</b></p> <p><b>Revision includes adding or removing words, phrases, or sentences to ensure writing is clear and focused from beginning to end.</b></p>	<p><b>Writing:</b></p> <p><b>5W1.1 Writing skills can be developed to understand self and influence others.</b></p>			<p>[continued...]</p> <p><b>After hearing many of the recommended traditional legends, have students create their own legend with connections to land and/or animals.</b></p>
<p><b>Creative thinking processes involve</b></p> <ul style="list-style-type: none"> <li>• <b>elaborating on a product to ensure alignment with intended audience, purpose, or context</b></li> <li>• <b>considering the processes of other creators</b></li> <li>• <b>constructing drafts or models</b></li> <li>• <b>applying feedback to improve the creative product</b></li> <li>• <b>a willingness to confront challenges</b></li> </ul> <p>Words selected to include in texts may change depending on the audience, purpose, or context.</p> <p><b>Word choice can reflect the author's voice or artistry through</b></p> <ul style="list-style-type: none"> <li>• <b>detail</b></li> <li>• <b>clarity</b></li> <li>• <b>variety</b></li> <li>• <b>humour</b></li> <li>• <b>dialogue</b></li> </ul> <p><b>Words selected to enhance written texts include</b></p> <ul style="list-style-type: none"> <li>• <b>sensory language</b></li> <li>• <b>synonyms</b></li> <li>• <b>antonyms</b></li> <li>• <b>specific words or phrases</b></li> <li>• <b>figurative language</b></li> </ul> <p>A mentor text serves as an example of effective communication for students.</p> <p><b>Mood is the atmosphere created by setting, attitude of the narrator, and descriptions.</b></p>	<p><b>Writing:</b></p> <p><b>5W1.2 Creative thinking can enhance personal expression and artistry.</b></p>	<p><b>Apply creative thinking processes to enhance personal expression and artistry.</b></p> <p><b>Analyze mentor texts to determine how word choice can influence the purpose or audience of a text.</b></p> <p><b>Create text that uses plot, characterization, dialogue, and figurative language to entertain an audience.</b></p> <p>Create expressive descriptions by selecting vocabulary to convey mood or sensory images.</p> <p><b>Establish a plot, point of view, setting, and problem through creative writing.</b></p> <p><b>Create texts that show, rather than tell, story events.</b></p> <p><b>Evaluate how language and dialogue are used to express voice, point of view, and ideas.</b></p> <p>Determine alternative words and meanings using a variety of digital or non-digital tools.</p>		<p><b>Create texts that show, rather than tell, story and events. Pow wow dancing is a good example. (There is a collection of Youtube videos entitled Pow Wow Sweat.)</b></p>



Knowledge	Understanding	Skills & Procedures	ᑲᑦᐱᑦᑲᑦᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p><b>Research processes involve management of information, including</b></p> <ul style="list-style-type: none"> <li>• <b>questioning</b></li> <li>• <b>gathering</b></li> <li>• <b>organizing</b></li> <li>• <b>recording</b></li> </ul> <p>Topics that are broad may need to be narrowed to a manageable size for focused writing.</p> <p><b>Sources of information can be digital or non-digital and include people such as Knowledge Keepers, Elders, and spiritual leaders.</b></p> <p><b>A Knowledge Keeper is a respected community member who is recognized as having expertise in specific issues or skills.</b></p> <p><b>Elders are individuals recognized by their communities as having historical, cultural, and spiritual knowledge and wisdom.</b></p> <p><b>Protocols for accessing information may vary by source, context, community, or culture.</b></p> <p><b>Protocols can exist for sharing stories and histories.</b></p> <p>Methods and tools can be used to gather and organize information, including note taking.</p> <p>Research findings can be shared in a variety of digital or non-digital forms, including visual images.</p> <p><b>Ethical use of information includes</b></p> <ul style="list-style-type: none"> <li>• <b>asking permission to use, share, or store information that is about, was created by, or belongs to someone else</b></li> <li>• <b>citing basic information used to inform writing</b></li> <li>• <b>fair and accurate representation of individuals or information</b></li> </ul>	<p>Writing:</p> <p><b>5W1.3 Research processes can involve examining materials or information and reaching new conclusions.</b></p>	<p><b>Write to inform, explain, describe, or report for a variety of purposes and audiences.</b></p> <p><b>Narrow research questions to determine a clear, well-defined topic.</b></p> <p><b>Develop a main idea or topic supported by facts, details, examples, and explanations.</b></p> <p><b>Evaluate the validity and reliability of information and sources.</b></p> <p>Select a variety of relevant sources to inform writing.</p> <p><b>Summarize and organize ideas gained from multiple sources using a variety of methods or tools.</b></p> <p><b>Access and use information ethically.</b></p>		

