Grade 8 – Language

A. Literacy Connections and Applications

Throughout Grade 8, in connection with the learning in strands B to D, students will:



	Curriculum Expectations – Overall Expectations	Pages
A1	**Transferable Skills**	
A2	Demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	163 – 168, 174 – 175, 216 – 218
A3	**Applications, Connections, and Contributions** Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations	39 – 52, 68 – 75, 154 – 162, 216 – 218

Preview of 130 pages from this product that contains 318 pages total.

Grade 8 – Language

C1. Knowledge about Texts



	Curriculum Expectations – Specific Expectations	Pages
C1.1	**Using Foundational Knowledge and Skills to Comprehend Texts** read and comprehend various complex texts, using kn dge of words, grammar, cohesive ties, sentence str and background knowledge	56 – 58, 64, 98 – 99, 109 – 110, 141 - 144
C1.2	**res** lyze an the characteristics of various text forms an cultural text forms, and provide eviden how lp communicate meaning	54 – 58, 98 – 99, 109 – 110, 112 – 113, 116 – 119, 121 – 134, 146 – 162, 204 – 215
C1.3	**Text Patterns Fe** compare the text s, such as -solution in a letter to the editor, a atu glossary and infographics, associated diff including cultural texts, and evaluate thei nce i readers, listeners, and viewers u stand t anin	112 – 113, 127 – 134, 141 – 144, 183 – 184, 186 -
C1.4	**Visual Elements of Texts** evaluate how images, graphics, and visual n c communicate, and contribute to meaning in a v texts	203, 206 - 209
C1.5	**Elements of Style** identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre	179
C1.6	**Point of View** analyze the narrator's point of view, including limited, omniscient, or unreliable, in a variety of texts, explain how it is communicated, and suggest alternative points of view, giving reasons	76 - 84
C1.7	**Indigenous Context of Various Text Forms** read, listen to, and view a wide variety of text forms by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences	68 - 75

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Grade 8 – Language

C2. Comprehension Strategies



	Curriculum Expectations – Specific Expectations	Pages
C2.1	**Prereading: Activating Prior Knowledge** identify and explain prior knowledge from various sources, including personal experiences and learning in other subject areas that they can use to make connections and understand new	12 – 13, 26 – 27, 31 – 37
C2.2	**Prereading: Identifying the Purpose for Reading, Listening, and Viewing** identify purposes for engaging with texts, select texts from diverse creators that are suitable for the purposes, and explain why they selected appropriate	12 – 13, 18 – 19, 31 – 37, 114 – 119
C2.3	**Monitoring of Understanding: Making and Confirming Predictions** make predictions using prior knowledge and textual information, pose questions to clarify their predictions, and revise or refine their understanding as	12 – 13, 16 – 17, 26 – 27, 31 – 37
C2.4	**Monitoring of Understanding: Ongoing Comprehension Check** select suitable strategies, such as rereading, using text features, asking questions, and consulting reference materials, to monitor and confirm their understanding of texts and solve comprehension problems	12 – 13, 18 – 19, 28 – 29, 31 – 37, 65 – 66
C2.5	**Monitoring of Understanding: Making Connections** connect, compare, and contrast the ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them	17, 31 – 37
C2.6	**Summarizing: Identifying Relevant Information and Drawing Conclusions** summarize and synthesize the important ideas and supporting details in complex texts, and draw effective conclusions	12 – 13, 18 – 19, 31 – 37
C2.7	**Reflecting on Learning** explain and compare how various strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts, and set goals for future improvement	20 – 23, 28 – 29

PREVIEW

Grade 8 – Language

C3. Critical Thinking in Literacy



	Curriculum Expectations – Specific Expectations	Pages
C3.1	**Literary Devices** analyze literary devices, including irony, satire, and allusion, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience	85 – 90, 146 – 162, 180 - 182
C3.2	**M Inferences** m and global inferences, using explicit and implicit e plain and support their interpretations about various	24 – 25, 61 – 63, 103 – 108, 120, 183 - 184
C3.3	**lyzing** analyz s, in ng literary and informational texts, by eva thesizi quencing relevant information and formu onclu	91 – 96, 121 – 126, 135 – 140, 191, 194 – 197, 214 - 215
C3.4	**Analyzing Cultural of Tex** analyze cultural ele are in various texts, including norms, values, hie language, and taboos, by investigating the mean ese e making connections to their lived experie d cultu dering how the inclusion of these elements contribut the m of the text	39 – 52, 120
C3.5	**Perspectives within Texts** analyze explicit and implicit perspectives commun rious texts, evaluate any evidence that could suggest bias in perspectives, and suggest ways to avoid any such bias	9 – 60, 100 – 175
C3.6	**Analysis and Response** analyze how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, respond to the insights and messages conveyed, and identify different positions presented	110, 114 - 115
C3.7	**Indigenous Contexts** compare the ways in which historical periods, cultural experiences, and/or socio-political conditions and events have influenced two or more texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations, and how they relate to current lived experiences	39 – 52, 163 - 168
C3.8	**Reflecting on Learning** assess the effectiveness of the critical thinking skills they used when analyzing and evaluating various texts, and set goals to improve their use	100 – 104, 107 – 108

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Block 1: Reading Comprehension Strategies - Basics

PREVIEW

Focus

- Pre-reading: activate prior knowledge and identify the purpose of reading.
- During reading: making and confirming predictions, questioning, visualizing, and making connections to self, other texts, and to the world.
- After reading: summarizing the main idea and supporting details, asking questions, and making inferences.

Name: _____ 12

Curriculum Connection
C2.1, C2.2, C2.3, C2.4, C2.5, C2.6

Understanding Reading Comprehension

What is Reading Comprehension?

Reading comprehension is the ability to understand and process the information that you read. Effective comprehension strategies can help you become a better reader. These strategies are tools you can use before, during, and after reading to grasp the content more fully.



Strategies for Effective Comprehension

To enhance your reading comprehension, consider employing different strategies at various stages of reading.

1. Before Reading: Previewing and Predicting

- **Preview the Text**: Look at the title, headings, and any illustrations or graphs.
- **Set a Purpose**: Decide why you are reading the text.
- **Connect to Prior Knowledge**: Think about what you already know about the topic.

2. During Reading: Active Engagement

- **Ask Questions**: As you read, ask questions like "Why did the character do that?"
- **Visualize**: Create mental images of what you are reading. Pay attention to descriptive language.
- **Make Inferences**: Use context and knowledge to understand deeper meanings.
- **Making Predictions**: Use clues from the text to guess what will happen next.

3. After Reading: Reflecting on the Text

- **Summarize**: Summarize what you've read in your own words.
- **Evaluate**: Judge the text's ideas or the quality of the story. Decide what was well done and what could be improved.

By applying these strategies, you can improve your reading comprehension skills and become a more effective reader. Remember, comprehension is a skill that improves with practice, so keep reading!

PREVIEW

Name: _____ 13

Curriculum Connection
C2.1, C2.2, C2.3, C2.4, C2.5, C2.6

True or False

Is the statement true or false?

1) It's helpful to set a purpose before you begin reading.	True	False
2) Visualizing can help you understand the text during reading.	True	False
3) Asking questions while reading can clarify confusing points.	True	False
4) Evaluating the text is a strategy used during reading.	True	False
5) Making inferences is not a reading comprehension strategy.	True	False

Question

agine reading without comprehending. Why is that a waste of time?

PREVIEW

Matching

Match the strategies to ... scripti... riting the letter from the description beside the st... gy.

Answer	Strategy	Des...
	Preview	A. Picture in your head wha... read...
	Make Predictions	B. Look at the title, headings, and any ill... ns.
	Ask Questions	C. Decide why you are reading the text.
	Make Inferences	D. As you read, ask questions like "Why did the character do that?"
	Summarize	E. Think about what you already know about the topic.
	Evaluate	F. Use context and knowledge to understand deeper meanings.
	Activate Prior Knowledge	G. Use clues from the text to guess what will happen next.
	Set a Purpose	H. Judge the text's ideas or the quality of the story. Decide what was well done and what could be improved.
	Visualize	I. Summarize what you've read in your own words.

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Name: _____ 14

Curriculum Connection
C2.5

Making Connections

Making connections is like using a map to navigate through stories and articles. When you connect what you read to your own life, other things you've read, or big world events, it's like putting a pin on that map. It marks the spot and makes it easier for you to return to and remember.



- **Conne Text**

Think ab et n stories or information. If a character is facing a challenge, comp to anoth character who went through something similar. This can help you understan s a tions better.

- **Connection t**

Link the story to your c n chara learning something new, like you did in hockey or gymnastics, you'll nd better.

- **Connection to World**

Connect the story to the world. If you're ading ab fore ing cut down, think about how that fits into the world issue of climate cha

PREVIEW

Making Connections Make connections to the s sag w

1) At the new school cafeteria, Julian sat at the farthest table, his ey li oss the noisy room while he kept his sandwich untouched.

Text-to-Self	_____ _____
Text-to-Text	_____ _____
Text-to-World	_____ _____

Name: _____ 16

Curriculum Connection
C2.3, C2.5

Comprehension Practice – Making Connections

Riverside Tales: The Story of Population Distribution

Once upon a time, in a scenic town cradled by a gentle river, lived a boy named Ethan. Ethan's house was one of many in a neat row along the riverbank. Each morning, he would wake up to the soothing sound of water gently lapping against the shore. His community was a perfect example of linear population distribution, where homes and buildings stretched along the r[illegible] following its course.



Eth[illegible] friend, Liam, lived in a different part of town[illegible]od, known as Maple Grove, was [illegible]ustered population distrib[illegible]. In Ma[illegible]houses were grouped together in a s[illegible]eati[illegible]sense of a close-knit community[illegible]ets we[illegible]ith maple trees, and children play[illegible]rous parks scattered throughout t[illegible]

One day, while Ethan a[illegible] we[illegible]deo games, they decided to visit their friend Ava, who lived in a rural a[illegible] out[illegible]'s home was different from both Ethan's and Liam's. It stood alone, surr[illegible]by ope[illegible]s and a dense forest. This was a scattered population distribution, com[illegible]n in rura[illegible]as w[illegible]houses are spread out over large distances.

As they biked towards Ava's house, Ethan n[illegible]d th[illegible]e[illegible]the landscapes. Along the river, houses were aligned like pearls on a s[illegible]ou[illegible]as the[illegible]oached Maple Grove, the houses huddled together like a family o[illegible]om[illegible]ly, they pedalled through the countryside, the vast open spaces betw[illegible]ho[illegible]t sense of freedom and tranquility.

Upon reaching Ava's house, they were greeted by her golden retrie[illegible]ax, who barked happily. Ava showed them around her family's farm, where they gr[illegible]various crops and raised a few animals. She explained that living in a scattered population area meant fewer neighbours and more space, but it also meant longer trips to school and the supermarket.

