**Grammar Scope and Sequence 30A**

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| **Language Cues and Conventions** | **Must Do** | **Suggested Outcome Connection** |
| **Pragmatic** | Teach style and tone appropriate to subject, audience, and purpose. Also consider language and individual dialect when appropriate. |  |
| **Textual** | Recognize the structure and organization of texts incorporating that into their own work to ensure logical and effective progression of ideas. |  |
| **Syntactical** | Teach the different types of sentences to ensure variety of style, structure, purpose, and order to increase clarity. Eg. Loose, parallel, inverted, balanced, and periodic structures. |  |
| **Semantic/ Lexical/ Morphological** | Teach appropriate words to achieve effect (avoid euphemisms, inappropriate and over-taxed metaphors, jargon, wordiness, and clichés). Teach connotation, persuasion, image, illusion, and symbolism. |  |
| **Graphophonic** | Teach students Canadian English spelling and pronunciation. Teach rhyme, meter, rhythm, alliteration, consonance, assonance, sibilance, repetition. |  |
| **Other Cues and Conventions** | Teach how to make effective and impactful graphics, visuals, dramatizations, sound, model, multi-media, and digital technology presentations. |  |
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