Ministry of Education

The Ontario Curriculum
Grades 1–8

Native Languages

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Contents

Introduction

The Native language program for Grades 1 to 8 has been designed to provide a dynamic and challenging curriculum. It has been developed to provide: (a) a general understanding of the nature and function of language, which will serve as the basis for the development of Native language skills; (b) a foundation of language knowledge and skills in the Native language under study that will enable students to communicate in the Native language; and (c) an understanding and appreciation of the Native language as an expression of a distinctive culture. The ultimate goal of the Native language program is to inspire Native students with pride in their ancestral language and to motivate them to use it to communicate in their daily lives – to use it, in other words, as a living language that is part of a living culture.

The Place of Native Languages in the Curriculum

Language carries within it the spirit, culture, history, and philosophy of a people; it reveals how they think and how they view the world. In short, language both defines and reflects the particular attitudes and values of a people. Language, moreover, is the principal means by which culture is preserved and transmitted from one generation to another. First Nation communities are concerned that their languages and cultures are being lost; in some areas of the province, many of the younger generation can no longer speak or understand their ancestral language. The establishment of Native language programs in Ontario schools is therefore an important step towards reclaiming and revitalizing Native languages.

Although no study has as yet been undertaken to assess the long-term effects of Native students' exposure to their languages and cultures, a link has been established between students' self-image and their success as learners. Since the study of their own language and culture will strengthen Native students' sense of self, both as individuals and as members of a culture with distinctive and relevant traditions, there is every reason to expect that Native students enrolled in Native language courses will be better motivated to learn and to put the kind of effort into their school work that leads to success.

The Native language program in elementary schools in Ontario is not intended exclusively for Native students from First Nation communities. The program is open to all Native and non-Native students who want to learn a Native language and develop a better understanding of the culture of which that language forms part. Non-Native students enrolled in Native language programs will enjoy the benefits of cross-cultural education. By learning about a culture that is different from their own, they will both expand and enrich their view of the world and gain a better understanding of their own culture. At the same time, they will develop a deeper appreciation of and respect for the identity, rights, and values of others.

The Purpose of *The Ontario Curriculum, Grades 1–8: Native Languages, 2001*

This document sets out the minimum expectations that students enrolled in Native language programs are required to achieve in each grade from Grade 1 to Grade 8. It also provides a list of language elements for each grade. The language elements introduced in one grade are broadened or reinforced in subsequent years, thus permitting a steady growth of knowledge and skills from grade to grade.

This document supersedes *Native Languages, Part A: Policy and Program Considerations; Primary, Junior, Intermediate, and Senior Divisions, 1987*. All Native language programs in Grades 1 to 8 will be based on the curriculum expectations outlined in this document.

Policies Relating to Native Language Programs

According to current policy pertaining to elementary school Core French (FSL), all students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8. However, policy pertaining to the relationship between FSL and Native language programs states that students are to be exempted from the FSL program if their parents[1] decide, after consultation with the principal, that it is in their best interests not to receive French instruction. In elementary schools where the parents or guardians want their children to participate in both a Native language program and an FSL program, principals will have to make arrangements to accommodate both language programs.

The Native language program comprises expectations that students are to achieve in each grade from Grade 1 to Grade 8. However, school boards may choose to design their programs in such a way that students can enter them in Grade 4 rather than Grade 1. Boards that choose to start their programs at Grade 4 must ensure that students are given the opportunity to achieve all of the expectations outlined in this document by Grade 8.

All Native language programs are to be offered during the school day. A minimum of 20 minutes should be allocated to the program per day in Grades 1, 2, and 3, and 40 minutes should be allocated per day in Grades 4 to 8.

When a school board decides to offer a Native language program at the elementary level, it should take into account that the program must be offered through to the end of secondary school.

The Native language program may be offered in any of the following languages: Cayuga, Cree, Delaware, Mohawk, Ojibwe, Oji–Cree, and Oneida.

The Aims of the Native Language Program

The principal aims of the Native language program – the development of language skills and the development of cultural awareness – are inseparable. Cultures vary in the way they view different aspects of life as well as in the ways in which they express ideas and feelings about these aspects of life. Learning a language, therefore, involves discovering a culture's distinctive forms of expression. The Native language program develops an understanding of the nature of language, basic communication skills in Native languages, and an appreciation of Native cultures in Canada and the rest of North America.

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1. The word *parents*, as used in this document, includes both parent(s) and guardian(s).

The Native language program is not designed to make students fully bilingual; rather, the program offers students the opportunity to develop a basic command of a Native language that can be expanded through further study or through contact with other speakers of the language.

The program allows students to develop their language skills and improve their use of language through study, practice, and communication. Students are given learning opportunities that will allow them to develop their language skills in all three areas of language use – oral communication, reading, and writing. Students will thus have opportunities to listen to various forms of oral communication and to understand ideas and concepts expressed in the Native language under study; to talk about their experiences and to express their thoughts and feelings with clarity and confidence; to read written materials in the Native language, including its literature, with growing proficiency; and to write in the Native language using a Native language writing system.[2] In addition, students will become familiar with the traditions, customs, social structures, history, and arts of the pertinent Native culture. Activities that will allow students to link their classroom experiences with life in their community and in other communities through electronic technology will also be emphasized.

The elementary curriculum for Native language programs is designed to prepare students for success in Native language programs at the secondary level.[3] The expectations that form the basis of the secondary school curriculum build on the knowledge and skills that students acquire in their elementary programs.

Curriculum Expectations and Achievement Levels

The Ontario curriculum for Native language programs comprises two elements: curriculum expectations and achievement levels. The expectations identified for each grade describe the knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. The achievement levels are to be used in assessing students' achievement of the expectations.

Two sets of expectations are listed for each grade. The *overall expectations* describe in general terms the knowledge and skills that students are expected to achieve in all *strands*, or broad curriculum areas, by the end of each grade. The *specific expectations* describe the expected knowledge and skills in greater detail. Since the overall expectations describe knowledge and skills that are fundamental to the Native language program as a whole, they sometimes remain the same from grade to grade or are only slightly modified to indicate a higher level of difficulty. The sequential progression from grade to grade is more evident in the specific expectations, which describe the knowledge and skills expected at particular stages in more specific terms.

The specific expectations are organized into three strands, which correspond to the three main areas of language use: oral communication, which includes listening and speaking; reading; and writing. This organization is not meant to imply that the expectations in one strand are achieved independently of the expectations in the other strands.

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2. Roman orthographies have been developed for all Native languages in Ontario. However, a syllabic writing system is still used in many northern communities by speakers of Cree and Ojibwe. It is the responsibility of each First Nation community to determine the orthography that will be used in the local Native language program.

3. Students who have completed a Native language program at the elementary level will be prepared to enter the Level 2 Native language course (NL2) in secondary school.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

The achievement levels are brief descriptions of four different degrees of achievement of the provincial curriculum expectations for any given grade. These descriptions will be used by teachers to assess students' learning. (Letter grades and percentage marks will be used to report student achievement on the report card.) The achievement levels for Native language programs focus on knowledge and skills in five categories: communication, listening and reading comprehension, organization of ideas, application of language knowledge (grammar, vocabulary, and spelling), and knowledge and understanding of culture. When teachers use the achievement levels in reporting to parents and speaking with students, they can discuss what is required of students to achieve the expectations set for their grade. Level 3, which is the "provincial standard", identifies a high level of achievement of the provincial expectations. Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work in the next grade. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that exceeds the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular grade; it indicates that the student demonstrates a greater command of the required knowledge and skills than a student achieving at level 3.

Planning Student Programs

The Native language curriculum emphasizes the development of language skills through oral communication, particularly in the early grades. In Grades 1 to 3, teachers should plan their programs so that classroom instruction centres on listening and speaking skills. In Grades 4 to 8, all four language skills will be developed, and an increasing amount of time will be spent on reading and writing. Oral communication, however, should remain an important focus through all grades. (The accompanying chart illustrates an appropriate allocation of time to the three strands of the program over the course of eight grades.) Learning activities must include an appropriate balance of the skills of oral communication, reading, and writing in each grade, and the evaluation of student achievement must reflect the emphasis in the curriculum on the development of oral communication skills.