As the day went by, the three friends discussed the advantages and disadvantages of living in different types of population distributions. Ethan liked the beauty and accessibility of living by the river, Liam enjoyed the community feel of his subdivision, and Ava loved the peace and space of the countryside.

That evening, as they watched the sunset from Ava's porch, they realized that no matter where they lived, their friendship was the bridge that connected their different worlds. They promised to always make time for adventures, exploring each other's neighbourhoods and learning about the diverse ways people can live.

PREVIEW

Name: _____ 17

Curriculum Connection
C2.3, C2.5

Pre-Reading After reading the title and looking at the pictures, what do you think the text is about?

While Read As you read, stop and make connections to your life.

Text-To- d the story remind you of in your life?

Text-To-World: Wha s the you of what is happening around the world?

Text-To-Text: What does the story remi u of ab oth xt you have read?

After Reading Summarize the main idea of the story and list ls

Main Idea	
Supporting Detail	
Supporting Detail	
Supporting Detail	

PREVIEW

Name: _____ 18

Curriculum Connection
C2.2, C2.4, C2.6

Comprehension Practice – Questioning

Understanding Confederation

Canadian Confederation was a process that brought together several colonies in British North America into one nation, Canada, in 1867. Here's what it involved:

- The uni[illegible] of Ontario, Quebec, Nova Scotia, and New Brunswick.
- Creati[illegible]ral government for the whole country.
- Al[illegible]pr[illegible]n to keep its own government for local matters.

Conferences th[illegible]ou[illegible]

Three major con[illegible] were [illegible]he creation of Confederation. They are as follows:

1. Charlottetown Conferen[illegible]: B[illegible]ous talks about uniting the colonies.
2. Quebec Conference (1864): Leader[illegible] the [illegible]olutions, which were rules for the new country.
3. London Conference (1866): Finalized the pl[illegible]d sen[illegible]ritain for approval.

Legislation and Unification

The British North America Act was passed by the British Parli[illegible]ent [illegible] foundation for the new country, stating:

- How the government would work.
- The powers of the provinces versus the federal government.
- The establishment of important political institutions, such as the Senate and the House of Commons.

This act officially came into effect on July 1, 1867, marking the birth of Canada as a self-governing country within the British Empire. This day is now celebrated as Canada Day, a national holiday. The path to Confederation was a complex journey, involving negotiation, compromise, and vision for a united future.

PREVIEW

Name: _____ 19

Curriculum Connection
C2.2, C2.4, C2.6

Pre-Reading Read the title and write what you already know about the formation of the Canadian Confederation.

During R As you read, stop and write down questions you have.

1)	
2)	
3)	

After Reading Write a summary. Start with the mai[illegible] then [illegible]e supporting details.

PREVIEW

Name: _____ 24

Curriculum Connection
C3.2

What is an Inference?

An **inference** is a conclusion reached based on evidence and reasoning. It is a bit like using clues to solve a mystery. When you make an inference while reading, you are piecing together information from the story to draw a conclusion that the author hasn't directly told you.



Example

If a story describes a girl gazing out the window at a grey sky and clutching her umbrella, you can inf[illegible]hat it is probably going to rain, even though it's not stated. Another example: if a charac[illegible]ice is described as shaking and they have tears in their eyes, you might infer that [illegible]ad or upset. These conclusions come from your own thinking, combi[illegible]nts with your own knowledge and experience.

PREVIEW

Infer [illegible]rer[illegible] below by answering the questions.

1) Jessica stepped in[illegible]e h[illegible] [illegible]the empty dog leash dangling from the open gate. Just then, a familiar [illegible]g echoed [illegible]e park down the street.

What do you think happened?

2) Jordan peered at the snow outside before turnin[illegible] the u[illegible]d books on his desk, while the clock ticked louder as if to remind hi[illegible] time[illegible]

What is Jordan thinking?

3) The classroom was still, the teacher's desk set with a hot cup of c[illegible] papers next to a waiting red pen.

What is going to happen?

4) Marcus' heart sank when the teacher told them to clear their desks and to get ready for the test.

Do you think Marcus is prepared?

5) Lucas waited at the bus stop, his breath visible in the cold air, and his hands shoved deep into his coat pockets.

What is the weather like?

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Name: _____ 28

Curriculum Connection
C2.4, C2.7

Comprehension Practice – Visualizing

October 5, 2023
To: Uncle Jack
24 Mapleview Drive
Paris, France

Dear Uncle Jack,

I hope this finds you in good health and high spirits. I've recently embarked on an intriguing journey with my students here in Canada, exploring the rich tapestry of our history, particularly the Indigenous perspectives during the time of Confederation.

Confederation is a significant chapter in Canadian history, marking the union of colonies into a single nation. However, it's crucial to acknowledge that this event wasn't celebrated by all Canadians, especially Indigenous peoples, who had been living on these lands for thousands of years. For them, Confederation brought uncertainty and concern. Their voices were seldom heard in the discussions that shaped the nation.

Indigenous leaders were wary of the intentions of the British colonies and their agreements. Many Indigenous communities were not included in the formal talks and agreements that led to the formation of Canada. Their perspectives on land, governance, and their own sovereignty were very different from those of the colonial leaders.

Despite the treaties that were meant to ensure their rights and protections, Indigenous peoples found these agreements were not always honored, leading to a loss of control over their traditional territories and ways of life. This has fueled a long-standing effort for recognition and reconciliation, which continues to this day.

I am teaching my students to look at history from multiple angles, respecting and learning from the diverse stories that make up our past. It's an enlightening experience for us all and a lesson in the importance of inclusive dialogue and mutual respect.

Please give my best to Aunt Marissa and the cousins. I look forward to our next chat where we can further learn from these discussions.

Warm regards,

Christopher Birkin

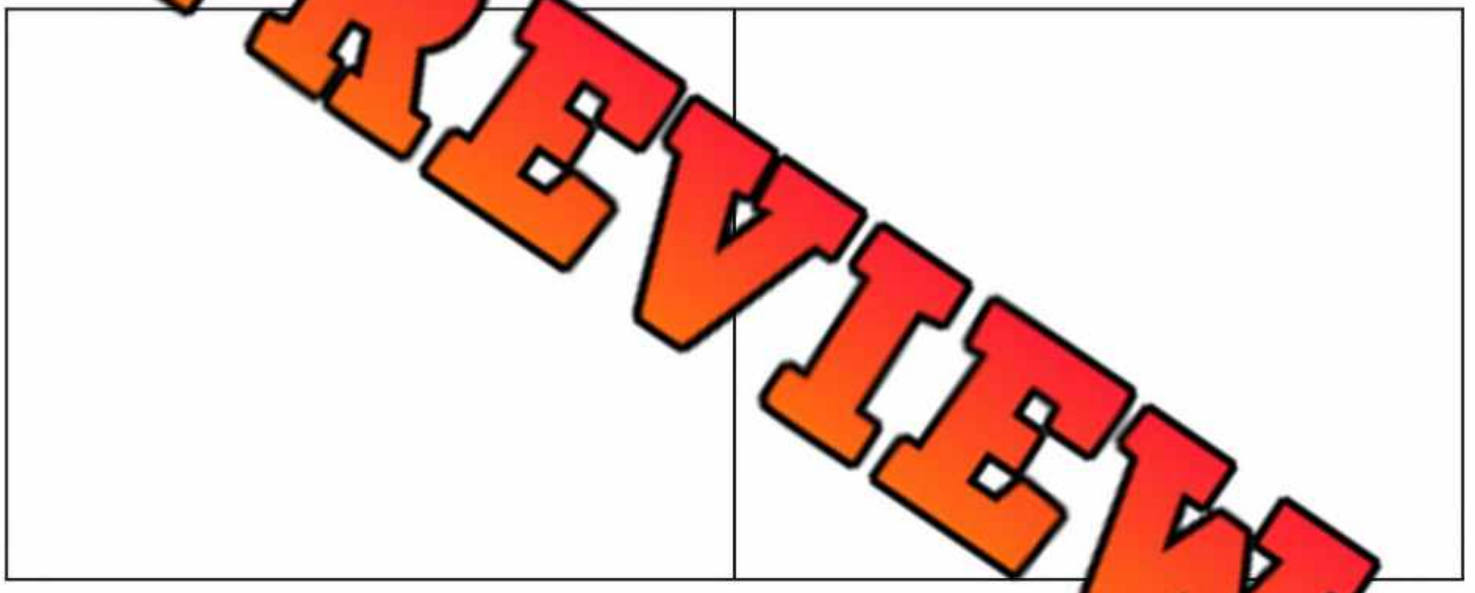
PREVIEW

Name: _____ 29

Curriculum Connection
C2.4, C2.7

Pre-Reading What text form is it – letter, report, story, advertisement? How do you know? List 3 reasons.

While Re draw 2 different pictures of what you are visualizing while



PREVIEW

After Reading Make inferences based on the question below

What can you infer about the influence of Confederation on Indigenous peoples from the letter?

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Name: _____ 31

Curriculum Connection
C2.1, C2.2, C2.3, C2.4, C2.5, C2.6

Independent Reading - Responses

Day 1 Fill in the organizer below before, during, and after reading.

Name of Book	
Before Reading: What will this book be about?	
During Reading: Write questions you have while you read.	
1)	
2)	
After Reading: Summarize the story. What was it about?	

Day 2 Fill in the organizer below before, during, and after reading.

Name of Book	
Before Reading: What genre is this – fiction, non-fiction, funny, adventure, mystery, etc.	
During Reading: Making Connections – What does this book remind you of in your life?	
After Reading: Make an inference – Something that wasn't stated in the book.	

PREVIEW

Name: _____ 35

Curriculum Connection
C2.1, C2.2, C2.3, C2.4, C2.5, C2.6

Independent Reading - Responses

Day 9 Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/N	
Maki ns does the book make you think about?	
Text-to-Self	
Text-to-Text	
Text-to-World	

Day 10 Fill in the organizer be

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	

Summarize – What was the main idea of the book? What were the supporting details?

PREVIEW

Name: _____ 36

Curriculum Connection
C2.1, C2.2, C2.3, C2.4, C2.5, C2.6

Independent Reading BINGO

BINGO Choose a reading response from a square in the BINGO card.