 <b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>	ᑭᑦᑲᑦᑲᑦᑲᑦᑲᑦ <b>Ways of Knowing</b>	<b>Other Suggestions</b>
<p><b>Written communication can be created by selecting a variety of digital or non-digital methods or tools, such as</b></p> <ul style="list-style-type: none"> <li>• <b>printing</b></li> <li>• <b>keyboarding</b></li> <li>• <b>cursive handwriting</b></li> </ul> <p>The selection of digital or non-digital tools for written works can support clarity and voice.</p>	<p><b>Writing:</b> <b>5W1.4 The method or tool used to present written works can influence how content is perceived.</b></p>	<p><b>Evaluate how an author’s selection of a method or tool can impact the audience’s understanding or response to a text.</b></p> <p><b>Experiment with methods or tools to enhance communication or create effects.</b></p> <p><b>Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.</b></p>		
<b>ORGANIZING IDEA</b> <b>Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.</b>				
<b>GUIDING QUESTION</b> <b>How might an informed use of conventions support effective communication?</b>				
<b>LEARNING OUTCOME</b> <b>Students apply and experiment with conventions to enhance precision and artistry of communication.</b>				
<p><b>Capitalization is used to indicate the importance of certain words in texts.</b></p> <p><b>Abbreviations can make communications easier and faster.</b></p> <p><b>Punctuation includes parentheses, which indicate additional, separate, or less important words or numbers.</b></p>	<p><b>Conventions:</b> <b>5CV1.1 Capitalization and punctuation can support effective written communication.</b></p>	<p><b>Apply capitalization to support effective written communication.</b></p> <p><b>Apply punctuation to support effective written communication.</b></p> <p><b>Experiment with capitalization and punctuation to achieve a desired effect.</b></p>		<p> <b>“Elements of Indigenous Style: A Guide for Writing by and About Indigenous Peoples” by Gregory Younging, 2018.</b></p>
<p><b>Tense should be maintained throughout written or oral expression and includes</b></p> <ul style="list-style-type: none"> <li>• <b>present tense</b></li> <li>• <b>past tense</b></li> <li>• <b>future tense</b></li> </ul> <p>[continued...]</p>	<p><b>Conventions:</b> <b>5CV1.2 Communication can be supported by conventions of grammar.</b></p>	<p><b>Apply appropriate tense throughout communications.</b></p> <p><b>Identify subject-verb agreement in communications.</b></p> <p>[continued...]</p>		

 <b>Knowledge</b>	<b>Understanding</b>	<b>Skills &amp; Procedures</b>	<b>ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways of Knowing</b>	<b>Other Suggestions</b>
<p>[continued...]</p> <p><b>An adverb</b></p> <ul style="list-style-type: none"> <li>describes a verb</li> <li>often ends in &lt;ly&gt;</li> <li>is sometimes placed in front of the verb and is sometimes placed after</li> </ul> <p><b>Conjunctions are used to join ideas together in sentences and are also called connecting words.</b></p> <p><b>A pronoun used in place of a noun must agree in number—singular or plural—and includes</b></p> <ul style="list-style-type: none"> <li>possessive pronouns</li> <li>subject pronouns</li> <li>object pronouns</li> </ul> <p><b>Object pronouns replace the noun to receive the action in a sentence (e.g., me, you, him, her, us, them, whom).</b></p>	<p><b>Conventions: 5CV1.2 Communication can be supported by conventions of grammar.</b></p>	<p>[continued...]</p> <p><b>Determine nouns or pronouns that are the subject in a variety of sentences.</b></p> <p><b>Determine nouns or pronouns that are the object in a variety of sentences.</b></p> <p><b>Use noun-pronoun agreement in communications.</b></p> <p><b>Vary the position of adverbs in sentences.</b></p> <p><b>Integrate conjunctions to connect phrases in sentences.</b></p> <p><b>Distinguish between different types of pronouns used in a sentence.</b></p>		
<p><b>Rapid and accurate application of spelling patterns fosters writing fluency.</b></p> <p><b>Knowledge of morphemes can be applied to spell words correctly.</b></p>	<p><b>Conventions: 5CV1.3 Spelling accuracy can be supported by recognizing relationships between word patterns and structures.</b></p>	<p><b>Investigate spelling patterns within and across words.</b></p> <p><b>Apply knowledge of spelling patterns to spell unfamiliar words.</b></p> <p><b>Apply knowledge of prefixes and suffixes to spell words.</b></p>		