Approximate Allocation of Class Time to the Three Strands in Native Language Programs
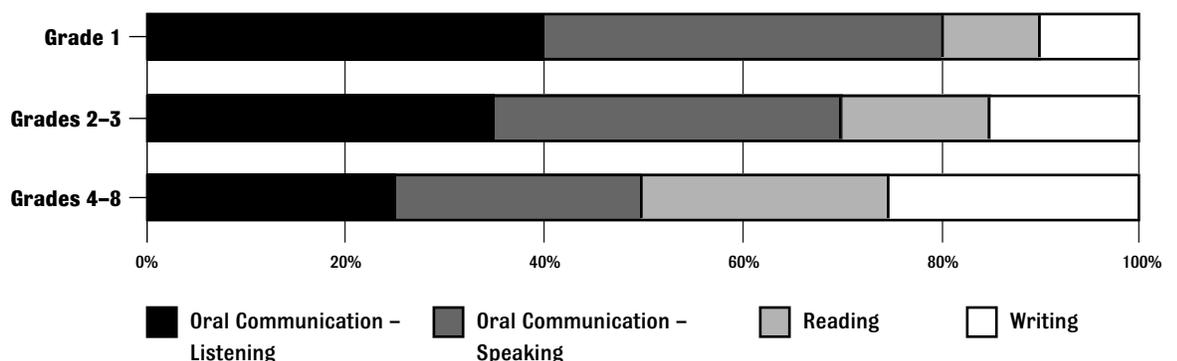
Special attention is given in the curriculum to the Native oral tradition. With the help of Native speakers from the community, teachers should plan learning experiences that will allow students to listen to and retell traditional Native stories, legends, and histories, and to sing traditional songs. Aspects of Native culture and philosophy should be integrated in language learning activities throughout the grades so that students may have opportunities to see Native culture and values as an integral part of the language they are studying.

Because of its focus on oral communication, the Native language program may be delivered most successfully through the use of the communicative method of language teaching, which aims to teach language in a way that allows learners to use it in everyday life. This approach focuses on the communicative aspect of language and emphasizes the use of language in the classroom in relevant contexts and for relevant purposes. The Native language should therefore be the language of communication in the language class. Normal interaction in the classroom will provide students with natural opportunities to speak in the Native language and to hear the Native language spoken. It will also give them opportunities to use the vocabulary and language structures they are taught in a variety of purposeful contexts, and to apply what they have learned in order to express what they want to say.

Effective communication depends on accuracy and clarity of expression. Therefore, grammatical accuracy is emphasized in the new Native language curriculum, and it is expected that correct form will be taught and practised in the classroom.

Native language programs should aim to develop language skills in contexts that students will see as useful and relevant. The programs should be designed so that elements from the other curriculum areas are integrated into the language program. An integrated language program will help students to see connections and relationships among ideas, people, and things, and to relate their learning not only to other subjects but also to the world outside the school.

Native-language teachers should provide activities and assignments that are interesting and meaningful to students. Interviews, oral presentations, dramatizations and simulations, dialogues, and cooperative games are examples of effective communication activities. Frequent opportunities to interact with Native speakers will not only reinforce the relevance of language learning for students, but will also allow them to develop an awareness of the richness and idiosyncrasies of the language and to appreciate its subtleties. Students should also have numerous opportunities to interact with one another both on a one-to-one basis and in small- and large-group activities. Whenever possible, students should also take advantage of the resources of electronic technology in developing the four language skills.

Elders, parents, and other community members can play an important role as classroom resources. For example, they can provide valuable input in selecting the dialect and orthography to be used in the program. The Native language program offers many opportunities for maintaining continuity between the classroom and the family, and between the classroom and community activities.

Adapting Program Elements to the Native Language Under Study

There are two Native language families in Ontario, the Algonquian and the Iroquoian. The Algonquian language family includes Cree, Delaware, Odawa, Ojibwe, Oji-Cree, and Potawatomi. The Iroquoian language family includes Cayuga, Mohawk, Oneida, Onondaga, Seneca, and Tuscarora. These languages are as complex and varied as English or French in terms of their grammatical and lexical structures, and as rich in their range of styles and functions.

The differences between the two language families are not only great but fundamental. (An Algonquian language is a "foreign" language to a person who speaks an Iroquoian language, and vice versa.) For this reason, the lists of language elements and examples in the "Grammar, Language Conventions, and Vocabulary" sections of the various grades (see "Curriculum Expectations for Grades 1 to 8") are given in English. Each Native-language teacher will have to select the language elements that apply to the language under study and make whatever adjustments are necessary to make them relevant. In addition, the members of each First Nation community who speak the language will have to determine the dialect and orthography that will be used in the local Native language program.

Native Language Programs for Exceptional Students

Recognizing the needs of exceptional students and providing appropriate programs and services for them are important aspects of planning and implementing the curriculum. A regulation made under the Education Act requires that school boards establish a committee, called an Identification, Placement, and Review Committee (IPRC), to identify and place exceptional students. When an IPRC identifies a student as exceptional, it must, in its statement of decision, provide a description of the student's strengths and needs and a decision on appropriate placement for the student. The IPRC can also make recommendations for suitable education programs and services.

When an IPRC identifies a student as exceptional, an Individual Education Plan (IEP) must be developed and maintained for that student. (It should be noted that an IEP may also be prepared for students with special needs who are receiving special education programs and/or services but who have not been identified as exceptional by an IPRC). An IEP describes the student's educational program, which is based on and modified by the results of continuous assessment and evaluation. It identifies the student's specific learning expectations and explains how the school will address these expectations (for example, through appropriate programs and services, modifications in the regular program, and other accommodations). It also identifies the methods by which the student's progress will be reviewed.

In developing the student's IEP, consideration must be given to any recommendations made by the IPRC concerning programs and services that may be particularly appropriate for meeting the student's needs. Also, the school must consult with the parents of the student at the development stage. The IPRC's recommendations and the results of consultation between the parents and the school staff will form the basis of decisions concerning the ways in which the learning expectations set out in the provincial curriculum will be modified to meet the student's special needs. Once the IEP has been developed, the parents of the student must be provided with a copy.

Those involved in developing the IEP should work together on an ongoing basis to review the student's progress and make adjustments to the IEP as necessary. It is important that the school continue to keep parents informed about the program and the progress of the student, as parents can provide valuable support for their child's learning.

In planning programs for exceptional students, teachers must take into account the students' strengths and needs, learning expectations, accommodations, and methods for reviewing progress as outlined in the IEP. It is important that teachers provide appropriate instruction,

activities, and assignments, as well as resources, strategies, and settings that will help exceptional students achieve their learning expectations. Using the most appropriate methods and providing the most appropriate materials may involve making changes in the teaching approaches (e.g., styles of presentation, methods of organization, use of technology and multimedia) and the curriculum content (e.g., amount of material covered, type of material used) that are normally used for most other students. Changes may also need to be made in some assessment and evaluation procedures. For example, exceptional students may need to be given additional time to complete assignments or tests; they may need to do tests orally or in forms that combine a variety of methods and media; and they may need more guidance regarding what is expected in a particular assignment or test than would normally be given.

The Role of Students

Students have responsibilities with respect to their learning, which increase as they advance through elementary and secondary school. Students who are willing to make the effort required and who are able to apply themselves will soon learn that there is a direct relationship between achievement and hard work, and will be motivated to work as a result. There will be some students, however, who will find it more difficult to take responsibility for their learning because of special challenges they face. For these students, the attention, patience, and encouragement of Native-language teachers can be extremely important factors for success. However, regardless of their circumstances, learning to take responsibility for their progress and achievement is an important part of education for all students.

The Role of Parents

Studies have shown that students perform better in school if their parents are involved in their education. Even if they do not speak or understand a Native language, parents still have an important role to play in supporting their children's learning of the language, as well as their school attendance and academic performance. By familiarizing themselves with the curriculum, parents will be able to discuss their children's work with them and with their Native-language teacher. Knowledge of the overall and specific expectations in the various grades will also help parents to understand how students' work is evaluated, to interpret their children's report cards, and to work with the teacher to improve their children's learning and academic performance.

Parents can also demonstrate their interest in their children's education in many other ways; participating in parent-teacher conferences, working on or with the school council, and encouraging their children to complete assignments at home are three obvious examples. In the case of Native language programs, it is particularly important for parents to reinforce the value of the Native language and culture.

The Role of Native-Language Teachers

Native-language teachers must make every attempt to motivate students to learn a Native language by providing a supportive and stimulating environment for language learning. Language skills should be introduced and practised in contexts that are both relevant and interesting for the students so that they can see the value of what they are learning.

Teachers should select the teaching and learning strategies that will best promote student learning of the Native language under study. These may include student-directed activities and multidisciplinary strategies, in which language learning is related to other subject areas, such as geography and history. Whatever the methods and strategies used, teaching in a Native language program must take into account the needs of the students, the learning styles of individual students, and the resources available. It must also focus on the importance of building strong personal values and positive attitudes both towards the Native language and towards learning in general. Language learning activities that are based on students' interests, needs, and desire to communicate will achieve the best results in the Native language classroom.

It is also necessary for Native-language teachers to work with the principal of the school and the First Nation community in choosing the dialect and orthography for the program, in conducting the ongoing review of the program, and in developing long-range plans for the program. Native-language teachers should consult parents and other teachers in the school about the background and needs of students in Native language classes. It is also important for Native-language teachers to take part in special language-related school events, such as Language Week.

The Role of the Principal

The principal has a significant role in the development, implementation, and evaluation of the Native language program of the school, and can contribute to its success in various ways. He or she can encourage second-language teachers – Native-language and FSL teachers – to work together in developing language-teaching materials and to share language-related resources. The principal can also encourage Native-language teachers to work with classroom teachers to integrate Native language instruction and learning in other areas of the curriculum. It is the responsibility of the principal to provide assistance and advice to Native-language teachers and to encourage them to participate in professional development activities that focus on Native language programs and their delivery.