B	I	N	G	O
Summa the boo sent	Make a prediction about what happen	Name the main character and describe them in one sentence	Draw a new book cover that you think fits the story	Rate the book between 1-5 and explain your rating
What's your favourite part? Describe it in 3 sentences	e dow que you w ke to ask author	escribe and w st	Compare this book to another one you've read: What's similar? What's fferent?	Tell a friend about the book in 4 sentences
Write down an important lesson you learned from the story	Choose a favourite character and explain why in 3 sentences	**Free Space**	Di t it wa ?	List 3 new facts or ideas ou learned from this
Create a new ending: Write 3 sentences on how you'd end the story differently	What made you laugh or smile in the story?	Write down 3 new vocabulary words you learned and their meanings	Write a diary entry pretending you are a character from the book	plain the ain problem in the story and how it was solved
Would you recommend this book to a friend? Why or why not?	Draw your favourite scene from the book and label it	Write about a moment in the story that surprised you and explain why	If you were in the story, what would you have done differently?	Share a favourite quote and tell why it stood out to you

PREVIEW

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Block 2: Cultural Text Forms

PREVIEW

Focus:

- Songs from different Indigenous communities
- Adjusting reading rate for comprehension
- Cultural elements – norms, values, social hierarchy, past times, language, and taboos.
- Making connections to these cultural elements
- Visualizing different cultural text forms

Name: _____ 43

Curriculum Connection
A3, C3.4, C3.7

Inuit Story - Language

Whispers of Inuktitut

In the cool, vast stretches of the Arctic, a small Inuit community thrived, their language, Inuktitut, was a song composed of the land's deep silences and the ice's melodies. Within this community lived a young girl named Ava, whose spirit was as bright as the Aurora Borealis.



Ava [illegible] father, whom she lovingly called A[illegible] window into the old ways [illegible]. O[illegible] morning, as the dawn [illegible]ked the [illegible] Aataa greeted Ava with a wa[illegible]t," [illegible]eath a cloud in the cr[illegible] a smi[illegible] feeling the word m[illegible]ean[illegible] as it accompanied the s[illegible]

As they walked by the ice[illegible]es, [illegible]wards a seal peeking through an ice hole, saying, "Nattiq." Ava watc[illegible] sleek [illegible]re dive back into the water and decided 'nattiq' must be the Inuit w[illegible] for sea[illegible] oc[illegible] swift shadow.

Handing her a soft piece of clothing, Aat[illegible]alair[illegible] [illegible]atigi." Ava felt the warmth of the garment and understood it was th[illegible]arka th[illegible]lded them from the biting wind.

When the northern lights danced across the sky, Aataa whi[illegible] Ava, her eyes wide with wonder, decided that 'arsaniq' described the vi[illegible]ghts that painted the heavens, narrating stories of the land.

Throughout the day, Ava learned more words, each a key to unlock the stories and wisdom of her people. "Anaanaga," Aataa called her, which she guessed meant 'my child', hearing the love in his voice.

That night, as the stars shimmered like a silver tapestry above, Ava realized that these words were treasures, rich with history and life, linking her to the land and her ancestors. With each Inuit word, she felt her heritage come alive, a heritage that she was now a part of, and would one day pass on, like the eternal ice beneath her feet.

The End

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Name: _____ 44

Curriculum Connection
A3, C3.4, C3.7

Before Reading Answer the questions below before reading

1) Why are you reading this text?

2) What do you think this text will be about? How do you know?

Comprehension [illegible] the statement true or false?

1) Ava's community is loc[illegible] t[illegible] temp[illegible]est region.	True	False
2) Ava's grandfather is affection[illegible]y ca[illegible] t[illegible]tory.	True	False
3) Ava encounters a polar bear on her w[illegible]with Aat[illegible]	True	False
4) The garment given to Ava by Aataa is meant [illegible]mer[illegible]	True	False
5) Ava and Aataa watch a rabbit during their time toge[illegible]	True	False

Answer Write what you think these words from the Inuktitut langua[illegible]ts from the story.

Aataa	
Ullaakkut	
Nattiq	
Atigi	
Arsaniq	
Anaanaga	

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Name: _____ 45

Curriculum Connection
A3, C3.4, C3.7

Indigenous Social Hierarchy

The Circle of the Community



In a time before tall buildings and bustling streets, there was a thriving Indigenous community by the great river and. Within this community, each person had their e and purpose.

K ith bright eyes, was learning about the roles that wove his people togeth s fathe ed hunter named Rowan, took him on a walk through the village to shar of t ays.

They first gr he E t in a circle, their voices rich with stories of old. "The Elders hold our d guid th their knowledge," Rowan explained. Kai nodded, understanding the ect was very important.

Next, they watched the healers te rbs. " s use plant wisdom to keep us well," said Rowan. Kai smiled at the healers, appre g th tle strength.

As they passed a group of artisans, hands wea Rowan said, "Artisans craft the beauty you see all around, preservi ture." pride in the intricate art that represented his community's skills.

Then came the warriors, standing tall. "They protect us, ensur y's safety," his father remarked. Kai looked up to their bravery and discipline.

Lastly, they observed the council, a group of leaders discussing village matters. "They make decisions for the well-being of all," Rowan stated. Kai sensed the weight of responsibility they carried.

Kai learned that everyone, from the youngest child learning the traditions to the most skilled hunter providing for the community, played an essential role. The social hierarchy was not about power but about harmony and contributing to the community's survival and prosperity. As the day closed, Kai understood that he, too, would find his place in the circle, adding his voice to the song of his people.

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Name: _____ 46

Curriculum Connection
A3, C3.4, C3.7

Pre-Reading What do you know about social hierarchy? Do you think Indigenous groups have a social hierarchy?

Draw a[illegible]at you were visualizing while reading the story.

PREVIEW

Comprehension Check Is the statement true or false?

1) Kai's father, Rowan, was a fisherman in the village.	True	False
2) Healers in the community used animal wisdom to treat illnesses.	True	False
3) Warriors are responsible for the community's protection.	True	False
4) The council is the most powerful group in the hierarchy.	True	False
5) The hierarchy is all about power in Indigenous communities.	True	False

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Name: _____ 47

Curriculum Connection
A3, C3.4, C3.7

Indigenous Taboos – Métis Story

Visualizing Illustrate the story by drawing what you are picturing while you read.

The Teachings of Grandmother Willow

In the tran[illegible]l community of Willow Bend, where the rivers sing and the land speaks, lived the [illegible]ople, guardians of a rich and intertwined culture. At the heart of this comm[illegible]a[illegible]willow tree, under which the children would gather to hear storie[illegible]n an el[illegible] Grandmother Mabel.

One breezy afte[illegible]s the l[illegible]spered secrets of old, Grandmother Mabel called upon the child[illegible]. [illegible]right-eyed girl named Miinan, eager to absorb the wisdom of her a[illegible] "To[illegible]mother Mabel began, "I will teach you about our sacred ways, the taboos [illegible], ou[illegible]re strong."

She told them of the river, their lifeblood, which s[illegible]d nev[illegible]erfished or polluted. "It's a living vein of our Mother Earth," she said. [illegible]le[illegible]th[illegible]cuse the river was a taboo, a grave disrespect to the spirit of water [illegible]elf.

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Curriculum Connection
A3, C3.4, C3.7

Grandmother Mabel spoke of the bison, once abundant and now cherished. "We honour the bison in our beadwork and stories. To waste any part of this noble creature is forbidden," she imparted, explaining that such an act would be a taboo, a breaking of the circle of gratitude.

The elde[illegible]red the taboo of breaking pro[illegible]or[illegible]bond. To break it is to frac[illegible]e the t[illegible]hich our community is built." Miina[illegible]weight[illegible]words, understanding the [illegible]tan[illegible]

PREVIEW

As the sun began to set, cast[illegible]ng shadows beneath the willow, Miinan and the other children had learned much. They now knew that taboos were more than rules; they were threads in the fabric of their collective spirit, woven through generations. With each story, the children's hearts grew deeper roots into the beautiful tapestry of Métis culture.

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Block 3:
Reading Letters

PREVIEW

Focus

- Voice in letters
- New vocabulary, grammar rules, and sentence structure specific to letters
- Bias in texts (as applicable in letters) – Implicit and explicit perspectives in various texts
- Making inferences after reading – Local inferences and global inferences using explicit and implicit evidence – do you listen to a letter persuading you?

Name: _____ 54

Curriculum Connection
C1.2, C1.5

Letters – Voice in Letter Writing

November 5, 2023
To: Principal Bennett
678 Oak Street
Toronto, ON



Dear Principal Bennett,
I am writi share how much I enjoy learning about formal letter writing in class. It's interes understand the elements of a professional letter and to practice a new, mo of communicating.

me feel more prepared for future academic and profes l task fying to know how to properly address and conclude a letter, and I'm rn

Thank yo oduci our curriculum.

Sincerely,
Jamie Lee

PREVIEW

November 5, 2023
To: Alex
123 Pine Crescent
Calgary, AB



Hey Alex,
What's up? We started learning how to write informal letters in English class, and guess what? It's pretty cool to write stuff t old-school way. It's way more personal than a text, and you can actu see someone's personality in their handwriting!

We don't have to be super formal or anything, which is nice. It's like writing to a pen pal, remember when we talked about that? I think you'd like it too. We should try sending letters to each other for fun!

Write back soon!

Cheers,
Jordan

P.S. I'm sending you a drawing of that superhero we will create together next time. Get your coloured pencils ready!

Name: _____ 55

Curriculum Connection
C1.2, C1.5

True or False

Is the statement true or false?

1) Both letters are written in a formal tone.	True	False
2) The letter to the friend is meant to be casual and personal.	True	False
3) The informal letter to the friend suggests exchanging letters for fun.	True	False
4) The formal letter to the principal is signed with just a first name.	True	False
5) A postscript is included in the formal letter to the principal.	True	False

Question

Answer the questions below.

1) Vo[illegible]yriting i[illegible]r words sound, like talking to a friend or a teacher. Which letter type has a [illegible]s v[illegible]e?

2) What voice would yo[illegible]u[illegible]e to t[illegible]ple below. Different voices could be: funny, serious, fact-based, bossy, [illegible]xcite[illegible]. Then circle if it would be a formal or informal letter.

Favourite Author		Formal	Informal
Grandparent		Form[illegible]	Informal
City Mayor		Fo[illegible]	[illegible]rmal
Favourite Music Band		Formal	Informal
Gym Trainer		Formal	Informal
A Journalist		Formal	Informal
Pen Pal		Formal	Informal

PREVIEW

Name: _____ 60

Curriculum Connection
C3.5

Letter Writing – Bias in Advertising

Hello Mrs. Benjamin,

I'm Jamie Scribble, the head of Jamie's Jumbo Journals. Journals are the ultimate choice over apps for keeping memories, and here's why!

Firstly, journals never run out of batteries. You open them up, and they're ready to go. No charging needed, ever. Secondly, journals are private. No worrying about passwords or hackers. Your secrets are safe. Plus, journals are reliable. No glitches or updates to [illegible] with, just smooth page turning. Also, writing by hand makes memories stick bette[illegible]? Not so much. And look at this – my journals have cool stickers for every mo[illegible] memories pop!

[illegible] so I might sound a tad partial. But journals beat apps an[illegible]y! War[illegible]ents to give them a try? Give me a ring!



Cheers,
Jamie Scribble
Jamie's Jumbo Journ[illegible] CE

PREVIEW

Questions	Answ[illegible]e qu[illegible]

1) Is Jamie Scribble biased in his opinio[illegible]t his jo[illegible]s ar[illegible] best? Explain.

2) Is Jamie Scribble giving you the full story, or just his own opinion[illegible]?

3) Why do you think Jamie Scribble wrote this letter?

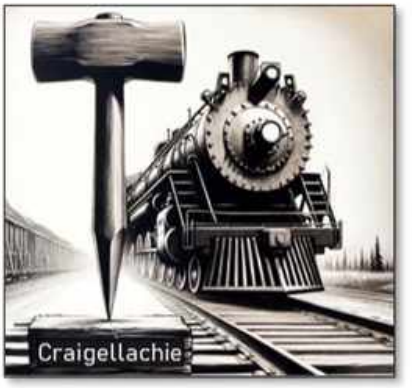
4) Are there a lot of biased opinions in advertising? Explain and give an example.

Name: _____ 62

Curriculum Connection
C3.2

Letter Writing – Inferences

Bay Street, Toronto
October 2, 2023


Craigellachie

Dear Cousin Frederic,

I trust you're doing great over in Vancouver. With school back in session, we've hopped right into the history of our great nation. An[illegible]e tell you, I'm completely jazzed about the unit on the Ca[illegible]cific Railway. Honestly, it's a mind-blowing tale of i[illegible]at literally united our country.

Mr. Sp[illegible], our h[illegible]of a teacher, is all fired up when he talks about the railway stretching fro[illegible]ict[illegible]his: he gets that sparkle in his eye narrating how each spike and tie b[illegible]adian[illegible]. It's like we're reliving the binding of east to west with every lesson.

When he recounts the last [illegible]g ha[illegible]at Craigellachie, our class erupts with the same spirit as if we're wit[illegible]the [illegible]rn Canada. He's convinced us that the railway didn't just carry goods, but i[illegible]he [illegible]s and connections of every Canadian.

Let's face it, if you're poring over maritime hist[illegible]anco[illegible]missing the train on this one. There's no saga quite like the one wh[illegible]ana[illegible]together by thousands of miles of steel track. Makes me wish I cou[illegible]a time [illegible]e and witness the first transcontinental train roll out.

To top it off, we're building our very own classroom railway model. [illegible] planning a trip to a historical train station! Learning this way makes [illegible]into life, and my pride in our heritage is steaming more than ever.

And for a bit of extra fun, our school's fall festival will have a railway theme. What better way to celebrate and honour the ingenuity and persistence of those who laid down the tracks of our nation?

As Thanksgiving is around the corner, I'm reminded of last year's festivities. Hoping you'll have a blast as well! Do pass my hellos to Aunt Samantha and Uncle Benedict.

Riding the rails of history,
Harper

P.S. Do you like my train sketch?

PREVIEW

Name: _____ 63

Curriculum Connection
C3.2

Letter Writing – Inferences

Local Inferences

Make inferences from the sentences below.

"It's a mind-blowing tale of iron and steam that literally united our country."

"When h[illegible]t spike being hammered in at Craigellachie, our class erupts with [illegible]e witnessing the birth of modern Canada."

"Learning this way makes hist[illegible]g i[illegible]y pride in our heritage is steaming more than ever."

PREVIEW

Global Inferences

Make four inferences from the entire

Name: _____ 65

Curriculum Connection
C2.4

Email Writing – Questioning

Subject: Proposal for a Student-Run Recycling Program

Dear Principal Patel,

I hope this message finds you well. I am reaching out to discuss a matter of environmental responsibility and student engagement that has come to my attention. As we aim to cultivate civic-mindedness within our student body, I believe it is crucial to introduce a student-run recycling program at our school.

Currently, our school's recycling efforts are minimal and often overlooked. The bins are there, but due to no emphasis on their importance, resulting in a significant portion of recyclable materials ending up in regular waste bins. This presents an opportunity for an educational experience and a chance to contribute positively to our community's environmental health.

The introduction of a student-run recycling program would encourage our students to take active roles in environmental stewardship. It would involve them in the regular collection, sorting, and proper disposal of recyclable materials. Furthermore, this program could be integrated into our science curriculum, offering practical lessons about sustainability and the impact of waste on our planet.

To ensure the success of this program, we would need to establish a committee of students, guided by a faculty member, to oversee the operations. Additionally, educational workshops on recycling could be offered, providing our students with the knowledge they need to make informed decisions about waste management.

I am confident that with your support, this initiative could greatly enhance our school's commitment to environmental consciousness and provide our students with a sense of ownership and pride in their school community.

Looking forward to discussing this further.

Warm regards,

School Coordinator Jessica

PREVIEW

Name: _____ 66

Curriculum Connection
C2.4

Email Writing – Questioning

Pre-Reading Preview the text by reading the subject, greeting, and signature. Write 3 questions you have.

1)	
2)	
3)	

While Reading ou re[illegible]n and write 3 questions you have.

1)	
2)	
3)	

After Reading After you have finished reading the email, write 3 que[illegible]ons you still have.

1)	
2)	
3)	

PREVIEW

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Block 4: Narratives

Focus

PREVIEW

- Indigen[illegible] – norms, values, social hierarchy, past time[illegible] guag[illegible] taboos
- Include cultural [illegible]rms [illegible]enous story telling, songs
- Identify narrators' point [illegible]ew – l[illegible] omniscient, or unreliable
- Indigenous Storywork
  - Indigenous Storywork is built on the [illegible]ver[illegible] of respect, responsibility, reciprocity, revere[illegible] interrelatedness, and synergy.
  - Read and listen to stories from First Nations, Metis, and Inuit creators.
- Literary devices – Irony, Satire, and Allusion
- Sequencing the events of multiple plots in a story, explaining the cause and effect

Name: _____ 68

Curriculum Connection
A3, C1.7

What is Indigenous Storywork?

Introduction to Indigenous Storywork

Indigenous Storywork is an educational tradition amongst Indigenous peoples, teaching wisdom through storytelling. It's a practice where stories aren't just for amusement; they're living lessons involving the audience actively, and bridging the past with the present.



Seven Principles of Indigenous Storywork

Each story in Storywork is a vessel for teaching one of the following principles:

1) Respect: Exploring characters who treat others and the environment with care, showing children the importance of being respectful.

2) Responsibility: Illustrating how heroes uphold their duties, demonstrating the importance of being accountable for one's actions.

3) Reverence: Taught through stories that engender awe, instilling awe and deep appreciation for life's mysteries and the natural world.

4) Reciprocity: Shown in exchanges and acts of kindness that benefit all, highlighting the balance of giving and receiving.

5) Holism: Portrayed in stories that include emotional, mental, and spiritual aspects, teaching the interconnectedness of life's facets.

6) Interrelatedness: Revealed in tales that connect people with nature, emphasizing the bonds between all living things.

7) Synergy: Demonstrated in collective triumphs, showcasing how unity can lead to greater achievements than individual efforts.

How Stories Are Shared

Indigenous stories are traditionally spoken by elders, often during ceremonies and depicted in art forms, ensuring the preservation and continuation of cultural wisdom.

The Importance of Storywork

Storywork is vital in Indigenous cultures, nurturing community ties and educating the young about cultural ethics and life's lessons. It's a dynamic process that evolves with each generation, enriching Indigenous heritage.

PREVIEW

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Curriculum Connection
A3, C1.7

True or False

Is the statement true or false?

1) Indigenous Storywork is solely for entertainment purposes.	True	False
2) Respect is taught through characters' interactions with nature.	True	False
3) Responsibility in stories is demonstrated by the villain's actions.	True	False
4) Reciprocity in stories highlights the benefits of sharing.	True	False
5) Synergy is about individual success over collective efforts.	True	False

Questi

Answer the questions below.

1) Wha digen rk? Why is it important?

2) Paraphrase the 7 principles by rewrit in yo words in one sentence each.

Respect	
Responsibility	
Reciprocity	
Reverence	
Holism	
Interrelatedness	
Synergy	

PREVIEW

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Name: _____ 70

Curriculum Connection
A3, C1.7

Indigenous Storywork - Narrative

The Circle of the Cedar Tree



Long ago, in a lush valley surrounded by whispering woods, there was a thriving Indigenous community known for their cedar trees. Among them lived a young girl named Aiyana. She had a spirit as pure as the sparkling streams a[illegible] heart full of respect for all living things.

On[illegible] community's wise elder, Grey Owl, calle[illegible]yana," he said, "the time has com[illegible] to lea[illegible]sponsibilities that come with being a p[illegible]t of o[illegible]nding her a small, perfectly round cedar s[illegible]nued[illegible] cedar trees stand tall because they[illegible]tured[illegible]ct, cared for with responsibility, a[illegible]heri[illegible]terrelatedness with our lives."

Aiyana accepted the s[illegible]the[illegible]promise made. She planted it near the river, where the land was fe[illegible]e and[illegible]said to sing. With each day, Aiyana visited the seed, watering it wit[illegible]d whi[illegible]g words of encouragement. She learned to respect the seed's pace,[illegible]er rushi[illegible]und[illegible]nding that growth takes time.

As moons passed, the seed sprouted into a sa[illegible]a's sen[illegible]esponsibility grew with it. She guarded the sapling from the harsh w[illegible]helte[illegible]from the heavy rains. She spoke to it of the community's stories, the[illegible]mph[illegible]king it a part of their shared history.

Eventually, the sapling grew into a magnificent cedar tree. The com[illegible]y gathered around, marveling at its beauty and strength. Aiyana shared her journey, explaining how her respect and responsibility, along with the tree's interrelatedness to their lives, helped it flourish.

The cedar tree became more than just a tree; it was a testament to the principles that Aiyana held dear. It provided wood for their homes, leaves for their medicines, and a gathering place for the community. In return, they honoured it, a circle of gratitude and life that would go on for generations.

And so, Aiyana's story became a legacy, teaching others the importance of living with respect, fulfilling responsibilities, and acknowledging the interrelatedness of all life, just like the circle of the cedar tree.

PREVIEW

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Curriculum Connection
A3, C1.7

Questions

Answer the questions below.

1) What characters were in the story? Describe their personalities.	

2) Why ar… like this told by elders to the younger kids in Indigenous communities?

3) Why are stories … ach t… …ffective than just plain explanations?

Storywork Traits

What Indigenous Storywork … di… …ut in this story? How were these three trai… …?