The principal should take a leading role in promoting the Native language program. For example, he or she can initiate or take part in organizing special school-wide events that focus on the use of the Native language or aspects of Native culture; encourage the First Nation community to support the Native language program and to assist in making decisions about its design and goals; and encourage both parents and knowledgeable members of the community to participate in the program as classroom resources. The principal should also maintain effective liaison with the First Nation community and keep parents informed about the effectiveness of the program.

The Role of the Community

The success of Native language programs depends on the involvement of community members at the local level and the overall support of First Nation communities. Often Native-language teachers and fluent speakers of the language in the community are the only advocates of Native language programs. It is essential that Native-language teachers and all those involved in the development of Native language programs do all they can to ensure that this support base is broadened. If First Nation communities do not play an active part in promoting and supporting the teaching of Native languages in schools, the cultures of Native peoples – the traditions, values, beliefs, and unique world view inherent in Native languages – may very well become extinct. It is particularly important that parents and members of the local community reinforce the value of the Native language and culture.

If the Native language program is to be effective and relevant for the students of the community, it is essential that First Nation community members agree about certain basic aspects of the program. Therefore, it is of the utmost importance that speakers of Native languages be involved in local policy decisions regarding dialect and orthography. Local Native organizations other than schools need to recognize and endorse the efforts of students to revitalize Native languages. For example, local Native newspapers could keep the issue of language in the forefront by reporting on student activities in Native language programs. Local radio stations could provide programs that focus on the vocabulary or other aspects of a Native language. Stations using the Native language could broadcast songs, chants, and stories that can be learned by listeners. Local band administration offices could play a leadership role for the community by officially adopting the Native languages for administrative purposes and the conduct of daily business in the community, including road and public building signage, and community notices. Organizers of public functions in the community could include a Native language portion in the program to demonstrate that Native languages are valued. Members of the community can support the Native language program by acting as resource persons in a variety of ways; for example, they can offer to speak to students about cultural traditions, tell stories that reveal Native values, and answer students' questions about a variety of topics.

Achievement Levels

The achievement chart that follows identifies five categories of knowledge and skills in Native languages: communication; listening and reading comprehension; organization of ideas; application of language knowledge; and knowledge and understanding of culture. Each category has four levels of achievement. The chart provides a brief description of each level of achievement, on which teachers will base their assessment of students' work.

The descriptions in the achievement chart are intended to be used to assess each student's achievement of the expectations outlined in this document for any given grade. Teachers should use the descriptions to identify the level at which a student has achieved a particular expectation or group of expectations, in the appropriate category (or categories) of knowledge and skills. For example, one of the expectations in Grade 7 is that students be able to use a variety of sentence structures correctly in their writing. If a student is able to do this only "with some accuracy and clarity in structured situations", the student's achievement of that expectation would be at level 2. Normally, a teacher will apply more than one of the descriptions to a student's achievement of a group of expectations to determine the level that most appropriately describes the student's achievement.

The characteristics of student performance given for level 3 represent achievement that is considered to be the standard for each grade. A student's work at level 3 in the Native language program in any grade may be described in general terms as follows:

> The student generally understands the oral and written Native language that has been introduced, and can express himself or herself clearly in both structured and informal communicative situations. He or she communicates using most basic forms, structures, and vocabulary, and demonstrates considerable knowledge and understanding of aspects of Native culture. The student uses most of the language elements studied and makes only occasional errors.

Although the chart is intended to be used mainly for assessing student achievement, teachers may wish to use it for other related purposes; for example, they could use it as a guide when collecting samples of student work at different levels for the information of parents.

Achievement Chart – Native Languages, Grades 1–8

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
Communication	The student communicates:			
	– with limited accuracy and clarity in structured situations	– with some accuracy and clarity in structured situations	– with considerable accuracy and clarity in both structured and informal situations	– with a high degree of accuracy and clarity in both structured and informal situations
	– using few of the required basic forms and structures, and little of the required vocabulary	– using some of the required basic forms, structures, and vocabulary	– using most of the required basic forms, structures, and vocabulary	– using all or almost all of the required basic forms, structures, and vocabulary
Listening and reading comprehension	The student demonstrates understanding:			
	– of few of the ideas communicated	– of some of the ideas communicated	– of most of the ideas communicated	– of all or almost all of the ideas communicated
	– relying on non-verbal cues	– using some verbal cues, but relying mostly on non-verbal cues	– relying mostly on verbal cues, but also using non-verbal cues	– relying on verbal cues and taking non-verbal cues into account
Organization of ideas	The student organizes:			
	– by closely following an example	– by using an example and making minor changes	– by making some changes and additions to an example and also creating own forms of expression	– by making significant changes and additions to an example and/or creating own forms of expression
Application of language knowledge *(grammar, vocabulary, spelling)*	The student applies language knowledge:			
	– with limited accuracy and effectiveness	– with some accuracy and effectiveness	– with considerable accuracy and effectiveness	– with a high degree of accuracy and effectiveness
	– using few of the required language elements	– using some of the required language elements	– using most of the required language elements	– using all or almost all of the required language elements
Knowledge and understanding of culture	The student demonstrates:			
	– limited knowledge and understanding of aspects of Native culture	– some knowledge and understanding of aspects of Native culture	– considerable knowledge and understanding of aspects of Native culture	– thorough knowledge and understanding of aspects of Native culture

Note: This chart does not include criteria for assessing student performance that falls below level 1. Native-language teachers should refer to the *Guide to the Provincial Report Card, Grades 1–8, 1998* when reporting on the achievement of students who have not demonstrated the knowledge and skills outlined for level 1.

Strands in the Native Language Curriculum

The learning expectations for the Native language program at the elementary level are organized into three strands which correspond to the three main areas of language use: oral communication, reading, and writing. The overall expectations outline, for all three strands, the knowledge and skills that students are expected to demonstrate at the end of each grade. The specific expectations, which are broken down into the three strands, describe what students should know and be able to do in greater detail. In addition, a list of language elements is given for each grade. These lists serve as an outline of the language knowledge that students are expected to master, particularly with reference to the correct use of grammar, language structures, and language conventions. Lists of vocabulary and spelling items are also included to indicate what is expected of students in these areas at the end of each grade.

All the knowledge and skills outlined in the overall and the specific expectations are mandatory. The curriculum in all grades is designed to develop a range of essential skills in oral language, reading, and writing, including a solid foundation in grammar and spelling. Students will be expected to develop these language skills through the use of print and electronic resources.

Oral Communication

The new Ontario curriculum for Native languages places a strong emphasis on the development of oral communication skills so that students may interact with others and express themselves clearly and with confidence. Because listening and speaking are inseparable in real-life situations, these skills should be developed together in the classroom. The development of oral language provides the foundation that enables students to learn to read and write.

Students should have many opportunities to listen to the Native language before they attempt to use the language to communicate. They should learn to interpret and understand some of the strategies used to support verbal communication – for example, facial expressions, gestures, body language, and intonation – and use these strategies to make sense of spoken language. They should also have opportunities to deduce the meaning of new words by studying the contexts in which they are used and examining clues given in pictures and other visual aids.

The Native language program should include numerous activities that allow students to use the Native language for real purposes and in real situations; for example, students should have opportunities to:
– listen to a Native language spoken by live and recorded voices, by people of different ages, by people speaking at different rates of speed, and by people using different dialects;
– discuss topics of interest, personal concerns, and the various texts they read in and outside the classroom;
– prepare and give oral presentations;
– participate in dramatizations and simulations;
– conduct surveys and interviews.

Reading

Reading is a complex process that provides a bridge between speech and writing. In learning to read texts in the Native language, students build on the knowledge and skills developed through oral communication. Reading should be attempted only after the vocabulary and language structures have been introduced orally in contexts that are relevant and meaningful to students. Oral prereading activities should aim to build a bank of vocabulary, set the context for the topic, and relate texts to the students' experience or prior knowledge of the topic.

A well-balanced reading program will provide students with opportunities to read both for information and enjoyment. In addition, reading activities should allow students to consolidate language learned orally and to build vocabulary. Reading aloud provides students with an opportunity to practise correct pronunciation, intonation, and enunciation.

Students need to read a variety of materials representing different forms, genres, and styles. In particular, students should have opportunities to read the works of Native authors. Reading materials must be appropriate for students' age and level of proficiency in the Native language, and should reflect their range of interests. Materials could include signs, charts, menus, song lyrics, legends, poems, stories, and information materials selected from magazines, newspapers, and electronic sources.

Students should become familiar with all the basic reading strategies (e.g., use of visual and verbal cues, analysis of context, reliance on knowledge of language patterns and conventions) and learn to use them in attempting to understand written texts.

Although the lists of expectations might suggest that the skills involved in reading are discrete skills, it is important to remember that they are aspects of one integrated process. Reading skills are best developed in contexts that students see as meaningful so that they will be motivated to take an interest in what they are reading and to think about what is being communicated.

Writing

The Native language curriculum emphasizes the basic knowledge and skills that students must develop in order to write clearly and correctly. These include the ability to identify and define their ideas clearly; to organize their thoughts logically; and to apply knowledge of grammar, spelling, and vocabulary correctly and effectively. As with reading, writing activities should be based on and should reinforce the language elements that have been introduced orally. Prewriting activities should include a review of relevant vocabulary, a discussion of topics that are of interest to students and that they might wish to write about, and an exploration of the various forms that their writing could take (for example, letters, notes, stories, diary entries, commentaries). These activities are important in helping students develop the ability to write in the Native language.

As students read a variety of texts, they increase and gain command over their vocabulary, and learn to vary their sentence structure, organizational approach, and voice. To become effective writers who are able to communicate ideas with ease and clarity, students need opportunities to write for a variety of purposes and audiences.

Writing activities that students see as meaningful and that challenge them to think creatively will not only motivate students to write, but will also help them to achieve a fuller and more lasting mastery of basic writing skills. At the same time, teachers might find it occasionally necessary to focus a lesson on a particular aspect of grammar, vocabulary, or spelling.

The Writing Process

Writing is a complex process that involves a range of skills and tasks. Since students in Native language programs will do only a limited amount of writing in Grades 1, 2, and 3, not all the tasks involved in the writing process are dealt with in these early grades. More frequent opportunities to write and to perform the various tasks involved in the writing process are provided as students progress from Grade 4 to Grade 8.

The writing process comprises several stages, each of which focuses on specific tasks. The main stages of the writing process are: generating ideas through discussion and brainstorming; choosing a topic and determining the purpose for writing and the audience to be addressed; developing a plan for writing; writing a first draft; reviewing and revising the first draft to ensure that ideas are clearly and coherently presented; editing and proofreading the revised draft to ensure correct spelling, grammar, and punctuation; and producing a final copy. To develop facility, clarity, and precision in writing, students need frequent opportunities to write and to apply the stages of the writing process. Throughout all stages, teachers should demonstrate specific aspects of writing, and guide, facilitate, monitor, and evaluate students' development in writing.

Curriculum Expectations for Grades 1 to 8

Grade 1: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 1, students will:

- demonstrate basic communication skills;
- talk about familiar topics using simple words;
- use both verbal and non-verbal cues to understand spoken language;
- demonstrate a basic understanding of vocabulary and language structures appropriate for this grade;
- demonstrate a basic understanding of the reading process;
- demonstrate a basic understanding of the writing system used in the program;
- demonstrate an appreciation and understanding of aspects of the Native culture under study.[4]

Specific Expectations

Oral Communication

By the end of Grade 1, students will:

- talk about familiar topics using basic vocabulary (e.g., identify members of the family);
- demonstrate basic communication skills by participating in simple activities (e.g., work with peers to classify objects in the class-room by colour);
- follow simple instructions (e.g., by making a physical response – *see* Total Physical Response (TPR) in "Explanatory Notes", p. 42);
- respond appropriately to simple questions (e.g., *Who are you? When are you going? Where are you going?*);
- listen to simple oral messages using both verbal and non-verbal cues (e.g., tone of voice, facial expression, gestures).

Reading

By the end of Grade 1, students will:

- demonstrate familiarity with the writing system used in the program (alphabet or syllabics chart);
- read simple words, using the alphabet or syllabics chart, pictures, and other visual aids;
- participate in structured reading activities appropriate for the grade (e.g., read the alphabet or syllabics chart, match words to pictures);
- use pictures and other visual cues to develop reading skills;
- recognize words and language structures that have been introduced orally;
- read familiar words aloud using pictures.

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4. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

Writing

By the end of Grade 1, students will:

– demonstrate a basic understanding of the writing system used in the program (alphabet or syllabics chart);

– write the letters of the alphabet or syllabic characters correctly;

– write simple words, using the alphabet or syllabics chart, pictures, and other visual aids;

– demonstrate an understanding of words introduced orally by creating vocabulary lists for specific topics (e.g., words associated with the family, special days).

Grammar, Language Conventions, and Vocabulary

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts.

Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native-language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied.

Language elements

nouns and pronouns
– singular form of nouns

– personal pronouns – singular form (e.g., *I, you, she/he*)

– pronoun as subject – singular form (e.g., *I, you*)

– demonstrative pronouns – singular form (e.g., *this, that*)

– demonstratives with nouns – singular form (e.g., *this house, that boat*)

– possessive pronouns – singular form (e.g., *it's mine, it's yours*)

– possessive form of nouns (e.g., *my car, your car, my hat, your hat*)

– independent locatives (e.g., *beside, behind, under, up, in front*)

verbs
– present tense of verbs with a singular pronoun or noun (e.g., *I am eating, John is talking*)

interrogative constructions
– question words (e.g., *where, what, who*)

negative constructions
– words expressing simple negation (e.g., *no*)

Vocabulary
– words used to designate simple colours (e.g., *white, black, red, blue, yellow, brown, green, orange*)

– numbers from 1 to 10; numbers to 100 by 10's

– words associated with objects found in the classroom, time, days, weather, and the immediate family (e.g., *mother, father, brother, sister*)

– words associated with money (e.g., *penny, nickel, dime, quarter, loonie, two-dollar coin*)

Spelling
– correct use of syllabic characters or letters of the alphabet

– use of resources (e.g., consonant/vowel charts, syllabics chart)

Grade 2: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 2, students will:

- communicate in simple contexts using basic vocabulary and simple phrases;
- demonstrate an understanding of simple spoken language, using both verbal and non-verbal cues;
- demonstrate a basic understanding of vocabulary and language structures appropriate for this grade;
- demonstrate an understanding of the writing system used in the program;
- read simple words and phrases in the writing system used in the program;
- write simple words and phrases in the writing system used in the program;
- demonstrate an appreciation and understanding of aspects of the Native culture under study.[5]

Specific Expectations

Oral Communication

By the end of Grade 2, students will:

- communicate in simple contexts using basic vocabulary and simple phrases (e.g., *this is my book*);
- participate in structured oral language activities appropriate for the grade (e.g., describe actions using simple phrases – *I walk, I run*);
- respond appropriately to simple questions using simple phrases (e.g., *it's mine*);
- demonstrate an understanding of simple oral messages using both verbal and non-verbal cues (e.g., tone of voice, facial expression, gestures).

Reading

By the end of Grade 2, students will:

- demonstrate an understanding of the writing system used in the program;
- read words and simple phrases, using the alphabet or syllabics chart, pictures, and other visual aids;
- participate in structured reading activities appropriate for the grade (e.g., match letters of the alphabet or syllabic characters to words, match simple phrases to pictures);
- use visual cues (e.g., pictures, illustrations) to determine the meaning of simple phrases;
- recognize words and language structures that have been introduced orally;
- read simple phrases aloud using pictures.

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5. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

Writing

By the end of Grade 2, students will:

– demonstrate an understanding of the writing system used in the program;

– write simple words and phrases using the alphabet or syllabics chart;

– participate in structured writing activities appropriate for the grade (e.g., write simple phrases that include familiar vocabulary);

– spell simple words and phrases correctly, using available resources (e.g., alphabet or syllabics chart, classroom-displayed vocabulary lists, community members);

– demonstrate an understanding of simple phrases by creating lists of simple phrases around a familiar topic or idea (e.g., phrases that describe an action – *I eat, I walk*).

Grammar, Language Conventions, and Vocabulary

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts.

Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native-language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied.

Language elements

nouns and pronouns

– pronoun as subject – plural form (e.g., *we, you*)

– demonstrative pronouns – plural form (e.g., *these, those*)

– demonstratives with nouns – plural form (e.g., *these houses, those boats*)

– possessive pronouns – singular and plural forms (e.g., *it's mine, it's theirs*)

– formation of the plural of nouns through the addition of affixes (e.g., *hats, coats*)

verbs

– present tense of verbs with a second-person singular pronoun (e.g., *you are eating*)

– verbs used to express possession (e.g., *I have a pencil, I have a toy*)

interrogative constructions

– question words with new vocabulary (e.g., *why, at what time, when*)

negative constructions

– formation of the negative in simple phrases (e.g., *it is not raining*)

Vocabulary

– words used to describe gradations of colour (e.g., *pink, grey, light blue, dark blue*)

– numbers from 101 to 1000; numbers to 1000 by 100's

– words associated with the weather, months, clothing, clan animals, and extended family (e.g., *grandmother, grandfather, aunt, uncle, cousin*)

– simple phrases (e.g., *this is my grandmother*)

Spelling

– correct spelling of words and simple phrases studied

– use of resources to confirm spelling (e.g., alphabet or syllabics chart, classroom-displayed vocabulary lists)

Grade 3: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 3, students will:

- communicate in simple contexts using basic vocabulary and phrases;
- demonstrate an understanding of spoken language in simple contexts, using both verbal and non-verbal cues;
- demonstrate an understanding of vocabulary and language structures appropriate for this grade;
- read phrases in the writing system used in the program;
- write phrases in the writing system used in the program;
- demonstrate an appreciation and understanding of aspects of the Native culture under study.[6]

Specific Expectations

Oral Communication

By the end of Grade 3, students will:

- communicate in simple contexts using basic vocabulary and phrases (e.g., *close the door, come here*);
- participate in structured oral language activities appropriate for the grade (e.g., provide appropriate phrases for pictures or illustrations);
- respond appropriately to questions using phrases (e.g., *I have two books, there are three bears*);
- demonstrate an understanding of simple oral messages using both verbal and non-verbal cues.