PREVIEW

Name: _____ 76

Curriculum Connection
C1.6

Narrator's Point of View

In literature, the narrator's point of view refers to the perspective from which a story is told. This perspective shapes how the reader experiences the events and understands the characters.

1. **First Person**: The first-person point of view involves the narrator being a part of the story, often as the main character. This view uses pronouns like "I" and "we." For example, "I couldn't believe what I was seeing as I entered the ancient castle."
2. **Second Person**: The second-person point of view directly addresses the reader as "you," making them the subject of the story. It's less common in fiction. An example is, "You open the door slowly, feeling the lock click open."
3. **Third Person**: The third-person point of view means the narrator is not a character in the story and refers to characters by their names or as "he," "she," or "they." For example, "He watched the waves crash against the shore, lost in thought."

PREVIEW

Instructions Read the sentences and decide which point of view is being used.

1) Every morning, I jog past the willow tree.	First	Second	Third
2) You find a hidden door in your room, slightly ajar.	First	Second	Third
3) He watched the sunset, feeling a sense of profound peace.	First	Second	Third
4) I felt the rain on my face and I smiled widely.	First	Second	Third
5) You think you see a shadow move, but it's gone now.	First	Second	Third
6) When I opened the book, its secrets spilled out like water.	First	Second	Third
7) Oliver thought he was alone, until he heard the footsteps.	First	Second	Third
8) Emma looked at the map, her heart racing with excitement.	First	Second	Third
9) With each step, you feel the floorboards creak beneath you.	First	Second	Third

Book Hunt Look in your classroom for books that are written in different points of view.

Name of Book	Point of View

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Name: _____ 77

Curriculum Connection
C1.6

Eco-Friendly Homes – Different Points of View

First Person

Hi, I'm Jenna. My friend Lena and I have been working on a project for school about eco-friendly homes. We visited this incredible house on Maple Street. It was made of sustainable materials like bamboo and recycled steel. What fascinated me the most was the rainwater harvesting system they had installed. It felt empowering to see how each choice ma[illegible]fference to the environment.

As [illegible]ough the house, I could feel the fresh [illegible] air [illegible] the living plants in every corner. Climbing [illegible] we [illegible]e greeted by a lush green garden, w[illegible]ated t[illegible]nd provided fresh produc[illegible]



Second Person

Imagine you're Jenna, and alongside yo[illegible] Lena[illegible] exploring an eco-friendly house for your school project. You stand in front of [illegible]me c[illegible]cted from bamboo and reclaimed steel. You're intrigued by its rainwate[illegible]ctio[illegible]er[illegible]ing a sense of pride in witnessing sustainable living in action.

As you move through the space, the air feels pure, pu[illegible]by p[illegible] thoughtfully around you. You make your way to the rooftop and disc[illegible]den, serving as both insulation and a source of food.

Third Person

Jenna and her friend Lena were on a mission to understand eco-friendly living for a school assignment. They visited a house on Maple Street, notable for its construction from sustainable materials. Jenna was particularly impressed by the home's system for collecting rainwater.

The air inside was crisp and clean, a testament to the indoor plants dotting the home. When they climbed to the roof, they found a garden oasis that served multiple purposes: insulation for the home and a bounty of fruits and vegetables.

PREVIEW

Name: _____ 78

Curriculum Connection
C1.6

Questions Answer the questions below.

1) What is the difference between the first/second/third person stories?

2) Which ... vourite version? Explain why.

PREVIEW

Visualize Draw and explain what you were ...lizi... ...ing the stories.

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Curriculum Connection
C1.6

Narrator's Point of View - Types

Types of Narrators
In literature, the **narrator** is the voice that recounts the story. There are three primary types of narrators that readers can encounter, each with its distinctive style and influence on the story.



Omniscient Narrators
An **omniscient** narrator has an all-knowing point of view. They can access every character's thoughts and every event.

- Example:

A classic example is found in "Charlotte's Web" by E.B. White, where the narrator knows about the characters' thoughts and feelings, from the humble pig, Wilbur, to his friend, the spider. The omniscient viewpoint allows the reader to understand the perspective of the characters.

Limited Narrators
Limited narrators offer a more focused perspective. They only know the thoughts and feelings of one character—or at most, a few.

- Example:

For instance, in the "Harry Potter" series by J.K. Rowling, the story is primarily told from Harry Potter's viewpoint, providing a direct connection to his experiences and limiting the information to what he knows. This approach keeps the reader close to the protagonist and often increases suspense.

Unreliable Narrators
Unreliable narrators present a story with a questionable truth. They may be biased, misled, or intentionally deceptive.

- Example:

Holden Caulfield in "The Catcher in the Rye" by J.D. Salinger is a well-known unreliable narrator. His personal biases and emotional state colour his storytelling, which compels readers to question his version of events and seek the underlying truth.

Narrative Importance
The type of narrator used in a story shapes our experience as readers. It affects how much we know about the plot and characters, and it can influence our connection to the story. Understanding the different types of narrators helps us appreciate and interpret the tales we read more deeply.

PREVIEW

Name: _____ 82

Curriculum Connection
C1.6

Analyze Read each passage below carefully. Determine which type of narrator is being used: omniscient, limited, or unreliable. Write your answer in the space provided and explain why you chose that type of narrator based on clues from the text.

1) "Everyone thinks they know the story of the haunted mansion, but they have it all wrong. I've seen what lies within, the shadows that move when they shouldn't, and the lights that flicker without reason. But, of course, maybe that's just what I want to believe, what makes my tales at the campfire more interesting."

Type of Narrator	

2) "I walked down the s[illegible] to school feeling different today. Maybe it was the overcast sky or pe[illegible] fact[illegible]'t done my homework for the first time. I couldn't tell if the glanc[illegible]ople[illegible]f judgment or if I was just imagining things."

Type of Narrator	

3) "The morning sun peeked through the curtains, touching the edge of the bed where Michael lay asleep. In his dream, he was back in the forest, the leaves whispering secrets he couldn't quite hear. Downstairs, his sister Jenna was already up, her mind racing with the anticipation of the day's plans."

Type of Narrator	

PREVIEW

Name: _____ 83

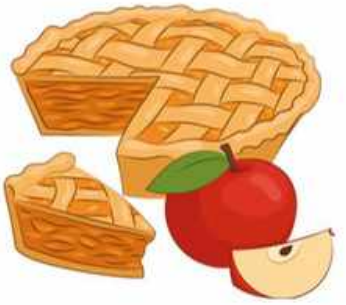
Curriculum Connection
C1.6

Narrator's Point of View - Types

Omniscient Narrator

The Greenwood village fair was filled with laughter and the sweet smell of treats. Clara, who helped in her family's bakery, stood by her apple pie, her hands covered in flour. She bit her lip, hoping the judges would love her pie.

Not f away, Frederick, who also entered the contest, watched her. He secretly thought Cl king was the best, even better than his own. The judges, Mrs. Abigail and M ach pie. Mrs. Abigail, who knew a lot about g, love e. Mr. Barnaby, who just loved sweets, thoug ara oth judges agreed that Clara's pie was su



Limited Narrator

I stood there in my floury apron, atchi ges my apple pie. I kept peeking at Frederick's pie, which looked as good a e, and l in my stomach. I really wanted to win. The judges, Mrs. Abigail and Mr. y, tas e carefully.

Mrs. Abigail's face didn't give away anything, d aby se to be enjoying all the pies. I tried to guess what they thought a , b s h d to tell. The whole fair was buzzing around me, but all I could think about wa decision.

Unreliable Narrator

You see, at the Greenwood fair, it seemed like my pie had its own spotlight, while Frederick's pie just sat there, looking ordinary. I'm sure the judges had already made up their minds. Mrs. Abigail, she's tough on everyone, and Mr. Barnaby, well, he just loves anything that's sweet.

They should just give me the prize already. But you know how these things go, sometimes it feels like they're just guessing. I mean, my pie is clearly the winner – at least that's what I think, but what if the judges don't see it?

PREVIEW

Name: _____ 84

Curriculum Connection
C1.6

Analyze Read each passage again and answer the following questions. Think about how the narrator's point of view changes the way the story is told and how it influences your understanding of the events.

Passage 1 How can you tell this passage is told from an omniscient narrator's perspective?

_____

_____

What migh[illegible]ry look like from Clara's limited point of view? Explain one reason why this migh[illegible]e story's impact.

_____

_____

_____

Passage 2 What words [illegible]s indi[illegible] this passage is told from a limited narrator's persp[illegible]

_____

_____

How would the story differ if it were told from the [illegible]isci[illegible]? Give one reason how this could affect the reader's experience.

_____

_____

_____

Passage 3: What elements in the passage show that the narrator might be unreliable?

_____

_____

If this story were told by a limited narrator, what information or details might be different?

_____

_____

_____

PREVIEW

Name: _____ 85

Curriculum Connection
C3.1

Irony

Literary devices are special techniques that writers use to make their writing more interesting and to help readers understand their stories and messages better. Think of them like the secret ingredients in your favourite dish that make it taste amazing.

Irony is a literary device where words are used in a way that their intended meaning is different from the actual meaning of the words. It's like saying, "Oh, great!" when you actually mean something is not great at all. It's important because it can add a twist of humour or help to highlight differences between appearances and reality.

For example, if a fire station burns down, that's ironic because you wouldn't expect a place that helps others to catch on fire itself. Or in a story, if a character says "I just love doing homework on weekends!" when they actually don't, that's also irony. It helps us see the contrast between what is said and what is really meant.

PREVIEW



Think Read the stories below and find examples of irony.

Jamie spent weeks reading a book called "How to Win Friends," but somehow, he still had no one to sit with at lunch. The forecast predicted rain all week because the weather report insisted it would pour, yet not a single drop fell under the cloudless sky. And on the day he forgot his coat, the skies opened up during his walk home. Finally, his cat, Chaos, won a 'Best Behaved Pet' award the very day she was spotted shredding the furniture in their couch.

List 3 examples of irony used in the passage.

In a small town, there lived a baker named Julien who didn't like sweets at all. Julien decided to enter a baking contest, hoping to win with his savoury bread. However, during the contest, he accidentally swapped the salt with sugar, resulting in a surprisingly sweet bread. In the end, Julien won the contest for the best sweet treat. He boasted to everyone that he proved savoury was better, before learning that his bread was actually sweet.

List 3 examples of irony used in the passage.

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Name: _____ 87

Curriculum Connection
C3.1

Satire

Satire is like using humour, exaggeration, or ridicule to point out the problems with people's behaviour or society's issues. It's like when you draw a funny cartoon to show what's wrong with a rule at school. Satire is important because it makes serious topics easier to talk about and can make people think differently about them.