Reading

By the end of Grade 3, students will:

- read phrases using the alphabet or syllabics chart, pictures, and other visual aids;
- demonstrate an understanding of the phrases they read (e.g., by matching phrases to pictures);
- participate in structured reading activities appropriate for the grade (e.g., identify phrases that describe an action);
- use visual cues (e.g., pictures, illustrations) to determine the meaning of phrases;
- recognize phrases that have been introduced orally;
- read a variety of phrases aloud using pictures.

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6. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

Writing

By the end of Grade 3, students will;

- write phrases using the alphabet or syllabics chart;
- form phrases using familiar vocabulary;
- participate in structured writing activities appropriate for the grade (e.g., write phrases that include new vocabulary);
- spell simple words and phrases correctly, using available resources (e.g., alphabet or syllabics chart, classroom-displayed vocabulary lists, print materials);
- demonstrate an understanding of phrases by creating lists of phrases around a familiar topic or idea (e.g., phrases that indicate possession – *this is my book*; phrases that describe a person or thing – *she/he is big*).

Grammar, Language Conventions, and Vocabulary

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts.

Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native-language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied.

Language elements

nouns and pronouns
- possessive form of nouns (incorporation of nouns with possessive pronouns) using new vocabulary (e.g., *my arm, his hand*)
- adjectival constructions (e.g., *nice house, big boy*)
- formation of the locative form of nouns through the addition of suffixes (e.g., *under the table, on the bed*)

verbs
- present, past, and future tenses of verbs with singular pronoun or noun (e.g., *he is eating, he was eating, he will eat; the bear sleeps, the bear slept, the bear will sleep*)
- imperative forms (e.g., *go home! come here!*)

interrogative constructions
- question words in phrases (e.g., *how many dogs, which birds*)

negative constructions
- formation of the negative, using new vocabulary (e.g., *the dog does not eat*)
- formation of the negative with personal pronouns (e.g., *no, it is not I; no, it is not my chair*)

Vocabulary
- words used in adding
- words associated with domestic and wild animals, and parts of the body
- phrases used for various purposes (e.g., to express possession – *it is his book*; to express a command – *go home!*)

Spelling
- correct spelling of words and phrases studied
- use of resources to confirm spelling (e.g., classroom-displayed vocabulary lists, syllabics chart)

Grade 4: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 4, students will:

- communicate in familiar contexts using simple sentences;
- demonstrate an understanding of spoken language in familiar contexts, using both verbal and non-verbal cues;
- demonstrate an understanding of vocabulary and language structures appropriate for this grade;
- read simple sentences in the writing system used in the program;
- write simple sentences in the writing system used in the program;
- demonstrate an appreciation and understanding of aspects of the Native culture under study.[7]

Specific Expectations

Oral Communication

By the end of Grade 4, students will:

- communicate in familiar contexts using basic vocabulary and simple sentences (e.g., give simple directions – *Put the books there*);
- participate in structured oral language activities appropriate for the grade (e.g., answer questions with simple sentences – *I am not going there*);
- demonstrate an understanding of various types of simple sentences;
- respond to a variety of oral messages using simple sentences;
- demonstrate an understanding of simple oral messages using both verbal and non-verbal cues.

Reading

By the end of Grade 4, students will:

- read simple sentences in the writing system used in the program;
- demonstrate an understanding of what they read (e.g., by answering simple questions or explaining the meaning of simple sentences);
- participate in structured reading activities appropriate for the grade (e.g., identify words or phrases that contain the same root words);
- use visual cues (e.g., pictures, illustrations) and other reading strategies (e.g., consider word order) to determine the meaning of simple sentences;
- recognize simple sentence patterns that have been introduced orally;
- read simple sentences aloud using pictures.

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7. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

Writing

By the end of Grade 4, students will:

- write simple sentences in the writing system used in the program;
- write simple messages using simple sentences (e.g., *I went home*);
- participate in structured writing activities

appropriate for the grade (e.g., write simple sentences that describe a thing or animal);

- spell words and phrases correctly in simple sentences, using available resources to confirm spelling.

Grammar, Language Conventions, and Vocabulary

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts.

Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native-language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied.

Language elements

nouns and pronouns
- formation of the plural of nouns through the addition of suffixes (e.g., *many bottles, fruits, trees*)
- possessive form of nouns (incorporation of nouns with possessive pronouns) using new vocabulary (e.g., *our jackets, their fishing gear*)
- incorporation of nouns to express ideas of location (e.g., *in front of the house, at the pond*)

verbs
- present, past, and future tenses with plural pronoun (e.g., *they are fishing, they were fishing, they will fish*)

- imperative plural forms, including inclusive and exclusive plurals (e.g., *sit down* [the person(s) addressed]; *let us leave* [all of us, the speaker and his/her companion(s) *and* the person(s) addressed]; *let us eat* [us, the speaker and his/her companion(s), but *not* the person(s) addressed])

syntax
- sentences with singular subject and third-person plural object (e.g., *I see them*)
- descriptive sentences (e.g., *The bear is brown*)
- locative constructions in sentences (e.g., *Joe is standing behind the desk*)
- interrogative sentences (e.g., *What colour is it?*)
- simple negative sentences using a pronoun (e.g., *No, it is not; No, she is not eating*)

Vocabulary

– numbers from 1 to 1000; numbers to 100,000 by 1000's

– words used in counting

– words used in measuring (e.g., standard units of measurement)

– words associated with obtaining food (e.g., words used in gathering, fishing, hunting, shopping)

Spelling

– correct spelling of words and phrases in simple sentences

– use of resources to confirm spelling (e.g., personal lexicon, classroom-displayed vocabulary lists, syllabics chart)

Grade 5: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 5, students will:

- communicate in various contexts using sentences;
- demonstrate an understanding of spoken language in various contexts, using both verbal and non-verbal cues;
- demonstrate an understanding of vocabulary and language structures appropriate for this grade;
- read sentences in the writing system used in the program;
- write sentences in the writing system used in the program;
- demonstrate an appreciation and understanding of aspects of the Native culture under study.[8]

Specific Expectations

Oral Communication

By the end of Grade 5, students will:

- communicate in various contexts using basic vocabulary and sentences;
- demonstrate an understanding of various types of sentences;
- use various types of sentences;
- participate in structured oral language activities appropriate for the grade (e.g., form sentences using new vocabulary);
- respond to a variety of oral messages using sentences.

Reading

By the end of Grade 5, students will:

- read sentences in the writing system used in the program;
- demonstrate an understanding of what they read (e.g., by explaining the meaning of sentences or paraphrasing sentences);
- participate in structured reading activities appropriate for the grade (e.g., identify phrases that have the same word parts);
- use visual cues (e.g., pictures, illustrations) and other reading strategies (e.g., consider context) to determine the meaning of sentences;
- recognize sentence patterns and language structures that have been introduced orally;
- read sentences aloud using proper intonation to convey meaning.

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8. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

Writing

By the end of Grade 5, students will:

– write sentences in the writing system used in the program;

– write simple messages using sentences (e.g., *I went home early*);

– participate in structured writing activities appropriate for the grade (e.g., write sentences using specified verb tenses);

– spell words and phrases correctly in sentences, using available resources to confirm spelling.

Grammar, Language Conventions, and Vocabulary

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts.

Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native-language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied.

Language elements

nouns and pronouns
– possessive form of nouns (incorporation of nouns with possessive pronouns) using new vocabulary (e.g., *our skates, your ball*)

– adjectival constructions (e.g., *a small boy, a big girl*)

– various locative constructions (e.g., *at the arena, on the field*)

verbs
– verbs used to express adverbial concepts (e.g., *he runs fast, she talks loudly*)

– inflection of the independent verb for a pronoun subject (e.g., *I dance, we dance*)

syntax
– verb and noun or pronoun agreement in sentences (e.g., *Joe got hurt; He got hurt*)

– sentences with plural pronoun subject and a third-person plural object (e.g., *We saw them at the ball game*)

– sentences with various verb tenses (e.g., *She/he scored, so we will probably win*)

– sentences with various locative constructions (e.g., *They are skating down by the pond*)

– negative sentences with singular pronouns (e.g., *No, she is not the one eating; No, it is not the one*)

Vocabulary
– words used in adding and multiplying

– words associated with such sports as soccer, skating, lacrosse, and volleyball

– words used in measuring distance, volume, and weight

Spelling
– correct spelling of words and phrases in sentences

– use of resources to confirm spelling (e.g., personal lexicon, classroom-displayed vocabulary lists, syllabics chart, Native-language dictionaries)

Grade 6: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 6, students will:

- communicate in various contexts and for a variety of purposes;
- demonstrate an understanding of simple oral texts, including short stories;
- demonstrate an understanding of vocabulary and language structures appropriate for this grade;
- demonstrate an understanding of elements of grammar appropriate for this grade;
- read a variety of print materials in the writing system used in the program;
- write for a variety of purposes in the writing system used in the program;
- demonstrate knowledge and understanding of aspects of the Native culture under study.[9]

Specific Expectations

Oral Communication

By the end of Grade 6, students will:

- participate in simple conversations;
- demonstrate an understanding of spoken language in various situations and contexts (e.g., summarize a Native story told to the class by a Native speaker from the community);
- participate in a variety of structured oral language activities appropriate for the grade (e.g., classify nouns as animate or inanimate, identify kinds of verbs);
- use the pronunciation used by Native speakers in the community;
- participate in oral presentations (e.g., prepare a presentation on a Native tradition or custom).

Reading

By the end of Grade 6, students will:

- read a variety of simple written texts (e.g., traditional Native stories and legends, short stories by Native authors);
- demonstrate an understanding of the information and ideas conveyed in written materials (e.g., identify the main ideas in short stories);
- participate in a variety of structured reading activities appropriate for the grade (e.g., identify types of sentences in a written text);
- use a variety of reading strategies appropriate for the grade (e.g., consider word endings, word order, context);
- read sentences aloud using proper intonation to convey meaning.

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9. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

Writing

By the end of Grade 6, students will:

– write a variety of materials (e.g., informal notes, letters, descriptions), using vocabulary and language structures appropriate for the grade;

– participate in a variety of structured writing activities appropriate for the grade (e.g., describe an experience using different verb tenses);

– use correct spelling in their writing, drawing on a variety of resources (e.g., classroom-displayed vocabulary lists, print and electronic dictionaries, spell-check feature of software programs);

– demonstrate knowledge and understanding of aspects of the Native culture studied in their writing.

Grammar, Language Conventions, and Vocabulary

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts.

Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native-language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied.

Language elements

nouns and pronouns
– gender of nouns (animate and inanimate – Algonquian; masculine, feminine, and neuter – Iroquoian)

– various classes of nouns (e.g., nouns that designate human beings, kin terms, proper nouns, functional nouns)

– indefinite pronouns (e.g., *someone, something*)

verbs
– various kinds of intransitive verbs

– different kinds of past tenses (e.g., immediate past, recent past, remote past)

conjunctions
– conjunctions used to join simple sentences (e.g., *but, because*)

syntax
– various interrogative sentences using new vocabulary (e.g., *Could you pass the salt? What is the name of this fruit?*)

– simple negative sentences with plural pronouns (e.g., *No, they are not eating*)

Vocabulary
– words used in subtraction (e.g., *take away, take from*)

– words associated with eating, nutrition, and table setting

Spelling
– correct spelling of words and phrases studied

– use of resources to confirm spelling (e.g., personal lexicon, classroom-displayed vocabulary lists, print and electronic dictionaries, syllabics chart, spell-check feature of software programs)

Grade 7: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 7, students will:

- communicate in various contexts and for a variety of purposes;
- demonstrate an understanding of a variety of simple oral texts;
- use correctly the grammar and vocabulary elements specified for this grade;
- read for a variety of purposes in the writing system used in the program, including information and enjoyment;
- write for a variety of purposes in the writing system used in the program;
- use information technology to communicate in the Native language;
- demonstrate a variety of research skills;
- demonstrate knowledge and understanding of aspects of the Native culture studied.[10]

Specific Expectations

Oral Communication

By the end of Grade 7, students will:

- participate in informal conversations as well as in more formal dialogues (e.g., interview a Native speaker from the community on some local issue);
- demonstrate an understanding of a variety of short oral texts (e.g., compare short oral stories, identify ideas in short oral texts);
- participate in a variety of oral language activities appropriate for the grade (e.g., identify and use various kinds of negative constructions, identify and use different kinds of verbs);
- use the local pronunciation correctly;
- give oral presentations on aspects of the Native culture studied (e.g., legends, values, traditions).

Reading

By the end of Grade 7, students will:

- read a variety of simple written texts (e.g., short stories by Native authors, local newsletter in the Native language);
- demonstrate an understanding of the information and ideas conveyed in written materials (e.g., identify the main ideas and supporting details in short stories);
- participate in a variety of reading activities appropriate for the grade (e.g., explore the language patterns in short stories);
- use a variety of reading strategies appropriate for the grade (e.g., draw on personal experience, examine context);
- read sentences aloud using proper intonation to convey meaning.

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10. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

Writing

By the end of Grade 7, students will:

– write a variety of materials (e.g., summaries of information, dialogues, short stories);

– participate in a variety of writing activities appropriate for the grade (e.g., write a dialogue based on an interpretation of a short story);

– use vocabulary and language structures correctly in their writing;

– use a variety of sentence structures correctly in their writing;

– use information technology to communicate in the Native language with other students;

– use correct spelling in their writing, drawing on a variety of resources (e.g., personal lexicon, classroom-displayed vocabulary lists, print and electronic dictionaries, spell-check feature of software programs);

– demonstrate knowledge and understanding of aspects of the Native culture studied in their writing.

Grammar, Language Conventions, and Vocabulary

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts.

Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native-language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied.

Language elements

nouns and pronouns

– pejorative form of nouns – Algonquian (e.g., *useless shoe, old coat*)

– incorporation of nouns to express adjectival ideas (e.g., *nice house, rotten potatoes*)

– the indefinite number form of nouns (e.g., *doors* [any number of doors], *chairs* [any number of chairs])

– the augmentative form of nouns (e.g., *big table*)

verbs

– uses of various kinds of verbs (e.g., transitive, intransitive, voluntative, subjective, objective)

– uses of various tenses (e.g., present, past, future)

– various kinds of verbs (animate intransitive, inanimate intransitive, transitive animate, transitive inanimate) in obviative constructions – Algonquian

– transitive interactive pronominal prefix (e.g., *she likes me; I saw him*)

syntax

– language structures used in various kinds of negative sentences (e.g., *There is no bread left; They didn't go to the lake; No one spoke*)

– obviative and proximate nouns and pronouns in sentences – Algonquian (e.g., *Peter talked to Mark while he* [Peter] *worked*)

Vocabulary
– words used in division

– words associated with plants and trees

Spelling
– correct spelling of words and phrases studied

– use of resources to confirm spelling (e.g., personal lexicon, classroom-displayed vocabulary lists, print and electronic dictionaries, spell-check feature of software programs)

– correct use of diacritical marks – Cree, Oji-Cree, Iroquoian languages

Grade 8: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 8, students will:

- communicate in various contexts and for a variety of purposes;
- demonstrate an understanding of ideas conveyed in various oral texts;
- discuss language structures and their functions;
- read for a variety of purposes in the writing system used in the program, including information and enjoyment;
- write in a variety of forms and for a variety of purposes using the writing system used in the program;
- use correctly the grammar and vocabulary elements specified for this grade;
- use information technology to communicate in the Native language;
- demonstrate a variety of research skills;
- demonstrate knowledge and understanding of various aspects of the Native culture under study.[11]

Specific Expectations

Oral Communication

By the end of Grade 8, students will:

- express ideas, feelings, and opinions in conversations;
- use compound and complex sentences in conversations and discussions (e.g., *If it rains, I will sleep; If it rains, I will take the clothes off the clothesline so they won't get wet*)
- demonstrate an understanding of oral language in a variety of situations (e.g., by following detailed instructions, by summarizing information given in audio and video presentations);
- demonstrate an understanding of a variety of language structures, including contractions, used by Native speakers;
- participate in a variety of oral language activities appropriate for the grade (e.g., describe personal experiences, play games using the language);
- give oral presentations on aspects of the Native culture studied, using information gathered through research (e.g., give a talk on Native values and traditions based on interviews with speakers of the Native language in the community).

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11. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

Reading

By the end of Grade 8, students will:

– read a variety of written texts (e.g., works by Native authors, Native legends, articles dealing with Native values);

– demonstrate an understanding of the information and ideas conveyed in written materials (e.g., identify the main ideas and supporting details in short stories and information materials);

– participate in a variety of reading activities appropriate for the grade (e.g., identify specific language structures in texts and discuss their uses, summarize detailed written instructions such as those given in a recipe);

– read independently using various reading strategies (e.g., draw on personal experience, use verbal cues, analyse context) to determine meaning;

– read their own work aloud, as well as the work of their peers, using proper pronunciation;

– use various sources to locate reading materials in the Native language.

Writing

By the end of Grade 8, students will:

– write for a variety of purposes using different forms (e.g., write a letter to communicate thoughts and feelings; write a composition to describe a personal experience; write a radio or television news report to present an analysis of an issue related to Native youth; write a story to illustrate how Native people view the relationship between humans and the land);

– use all the steps of the writing process to produce a polished piece of writing;

– use correctly the language structures and vocabulary specified for this grade;

– use information technology to communicate in the Native language with other students;

– use information technology to enhance their writing (e.g., create visual material for a presentation on a topic related to the Native culture under study);

– use correct spelling in their writing, drawing on a variety of resources (e.g., personal lexicon, classroom-displayed vocabulary lists, electronic dictionaries, spell-check feature of software programs);

– demonstrate knowledge and understanding of various aspects of the Native culture sudied in their writing.