For example, the TV show "The Simpsons" uses satire by showing the silly side of a regular American family to comment on bigger issues in society. On[illegible] "Shrek" pokes fun at traditional fairy tales while also showing th[illegible]ms with how they portray real life. It's like telling a joke wit[illegible]

PREVIEW

Think Read t[illegible]ow and identify the examples of satire used in the story.

In the town of Perf[illegible]here [illegible]lways green, Mrs. Prim prided herself on her roses, never noticing th[illegible]or, Mr. Bigwig, promised to cut traffic by adding more lanes; soon, c[illegible]ump[illegible]per in eight lanes instead of four. And at Central School, a rule was i[illegible]be[illegible]alls so students could study in peace, but the intercom announcements remind[illegible]silent were so frequent, nobody could concentrate at all.

List 3 examples of satire used in the passage.

At Sunnydale Middle School, the 'No Gum Chewing' policy was championed[illegible] Principal Popper, who constantly smacked his gum during announcements. The new 'High-Tech Learning Initiative' meant every student received a tablet, but they were only used to prop open the old, creaky windows in the computer lab. And during 'Fitness Fridays,' the gym was closed for staff meetings, leaving the kids to jog around the cafeteria, dodging flying tater tots and dodgy fruit salads.

List 3 examples of satire used in the passage.

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Name: _____ 88

Curriculum Connection
C3.1

Scavenger Hunt: Satire

Scavenger Hunt | Find books and find examples of satire in them.

Book Name	Satire
The Simpsons	The character Homer Simpson satirizes the typical American father with his lazy, clumsy, and often ignorant behaviour, which is an exaggerated reflection of societal stereotypes.
Diary (B ney)	This popular book series satirizes middle school life through the eyes of the protagonist, Greg Heffley. It humorously portrays the struggles and awkwardness of adolescence, such dealing with bullies, popularity contests, and the challenges f gr up.

PREVIEW

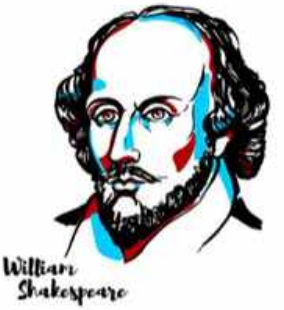
Name: _____ 89

Curriculum Connection
C3.1

Allusion

An **allusion** is when a writer mentions something or someone from history, literature, politics, or culture, and it's like a secret wink to those who recognize it. It's important because it can add deeper meaning or emotions without explaining a lot.

For example, if I write, "He was a real Romeo with the class," it alludes to Romeo from Shakespeare's "Romeo and Juliet," suggesting that he is r antic or lovesick. Or saying "She has the patience of Job," refers to th cal character known for his patience. It's a quick way to paint a give a hint about a person or situation.



PREVIEW

Think R y below and identify examples of allusion.

Alex zoomed thro neigh n his bike, feeling like Hermes with his winged sandals. He passed by re she was known as the girl who cried wolf—no one believed her ies an acing against time, he didn't want to face the wrath of his mother, a rea her wisdom and strategic warfare when it came to tardiness. As he p ked for an Odyssean adventure at school that day, minus the cyclops, of c

List 3 examples of allusion used in the passage.

In Ms. Green's garden, the tomato plants had grown as tall as Jack's beans , reaching for a sky that looked straight out of a Van Gogh painting. Nearby, Charlie hoped to find a golden ticket hidden among the zucchinis. Each bloom seemed to whisper secrets like the ones at the heart of The Secret Garden, promising magic in every leaf. When the school bell tolled, it was a call to adventure, perhaps to uncover a mystery worthy of Sherlock Holmes himself.

List 3 examples of allusion used in the passage.

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Name: _____ 93

Curriculum Connection
C3.3

Sequencing the Plot of a Story – Multiple Plots

Sequencing the plot of a story means putting all the events in the order that they happen, from first to last. It's like following a path through a forest from the beginning to the end, making sure you don't skip any parts or take any shortcuts.

Read Read the story below and try to put the multiple plots in order.

A) "You did xclaimed Arlo, her younger brother, as he ran to greet her. Kira's pumpkin had won th t prize at the festival.

B) Ne ut cted the largest pumpkin from their patch. She had tended to it all su and no me to see if her hard work would pay off.

C) Later, the s d th bustling marketplace was quiet. Kira knew she ha ry hom er mother noticed she was late.



D) Then, she set off at a br clutch prize—a hand-carved wooden medallion—in her p

E) Finally, her mother kissed her forehe ight, are of the adventure Kira had just experienced. As she lay in bed, Kira n't hel il at the day's memories.

F) Firstly, after breakfast, Kira felt a flutter of e nt in sh. Today was the festival, and she had been looking forward to it fo eks.

G) As she hustled home, she tripped on a loose cobbles tumb ut managed to catch herself before she fell. Her heart raced as she glance nd had noticed.

H) After much anticipation, Kira presented her pumpkin at the judging tab e could hardly watch as the judges examined her entry.

I) Early that morning, the festival arrived with the sound of music drifting through Kira's window. She sprang out of bed and dressed quickly.

PREVIEW

Sequence Write the order of the story using the letters for each paragraph.

Plot Sequency	How did the use of transition words help you order the story?
	_____ _____

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Name: _____ 94

Curriculum Connection
C3.3

Narrative Writing - Cause and Effect

In narrative writing, **cause** and **effect** is a relationship where one event (the cause) makes another event happen (the effect).

For example, if a character forgets their umbrella (cause), they might get soaked in a sudden rainstorm (effect). Another example is if a student studies diligently (cause), they may receive high marks on their test (effect).



These connections help to explain why things happen and make the story more coherent for the reader.

Instruction Is the underlined part of the sentence the cause or effect?

1) Bec Dana o e e missed her morning school bus.	Cause	Effect
2) The plants w s we fo water them for a week.	Cause	Effect
3) A blizzard hit the t co l was cancelled.	Cause	Effect
4) The audience laughed bec con a hilarious joke.	Cause	Effect
5) The soccer game was postponed due eavy	Cause	Effect
6) Lia told the truth, so her parents trusted her ev re.	Cause	Effect
7) He forgot his coat, thus he shivered in the chill th	Cause	Effect
8) Mark shared his lunch with Anna, and they became fas	Cau	Effect
9) The power went out, which resulted in a night of board games.		ffect

PREVIEW

Think Think of either the cause or effect that matches below.

Cause	Effect
We planted a tree,	
	a bee stung Kyle.
The alarm didn't go off,	
	they lost the game.

Name: _____ 95

Curriculum Connection
C3.3

Freshwater Ecosystems – Cause and Effect

The Ripple Effect



In the heart of Cedar Valley, Willow Creek wound its way through the land, a vital freshwater ecosystem that was more than just a stream. Because the creek flowed fre[illegible] it provided essential hydration to the fields, lea[illegible] bountiful harvests each year.

[illegible] a[illegible] rvant boy with a keen interest in na[illegible] oticed t[illegible] the beavers built their dams, it [illegible] eated s[illegible] which became homes to frogs and newts, causing the biodiversity in [illegible] ncre[illegible]

Due to the cle[illegible] ater [illegible] ng the creek banks flourished, which attracted various insects, [illegible] ampl[illegible] r fish. This meant that the fish population grew healthy an[illegible] Bec[illegible] ish thrived, they became a vital food source for the local bear popula[illegible], wh[illegible] p the ecosystem balanced.

During the autumn months, when [illegible] leaves f[illegible] to t[illegible] eek, they decomposed and became nutrients for the aquatic plants, res[illegible] n lush[illegible] ater environments.

The creek's health was put to the test when a pla[illegible] t its c[illegible] for a new road arose. If the creek was redirected, Finn understoo[illegible] field[illegible] d dry up, causing crops to fail, which would lead to a shortage of foo[illegible] he [illegible]

Finn, equipped with his observations and knowledge, spoke a[illegible] ow[illegible] eeting. His compelling explanation of the consequences swayed the town's peop[illegible] econsider the road's design, thus preserving the creek's natural path.

As a direct result of the town's decision, the fields remained fertile, and Willow Creek continued to sustain not just the land but the community's way of life. The choice to save Willow Creek allowed the children of Cedar Valley, like Finn, to grow up understanding the irreplaceable value of their local freshwater ecosystem.

This understanding promised that the creek would be cherished and protected for many years, ensuring that the whispers of the flowing water would be heard by future generations.

The End

PREVIEW

Name: _____ 96

Curriculum Connection
C3.3

Cause/Effect

Fill in the table below, explaining the cause or the effects.

1) Think of the effects that go with the causes below.	
The creek flowed freely	
The beavers built their dams	
Because these fish thrived,	

2) Think of [illegible]es that go with the effects below.	
	resulting in lush underwater environments.
	a shortage of food for the community.
	Willow Creek continued to sustain not just the land but the community's way of life.

PREVIEW

Think

Write any [illegible]u can think of from the story.

Plots

Plots are events/problems that happen. Write any 3 plots from the story.

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Block 5: Persuasive Texts

PREVIEW

Focus

- ✓ Vocabulary, gram[illegible]ar, [illegible] sentence structure in persuasive texts
- ✓ Critical thinking skills for und[illegible]tan[illegible]sive texts
- ✓ Diversity, inclusion, and accessibility theme[illegible] persuasive writing
- ✓ Making inferences after reading – Local inferences and global inferences using explicit and implicit evidence – Do you believe the text? Has it changed your opinion?
- ✓ Reading Comprehension Strategy: Inferencing

Name: _____ 98

Curriculum Connection
C1.1, C1.2

Persuasive Writing Advertisement

Enhance Your Writing Superpowers: Dive into Our Persuasive Writing Workshop!

Top Reasons to Enroll

- Develop the power to influence and inspire through your words.
- Improve your English marks and excel in assignments across all subjects.
- Gain skills for life that will shine in interviews, presentations, and more.

Adva[illegible] Learning Persuasive Writing

- [illegible] Learn the art of convincing others with clarity and logic.
- [illegible] Be bold and assertive with your viewpoints.
- Sharpen You[illegible]st your ability to think critically and debate effectively.
- Clear Co[illegible]. Exp[illegible]ourself clearly and be understood as you intend.

Our Expert Educ[illegible]s

Our team of experience[illegible]ers wil[illegible]u to success with personalized advice and proven writing s[illegible]s. T[illegible]nate about helping you reach your full potential!

Workshop Features

- Learn how to organize your thoughts to m[illegible]stron[illegible]on.
- Discover how to back up your opinions with[illegible]
- Master the skills to write captivating openings a[illegible]ful co[illegible]ns.

Exclusive Workshop Perks

- Receive personal feedback to refine your writing skills.
- Enjoy lively, interactive lessons that will keep you motivated.
- Gain tips and tricks to outshine in any writing task or exam.