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts.

Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native-language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied.

Language elements

nouns and pronouns
– proximate and obviative forms of personal pronouns (third-person singular and plural) – Algonquian

– various locative constructions (e.g., *I left her behind, he works somewhere else*)

– possessive form of independent nouns

verbs
– various kinds of conjunct verbs – Algonquian (e.g., verbs in interrogative sentences, content questions, complex sentences, conditional clauses)

– active and passive voice

– imperative inflections

interrogative constructions
– language structures used to form questions (e.g., *How did it happen? When did it happen? Where did it happen? Why did it happen? What happened?*)

particles
– interrogative and locative particles

– use of particles as adverbs – to express time, manner, degree, and quantity (e.g., *early in the morning; very, really; some, few*)

– use of particles as conjunctions – to join together sentences, clauses, phrases, or words (e.g., *I'll see him if he comes; Her coat and hat were found but not her shoes*)

syntax
– obviative constructions with nouns and pronouns – Algonquian (e.g., *John saw Fred as he* [John] *was walking on the road*)

Vocabulary
– words associated with outdoor and leisure activities, current events

Spelling
– correct spelling of words and phrases studied

– use of sounds and their related spelling patterns in the language studied

– use of resources to confirm spelling (e.g., personal lexicon, classroom-displayed vocabulary lists, print and electronic dictionaries, spell-check feature of software programs)

Explanatory Notes

The following definitions and explanations of terms are intended to help teachers and parents use this document.

Active voice. A form of the verb indicating that the subject of the sentence is performing or causing the action expressed by the verb (e.g., *the boy threw the ball*). *See also* **Passive voice**.

Affix. A word element consisting of a letter or combination of letters that is added to a word stem and that modifies the meaning of the word. Affixes convey grammatical information and, through this information, meaning. An affix can take the form of a prefix, infix, or suffix. *See also* **Prefix, Infix,** and **Suffix**.

Agreement. A grammatical relationship between key words in a phrase or sentence. Words that are in such a relationship to one another must have the same number, gender, case, and person, and are described as *agreeing in* number, gender, case, and person.

Algonquian languages. A family of Native languages in Ontario. The languages in the Algonquian group include Cree, Delaware, Odawa, Ojibwe, Oji-Cree, and Potawatomi.

Animate intransitive verb – VAI (Algonquian). An intransitive verb that typically has an animate subject and no object. *See also* **Inanimate intransitive verb – VII, Transitive animate verb – VTA,** and **Transitive inanimate verb – VTI**.

Augmentative suffix (Iroquoian). A suffix added to a noun to indicate that the thing referred to is of large size.

Bound locative affix. A prefix or suffix attached to a noun to indicate location. *See also* **Locative affix**.

Classification. The grouping of parts of speech into classes by grammatical function. For example, nouns, pronouns, verbs, and particles represent different classes of words, each having a specific grammatical function.

Clause. A group of words that includes a subject and predicate, and that forms part of a sentence.

Cluster. Two or more successive consonants with a vowel (or a double vowel, in Algonquian languages) that are considered one sound.

Complex sentence. A sentence consisting of a main clause and one or more subordinate clauses.

Compound sentence. A sentence containing two or more main clauses or complete thoughts.

Conjugation. The inflection of a verb. A verb can be inflected to show *person* (first, second, or third person), *number* (singular or plural), and *tense* (past, present, or future). When a verb is inflected, its basic form is altered through the addition of affixes indicating person, number, tense, and verb order. *See also* **Inflection**.

Conjunct order of the verb (Algonquian). One of the three main verb orders in Algonquian languages (the other two are the independent order and the imperative order), having its own paradigm of inflectional affixes. The conjunct order is used for a variety of purposes in the different Algonquian languages, but occurs most often in content questions (questions beginning with question words such as *who, where, what, when*) and in subordinate clauses of various types. *See also* **Independent order of the verb** and **Imperative order of the verb**.

Contraction (Iroquoian). A word resulting from the omission of letters or sounds in a longer word or sequence of words.

Cues, non-verbal/visual. Aspects of communication that convey meaning without the use of words. Non-verbal cues occurring in oral communication include facial expressions, gestures, and body language; non-verbal visual cues found in written communication include illustrations, typeface, and punctuation.

Cues, verbal. Aspects of spoken language that convey meaning (e.g., tone of voice, intonation, inflection).

Demonstrative pronoun. A pronoun that points out or designates the person(s) or thing(s) referred to. *This, that, these,* and *those* are demonstrative pronouns.

Diacritical mark (Cree, Oji-Cree, and Iroquoian languages). A symbol added to a letter to indicate a special phonetic value, or mode of pronunciation. Diacritical marks help the reader to determine the correct pronunciation of a word and to distinguish between words that are otherwise graphically identical (e.g., *oká:ra* [story] and *okà:ra* [eye] – Mohawk).

Dialect. One of the existing varieties of a language, distinguished by pronunciation, grammar, or vocabulary.

Diminutive affix. An affix added to a noun to indicate that the thing referred to is small.

Double-verb construction (Algonquian). A sentence having two verbs joined by a conjunction.

Dubitative verb. A form of the verb that indicates doubt or uncertainty about the action or state expressed by the verb (e.g., *somebody must have pushed him*).

Exclusive plural. A first-person plural form of the verb indicating that the person being spoken to is excluded from the action of the verb (e.g., *we* [the person speaking and his/her companion(s), but not you, the person(s) being addressed] *must leave now*). *See also* **Inclusive plural**.

Formal noun. A noun that identifies an object or person and that functions like a proper noun in English.

Functional noun. A noun that describes an object by its function, appearance, texture, sound, or taste (e.g., *computer, refrigerator*). Regardless of which of these aspects it describes, a functional noun focuses on the use of the object referred to.

Gender. A grammatical category used for classifying nouns and words that refer to them (e.g., pronouns). The gender of a noun is often, but not necessarily, based on such characteristics as sex or animacy. The gender categories in Native languages are: masculine, feminine, and neuter for Iroquoian languages, and animate and inanimate for Algonquian languages.

Gender, animate (Algonquian). A grammatical category that includes nouns that refer to living things (e.g., *man, bird, tree*) and nouns that refer to non-living things classified as living (e.g., *drum, pipe, feather*).

Gender, inanimate (Algonquian). A grammatical category that includes nouns that refer to living things classified as non-living (e.g., *parts of the body*) and nouns that refer to non-living things classified as non-living (e.g., *cup, chair*).

Grammatical convention. An accepted practice or rule in the use of language.

Imperative order of the verb. One of the main verb orders in Native languages, having its own paradigm of inflectional affixes. The imperative order is used to give commands and to express requests.

Inanimate intransitive verb – VII (Algonquian). An intransitive verb that typically has an inanimate subject and no object.

Inclusive plural. A first-person plural form of the verb indicating that the person being spoken to is included in the action of the verb (e.g., *we* [the person speaking and the person(s) being addressed] *must leave now*). *See also* **Exclusive plural**.

Incorporation. A grammatical structure in which two or more parts of speech are incorporated into one word to convey a specific meaning. *See also* **Independent noun (Iroquoian)**.

Indefinite number suffix. A suffix added to a plural noun to indicate that the things referred to are indefinite in number. The idea conveyed by the suffix is best expressed in English by *some* or *any*.

Indefinite pronoun. A pronoun that does not have a specific referent or that refers to an unspecified person or thing. *Someone, anyone, no one, something, anything,* and *nothing* are indefinite pronouns.

Independent noun or pronoun (Iroquoian). A noun or pronoun that carries its meaning independently. *See also* **Incorporation**.

Independent order of the verb. One of the main verb orders in Native languages, having its own paradigm of inflectional affixes. A verb in the independent order is usually the main verb in a statement or yes/no question, and expresses a complete thought without modifying clauses. *See also* **Conjunct order of the verb (Algonquian)**.

Infix. An affix inserted in a noun, pronoun, or verb to modify its meaning.

Inflection. The addition of affixes to the basic form of a word (e.g., a verb, noun, or pronoun), according to a set pattern or paradigm, to convey such grammatical information as number, person, gender, or tense, or to indicate various grammatical relationships or functions. *See also* **Conjugation**.

Intensive pronoun. A pronoun used to focus on a particular noun, often to draw attention to a person or thing previously mentioned (e.g., *it's him; he's the one*).

Interrogative pronoun. A pronoun used in questions that aim to ascertain the identity of a person or thing. *Who, which,* and *what* are interrogative pronouns.

Interrogative verb (Algonquian). The form of a verb used in a sentence that asks a question.

Intonation. The use of variations in pitch, or voice levels, to convey meaning. For example, the rise in voice level at the end of a statement such as *You went out* will turn the statement into a question (*You went out?*).

Intransitive verb. A verb that does not require or that cannot take an object (e.g., *run, sleep*). *Compare with* **Transitive verb**.

Iroquoian languages. A family of Native languages in Ontario. The languages in the Iroquoian group include Cayuga, Mohawk, Oneida, Onondaga, Seneca, and Tuscarora.

Irregular verb. A verb that does not have a fixed, constant pattern of inflections. *See also* **Regular verb**.

Joiner word. A word used to join together sentences, clauses, phrases, or words. Articles, conjunctions, and particles can function as joiner words. *See also* **Particle**.

Kinship term. A word that denotes family relationship (e.g., *father, aunt, uncle*).

Language pattern. The typical pattern into which words are arranged in phrases and sentences. For example, the phrase *that man*, made up of a demonstrative + noun, represents a language pattern. The words can change, in keeping with the context and the meaning intended, but the pattern will remain the same: *this girl, that woman, those houses.* The grammatical principles involved will also remain constant; in each case, the demonstrative will agree with the noun in gender and number.

The basic principles underlying the most common language patterns will apply, at least to some extent, to the different Native languages. The arrangement of words in phrases and sentences, however, may vary considerably from language to language.

Locative affix. A prefix or suffix attached to a noun to indicate the location of an object in relation to the object designated by the noun in the locative form. For example, in the sentence *The chair is on the table*, the word *table* will have a locative suffix. *See also* **Bound locative affix** and **Translocative prefix (Iroquoian)**.

Negation or negative statement. A process or statement expressing denial, refusal, or contradiction (e.g., *she's not sick, we will not wait, it's not black*). In Native languages, negation is expressed through negative affixes or particles.

Noun. A word that identifies, or names, a person, place, thing, or idea.

Noun incorporation. The incorporation of a noun into a word of another category (e.g., a verb) in order to convey some piece of information about the noun, such as possession (*my hat*) or an attribute (*yellow car*).

Number. A grammatical category that applies to nouns, pronouns, and any words agreeing with them, and that indicates how many persons or things are being referred to. Native languages have three number categories: *singular* (when only one person or thing is referred to), *dual* (when exactly two persons or things are referred to), and *plural* (when more than two persons or things are referred to).

Object. A noun or noun equivalent (pronoun, noun clause) that receives or is affected by the action of a verb within a sentence. The noun or noun equivalent that follows a transitive verb is the object of the verb. *See also* **Subject**.

Objective verb (Iroquoian). A verb that has an intransitive pronominal prefix indicating that the subject has little control over the action or state described by the verb (e.g., *I'm sick*). The pronominal prefixes of objective verbs are termed *patient pronominals*. *See also* **Subjective verb (Iroquoian)**.

Obviative suffix (Algonquian). A suffix added to a noun and words related to it (demonstrative, verb) to distinguish between two or more third persons in a sentence. For example, in the sentence *John saw Fred*, the first third person – *John* – is considered the primary person and is called the *proximate noun*; the second third person – *Fred* – is considered the secondary person and is called the *obviative noun*. The noun designating the secondary person will have an obviative suffix. *See also* **Proximate suffix (Algonquian)**.

Orthography. A writing system in which the sounds of a language are represented by letters or symbols. Native languages are written using either the Roman alphabet or syllabic symbols.

Particle. A short word or part of speech that has a single constant form that remains uninflected. Particles have various functions and meanings; for example, they can act as prepositions, conjunctions, or adverbs.

Passive voice. A form of the verb indicating that the subject of the sentence receives or is affected by the action expressed by the verb (e.g., *the ball was thrown by the boy*). *Compare with* **Active voice**.

Pejorative suffix. A suffix added to a noun to indicate that the object referred to is unattractive or useless (e.g., *she threw out that* [old, worn-out] *sweater*).

Person. A grammatical category that applies to pronouns and verbs related to them, and that indicates the relationship in which the person or thing referred to stands with respect to the speaker. The first person singular – *I* – is the person speaking; the second person singular – *you* – is the person or thing spoken to; and the third person singular – *he/she* – is the person spoken of. The plural forms are *we*, *you*, and *they*.

Personal pronoun. A word that stands in place of a person and that indicates the relationship in which that person stands with respect to the speaker. *I*, the first-person singular personal pronoun, is the speaker; *you*, the second-person singular personal pronoun, is the person spoken to; and *he/she*, the third-person singular personal pronoun, is the person spoken of. The plural forms of the personal pronoun are *we, you*, and *they*.

Phonics. The sound system of a language; the representation of the sounds of a language by symbols.

Plural. The form of a noun, pronoun, or verb indicating that more than one person or thing is referred to.

Pluralizer suffix (Iroquoian). A suffix added after the locative suffix on a noun to indicate that more than one thing is referred to and that these things are scattered over the area or location referred to (e.g., *the ants were running all over the chair; there are animals throughout the forest*).

Possessive affix. A prefix or suffix that indicates ownership or possession.

Prefix. An affix added to the front of a word stem to modify its meaning. Nouns, pronouns, and verbs can take on prefixes.

Preterit noun (Algonquian). The form of a noun that indicates past state or absence. For example, a preterit suffix added to a noun that refers to a person indicates that the person is deceased (e.g., *my late grandfather*); a preterit suffix added to a noun that refers to a thing indicates that the thing is missing or no longer usable (e.g., *the bag I used to have*).

Preterit verb (Algonquian). The form of a verb used to emphasize completed action – that is, action performed in the past and not continuing into the present (e.g., *I had been there*).

Pronominal prefix. A prefix that appears on most nouns and on all verbs. These prefixes carry the meaning conveyed by pronouns in other languages.

Pronoun. A word that acts as a substitute for a noun or noun phrase and designates a person or thing that has already been specified or is understood from the context.

Proximate suffix (Algonquian). A suffix added to a noun and words related to it (demonstrative, verb) to distinguish between two or more third persons in a sentence. For example, in the sentence *John saw Fred*, the first third person – *John* – is considered the primary person and is called the *proximate noun*; the second third person – *Fred* – is considered the secondary person and is called the *obviative noun*. The noun designating the primary person will have a proximate suffix. *See also* **Obviative suffix**.

Quantifier (Algonquian). A particle that describes number or quantity. *See also* **Particle**.

Reciprocal verb (Algonquian). A verb that is inflected to indicate that the action of the verb is reciprocal or mutual (e.g., *we help each other*).

Reflexive verb (Algonquian). A verb that is inflected to indicate that the action of the verb is directed by the subject at himself or herself (e.g., *he/she talks to himself/herself*).

Regular verb. A verb that has a fixed, constant pattern of inflections. *See also* **Irregular verb**.

Simple narrative. A story or account (of experiences, events, etc.) using familiar vocabulary and phrases.

Singular. The form of a noun, pronoun, or verb indicating that only one person or thing is referred to.

Stem. The part of a word that typically carries the basic meaning of the word and to which prefixes and suffixes are added.

Stress mark (Cree, Oji-Cree, Iroquoian languages). A mark added to the sound or syllable that should be spoken most forcefully in a word or phrase.

Subject. The noun or noun equivalent (pronoun, noun clause) that performs the action of the verb or that is described by the verb. *See also* **Object**.

Subjective verb (Iroquoian). A verb that has an intransitive pronominal prefix indicating that the subject or doer of the action is actively or voluntarily involved in the action (e.g., *I dance*). The pronominal prefixes of subjective verbs are termed *agent pronominals*. *See also* **Objective verb (Iroquoian)**.

Suffix. An affix added to the end of a word stem to modify its meaning. Nouns, pronouns, and verbs can take on suffixes.

Syllabic alphabet. A writing system in which sounds are represented by symbols. Native languages may be written using either the Roman or the syllabic alphabet.

Tense. The form of a verb that indicates the time (e.g., present, past, future) of the action or state described by the verb.

Total Physical Response – TPR. The term used for a learning activity in which students respond to the verbal commands of the teacher by performing the actions specified in the commands (e.g., *sit down, stand up, close the door*).

Transitive animate verb – VTA (Algonquian). A transitive verb that typically has an animate object. The subject is usually animate.

Transitive inanimate verb – VTI (Algonquian). A transitive verb that typically has an inanimate object. The subject is usually animate.

Transitive interactive pronominal prefix. A prefix that occurs on verbs that refer to both a subject – the person carrying out the action – and an object – the person towards whom the action is directed (e.g., *I touch her, she sees him*).

Transitive verb. A verb that can take or that typically takes an object (e.g., *take, comb, put down*).

Translocative prefix (Iroquoian). A prefix attached to a verb to describe motion away from some reference point, usually the speaker (e.g., *he ran away from me*). With some verbs, the translocative prefix indicates that the action of the verb takes place at some distance or far away from the speaker (e.g., *he went ahead, he lives far away*). *See also* **Locative affix**.

Verb. A word that describes an action, occurrence, or state of being.

Voluntative verb (Algonquian). The form of the verb that expresses desire, intention, or future time. This form is also called *intentive*.

Word pattern. The particular arrangement of a group of words that have elements in common with respect to meaning, spelling, and/or sound.

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