Session Schedule

Join us starting next month! Access our virtual classroom from the comfort of your home, school library, or your favourite study spot—anywhere you can connect to the internet.

Reserve Your Seat Now

Spaces are limited! Don't miss your chance to transform your writing into a persuasive force.

Register Today and Begin Your Journey to Becoming a Persuasive Powerhouse!

PREVIEW

Name: _____ 99

Curriculum Connection
C1.1, C1.2

True or False

Is the statement true or false?

1) The workshop is exclusively for improving English grades.	True	False
2) Persuasive writing is useful for winning arguments.	True	False
3) Persuasive writing can lead to misunderstandings.	True	False
4) The workshop includes individualized assignment feedback.	True	False
5) Persuasive writing helps you to express your opinions confidently.	True	False

Questions

Answer the questions below.

1) What is persuasive writing?

2) Write more engaging and persuasive synonyms for the words below.

Original Word	Option 1	Option 2	Option 3	Option 4
Fast				
Hard				
Strong				
Important				
Smart				

3) Why would the jobs below need good persuasive skills?

Real Estate Agent	
Advertising Executive	
Recruitment Consultant	
Copywriter	

PREVIEW

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Name: _____ 101

Curriculum Connection
C3.5, C3.8

Persuasive Writing – Thinking Critically

Hey there! I'm Neuton Nate, and I'm basically the biggest science geek you'll meet. If you haven't joined my club, ScienceSquad, you're practically living in the dark ages! ScienceSquad is the most epic after-school program that, trust me, you have to be part of. It's the smartest way to spend your free time, hands down.



Why am I hyping it up so much? Picture this: ScienceSquad is like having a backstage pass to the coolest science experiments every single week. You'll get to create volcanic eruptions, launch rockets, and even [illegible] slime that glows in the dark! It's not just fun; it's mind-blo[illegible]

S[illegible]d [illegible]t just about the 'wow' factor; it's your fast track to becoming a geni[illegible]ws [illegible]iny kids who are future scientists and engineers. Spark discuss[illegible] about [illegible]e, debate over black holes, and brainstorm robot battles. It's like being part[illegible]ub [illegible]e everyone speaks the language of Einstein.

And if yo[illegible]out th[illegible]r your buck, listen up. For the small fee of $15 a session, ScienceSq[illegible]ives [illegible]cc[illegible]ccess to high-end equipment and experiments that wou[illegible]m[illegible] A jeal[illegible]s practically a giveaway, and it's the investment of a lifetime fo[illegible]ring.

So, what's the holdup? J[illegible]y cl[illegible]d now and be part of the revolution where we make science the [illegible]ing[illegible]he invention of the wheel!

PREVIEW

Think Critically Answer the questions[illegible].

1) Who wrote the persuasive text?	

2) Is the author biased? Do they have a reason for having a[illegible] op[illegible]?

3) When deciding to pay for this, what factors should you consider?

4) Why would it be wise to wait and think critically before paying for something like this?

Name: _____ 103

Curriculum Connection
C3.2, C3.5, C3.8

Inferences - Persuasive Writing Advertisement

The Ultimate ReadRover E-Reader: Ignite Your Imagination!

Why Pick ReadRover?

- Colourful Covers: Show off your style with our range of vibrant cover designs!
- EyeCare Display: Protects your vision even during the longest reading marathons.
- Long Lasting Battery: Dive into stories for weeks on a single charge.

Aston[illegible]

- **[illegible]tion**: Our customers rave about their ReadRover experience!
- **Save[illegible]** download new books in seconds!
- **Massiv[illegible]** over one million titles at your fingertips.

Accolades and

"Top E-Reader for Yo[illegible]rs 202[illegible]racy Today Magazine.
Thousands of 5-Star revie[illegible] bo[illegible]erywhere.



Exclusive Promotion

Buy now and receive a year's subscription to R[illegible]cher, [illegible] top YA novels!
Enjoy complimentary express shipping for a[illegible]ers p[illegible]t[illegible]

Customer Praises

- "Reading has never been more enchanting, with entire libr[illegible]ies [illegible]
  Sofia, Avid Reader
- "The ReadRover makes it incredibly easy for me to find and read my f[illegible]e series!"
  — Mr. Bennett, Educator

Time-Sensitive Offer

For a magical period, apply the promo code BOOKWORM30 to snatch a 30% discount on your ReadRover! Act fast – it's a page-turner!

How to Order

Why stick with the mundane task of flipping pages? Elevate your reading with ReadRover! Tap the "Buy Now" button and begin your literary adventure today!

Hurry! Unleash Your Love for Reading with ReadRover!

PREVIEW

Name: _____ 104

Curriculum Connection
C3.2, C3.5, C3.8

Local Inferences

Make inferences based on the sentences below.

Long-Lasting Battery: Dive into stories for weeks on a single charge.

Thousands of 5-Star reviews from book lovers everywhere.

Protects your e during gest reading marathons.

99% Reader Satisfaction: Our customers about Rea ver experience!

Global Inferences

Make 4 inferences based on the enti t.

PREVIEW

Name: _____ 105

Curriculum Connection
C3.2, C3.5

Inferences – Implicit or Explicit Evidence

Explicit Evidence: Explicit evidence is like a clear sign pointing to a fact.
- Example: if a character says, "I love playing soccer," it's explicit evidence they enjoy the sport.



Implicit Evidence: Implicit evidence is more like a hidden clue you have to figure out.
- Example: Imagine a story describes a character always wearing a soccer jersey and talking about last night's game; we infer they like soccer. It's not said directly, that's implicit!

PREVIEW

Instructions: The evidence provided is explicit, meaning it's directly stated. Form an inference or draw based on this clear evidence.

Example – Evidence	The sign says "No Parking."
Inference	I should move my car, or I need to find somewhere else to park.

1) Explicit Evidence	Alex won the race.
Inference	

2) Explicit Evidence	The temperature was -10 degrees Celsius this morning.
Inference	

3) Explicit Evidence	Joshua was the group member who held the doors.
Inference	

4) Explicit Evidence	Our math homework is due on Wednesday, according to the board.
Inference	

5) Explicit Evidence	The sign in front of the library says, "Closed for Two Weeks."
Inference	

6) Explicit Evidence	Mrs. Greene wrote "Excellent work!" on the top of Marina's essay.
Inference	

Name: _____ 107

Curriculum Connection
C3.2, C3.6, C3.8

Inferences - Persuasive Writing Letter

Dear Students,

I trust this message finds you well and ready to embrace an initiative close to my heart and critical to our future: conserving water. As the principal of our school, I am passionate about leading our community in sustainability efforts, and water conservation is a key aspect of this.

Let's start [illegible] some straightforward facts. Environment Canada's statistics are eye-opening; t[illegible] that the average Canadian uses about 329 litres of water each day. When w[illegible] to our school setting, consider the water consumed not just in wash[illegible] but also for activities like irrigating our sports fields.

You've li[illegible]y noti[illegible]nt i[illegible]stallations and upgrades around the campus, such as the new wate[illegible]at a[illegible]ifically designed to efficiently fill reusable water bottles. This is a [illegible]te m[illegible]ase plastic waste and encourage our students and staff to rethink [illegible]dai[illegible]

Furthermore, the new plan[illegible] we[illegible]n randomly. They were chosen because they require less wate[illegible]s no[illegible]ter but also teaches us about the beauty and resilience of native plant sp[illegible]t are[illegible]d to our climate.

The 'Turn Off the Tap' signs in the bathrooms, serv[illegible] rem[illegible]hat we each have a responsibility towards water preservation. It is [illegible]ted th[illegible]dripping tap can waste over 9,000 litres of water a year.

Why does all this matter? Freshwater is a precious reso[illegible]alth[illegible]anada has a significant amount of it, not all regions are as fortunate. By [illegible]g ac[illegible]pare ourselves to be conscientious citizens of a global community where [illegible]ects billions.

Moreover, if we were to cut down our school's water usage by even 10%, w[illegible] could save thousands of litres each year. Just imagine the impact of those savings on both the environment and our utility expenses, which could be redirected to educational resources and extracurricular activities.

In conclusion, I urge you to join me in this vital mission. Every effort counts, from the individual choice to use a refillable water bottle to the collective action of maintaining our gardens responsibly. Together, we can make a significant difference and ensure that our school is a beacon of environmental stewardship.

With anticipation of your support,

Principal Mr. Garner

PREVIEW

Name: _____ 108

Curriculum Connection
C3.2, C3.6, C3.8

Local Inferences

Write an inference from the evidence below.

Explicit Evidence	"The average Canadian uses about 329 litres of water each day"
Inference	

Explicit Evidence	"It is estimated that a single dripping tap can waste over 9,000 litres of water a year."
Inference	

Implicit Evidence	"...plants you see were not chosen randomly"
Inference	

Implicit Evidence	"The 'Turn Off the Tap' signs ... as a reminder that we each have a responsibility ..."
Inference	

PREVIEW

Global Inferences

Make 3 inferences based on the entire letter.

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Block 6: Expository Texts

Focus

PREVIEW

- ✓ Cause and effect text forms and example essay
- ✓ Compare and contrast essays – forms and example essay
- ✓ Problem and solution report – text pattern: the order of the report
- ✓ Diversity, inclusion, and accessibility themes –
- ✓ Five-paragraph essays and thesis statements
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Synthesizing

Name: _____ 112

Curriculum Connection
C1.2, C1.3

Reports – Text Features

Introduction to Reports

A report is a structured form of writing that is designed to inform its reader about a particular topic. It is often used to present the findings of an investigation or study, and to outline facts clearly and concisely. Typically, reports are divided into sections with headings and subheadings, which makes the information easier to locate and understand.



Key Text Features of Reports

Reports have many key text features that help to organize the content and make it accessible to readers.

- Titles: These immediately inform the reader about the subject of the report.
- Headings and Subheadings: Break up the text into manageable sections and highlight the main points of the report.
- Paragraphs: A report is divided into paragraphs, each covering a new idea or piece of information.
- Bullets and Numbered Lists: These present information in a clear and ordered way.
- Table of Contents: Found at the beginning, it lists the titles of sections and the page numbers where they can be found.
- Icons: Small, symbolic images used to draw attention to specific points.
- Preface: A short introductory section that describes the scope, purpose, and background of the report.
- Glossary: Located at the end, it provides definitions of terms used that might be unfamiliar to the reader.
- Bibliography: Also at the end, it lists the sources and references used in the creation of the report.
- Infographics: Visual representations of information, such as charts or diagrams, that help to explain data more clearly.

Why Text Features Are Important

Text features play a crucial role in the effectiveness of a report. They structure information logically and draw attention to key points. They further enhance comprehension by presenting key information in an easily digestible format. This organization not only highlights important information but also improves the report's accessibility, allowing readers to quickly skim through and grasp the main ideas.

By understanding and utilizing these text features, students can both write and comprehend reports more effectively. These tools are essential for presenting information in a way that is informative, clear, and engaging.

PREVIEW

Name: _____ 113

Curriculum Connection
C1.2, C1.3

True or False Is the statement true or false?

1) Icons in reports are used to highlight important information.	True	False
2) Infographics are used to complicate the information in a report.	True	False
3) Bullet points make information easier to understand and remember.	True	False
4) A report is always written without sections or headings.	True	False
5) A glossa ontains definitions of complex terms.	True	False

Scaver Hu fiction book and look for examples of the text features from the di down the name of the book and the page number on which it can

Text Form	k Name	Page Number
Heading and Subheading		
Paragraphs		
Bullets and Lists		
Table of Contents		
Icons		
Preface		
Glossary		
Bibliography		
Infographics		

PREVIEW

Name: _____ 116

Curriculum Connection
C1.2, C2.2

Problem and Solution Report

Preface
This report is designed to educate students about the critical environmental issue of plastic pollution. It highlights the severity of the problem and presents viable solutions that could significantly reduce the impact of plastics on our planet.

The Plastic Problem: A Global Crisis
Plastic po[illegible]n is a pervasive and growing issue that affects land, waterways, and oceans w[illegible]. Every year, millions of tonnes of plastic waste enter our environ[illegible]s harm to wildlife, ecosystems, and potentially human health.

The Co[illegible]sue: E[illegible]lastic Waste
Our reliance o[illegible] pla[illegible] has led to an overwhelming amount of waste that our current dis[illegible]thods[illegible]anage. Much of this plastic ends up in natural habitats, where it t[illegible]ke h[illegible]rs to decompose.



Solutions: Strategies for Reduction
Solution 1: Recycling and Reusing Initiatives
Encouraging recycling and reusing plastic materials can significa[illegible]y c[illegible] the amount of new plastic produced and discarded. Establishing more com[illegible]nity recycling programs and educating citizens on the importance of recycling are crucial steps.

Solution 2: Alternative Materials and Legislation
Developing and using biodegradable materials as alternatives to traditional plastics could reduce pollution. Additionally, the introduction of laws to limit single-use plastics, like plastic bags and straws, can drive change toward more sustainable options.

Through knowledge and action, we have the power to address the issue of plastic pollution and protect our planet for future generations.

PREVIEW

Name: _____ 117

Curriculum Connection
C1.2, C2.2

Text Forms Answer the questions below.

1) What main headings are used in the report?

2) Were th[illegible]m and solutions clearly written in the report? Explain.

3) Which solution do you t[illegible]tter? E[illegible]why.

PREVIEW

Evaluate Evaluate the report based on [illegible]feat[illegible]used

1) Was this report easy to understand?

❑ Very Easy	❑ Easy	❑ Neutral	❑ Somewhat difficult	❑ Very difficult

2) How did the layout of the report help you understand it?

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Name: _____ 118

Curriculum Connection
C1.2, C2.2

Cause and Effect Report

Introduction to the Issue
In today's educational landscape, digital devices are ubiquitous in the lives of Grade 8 students. While these devices can be powerful tools for learning, they also introduce distractions that can significantly impact students' academic performance and well-being.

The Root [illegible] Digital Intrusion
Digital di[illegible]s primarily originate from the constant presen[illegible]es, tablets, and laptops. These devices prov[illegible]ames, social media, and messaging apps w[illegible] can d[illegible]ion away from educational tasks.



- Social me[illegible]ns
- Online game[illegible]deos
- Text messages [illegible]alls

Effects on Learning
The presence of digital distract[illegible]s ha[illegible]on students:

- Decreased Focus

Regular interruptions from digital devices can br[illegible]conc[illegible]n, making it harder for students to follow lessons and understan[illegible]lex c[illegible]

- Lowered Academic Performance

The disruption in focus can lead to poorer academic [illegible]as s[illegible]s might find it difficult to complete assignments or prepare for exams[illegible]tive

- Impact on Mental Health

Excessive screen time and the need to constantly respond to notificati[illegible] increase stress levels and negatively affect students' mental health.

Bibliography

- "Digital Distractions in the Classroom: Student Performance and Behaviour." Journal of Educational Research, vol. 112, no. 2, 2019, pp. 131-138.
- Smith, A. "The Impact of Digital Devices on Attention Span and Student Well-being." Educational Psychology Today, 2020.
- Thompson, L. "Screen Time and Its Effect on Adolescent Development." Child Development Perspectives, vol. 5, no. 4, 2021, pp. 45-50.

This cause-and-effect report has outlined the ways in which digital devices can distract students, potentially hindering their academic and personal growth.

PREVIEW

Name: _____ 119

Curriculum Connection
C1.2, C2.2

Evaluate Evaluate the report based on the text features used.

1) Describe the cause and then write the effects of the cause.

Cause	
Effect	
Effect	
Effect	

2) We[illegible] cause a[illegible] clearly written in the report? Explain.

3) Create a glossary of these wor[illegible] fro[illegible].

Ubiquitous	
Intrusion	
Concentration	
Disruption	

4) Give the report a suitable title.

5) How did the bibliography add to the authenticity of the report?

PREVIEW

Name: _____ 120

Curriculum Connection
C3.2, C3.4

Inferencing Practice

Inference Read the short reports written by Indigenous people in Canada. Then make an inference based on what you read.

Respecting the Potlatch: A Vital Indigenous Tradition

Hello, I'm Cedar Song from the Kwakwaka'wakw Nation. The potlatch ceremony is a cultural tradition for many Indigenous peoples on the Northwest Coast of North America.

Cultural Im tance and Custom

The potlat d to commemorate special occasions such as births, weddings, and significan ents. It's a time of giving, feasting, and storytelling, where wealth is distrib s form of gifts. This event, often held in the winter, is a funda al way of g community bonds and passing down traditions.

_____

_____

Exploring Indigenous Story rough phs

My name is Soaring Eagle, and g t people. I am excited to share about the use of hieroglyphs, a unique aspect nguage and culture. Hieroglyphs for us involve using symbo ecord s important events on various materials like birch bark.

In our Mi'kmaq communities, hieroglyphs a n mo writing; they are a bridge to our past. Every symbol has a purpose, w er i event, illustrate life lessons, or portray elements of the natural world. bols h ep our customs and collective wisdom alive for future generatio

_____

_____

Understanding Indigenous Language Through Cree Syllabics

My name is Whispering Pines, and I'm part of the Cree Nation. In our community, we use syllabics to write down our language, capturing our thoughts and stories. These symbols reflect the sounds of the Cree language and are written to match how we speak.

Writing in syllabics is more than putting words on paper; it's a way to keep our culture and spirituality alive. Each syllabic character carries its own beat of Cree life, telling stories of the land, the sky, and the water that surround us. It's a beautiful way to express who we are and to pass down our teachings to the young ones.

_____

_____

PREVIEW

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Name: _____ 123

Curriculum Connection
C1.2, C3.3

Problem and Solution Letter

Dear Editor,

I am writing to address a concern that is affecting many students in our community, which is the lack of access to healthy food options in our school cafeterias. It has come to my attention that the choices available during lunch are often high in sugar and low in nutritional value, which is not conducive to the learning e[illegible]ealth of our students.



Th[illegible]ins with the limited budget for s[illegible] pr[illegible] which results in the purcha[illegible]f che[illegible]ssed food items. Additionally, [illegible]k of [illegible]ation about healthy eating [illegible]mong[illegible] which further exacerbate[illegible] is[illegible] more likely to choose less nu[illegible]s[illegible]ption[illegible] available.

The solution to this problem re[illegible]s a mu[illegible]ed approach. Firstly, increasing the budget for school food program[illegible]uld e[illegible]for the purchase of fresher, healthier food items. Introducing lo[illegible]its a[illegible]les can be a game changer for the health of our students. Secon[illegible]n[illegible]ti[illegible]tion education into the curriculum can empower students to mak[illegible]r foo[illegible]ces. Lessons on how to read nutrition labels and understanding the[illegible]ts o[illegible]f[illegible]ds over processed ones would be particularly beneficial.

Moreover, schools could collaborate with local farmers or est[illegible] school gardens, which would not only provide fresh produce but also offer educational opportunities for students. Lastly, creating a student-led committee to give input on the cafeteria menu could ensure that the food is both appealing and nutritious.

These solutions, though requiring initial effort and investment, could have long-lasting positive effects on student health, well-being, and academic performance. Ensuring our students have access to nutritious food is paramount, and with the cooperation of our school community, it is an achievable goal.

Sincerely,
Professor Sandra Jules

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C1.2, C3.3

Evaluate

Evaluate the letter based on the text features used.

1) What was the problem stated in the letter?

2) An expos[illegible]ry letter exposes facts. Did this letter have facts? Give examples.

3) Would you ra[illegible]a prob[illegible]tion report or letter? Explain.

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Reflection

Answer the questi[illegible]low.

1) Do you agree or disagree with the points made in th[illegible]? Explain[illegible]easoning.

2) How did the layout of the letter help you understand? Would it be better if the solutions were stated before the problem in the letter?

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Essays – Text Features

Understanding Essays

An **essay** is a piece of writing that is usually quite short and focuses on one subject. It can discuss, explain, or present an argument about that topic. Essays are not like stories or news articles. Instead, they often share a personal viewpoint - usually the writer's own thoughts. M people write essays at work or for school projects.

Key Feat E ay

To he reader u d and follow the main ideas, essays have certain features:

- Headings a gs: se point the reader to the main parts of the essay.
- Introduction clusio rts open and close the essay. The introduction presents the topic, hil aps up the main ideas.
- Main Argument or Thesi nt: introduction, this sentence gives a preview of the central idea or rgu es
- Paragraphs: Essays are made up of graphs ach agraph talks about one specific idea that helps explain or support t arg

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Different Kinds of Essays

Depending on the purpose and topic, there are several type say

- Narrative Essays: These essays tell a story to get a point across
- Descriptive Essays: These focus on the details about a subject to help the reader imagine it as if they were seeing it.
- Chronological Essays: These lay out events or ideas in the order that they happened.
- Cause and Effect Essays: These explore the reasons why something occurred and the results that followed.
- Compare and Contrast Essays: These compare similarities and differences between two subjects.
- Argumentative Essays: These essays make a case for a particular point of view, providing evidence and reasons to support it.

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True or False

Is the statement true or false?

1) Essays do not present the author's point of view.	True	False
2) Essays should have an introduction and a conclusion.	True	False
3) The main argument of an essay is called the thesis statement.	True	False
4) Descriptive essays focus on the sequence of events.	True	False
5) Argume[illegible]e essays provide evidence to support opinions.	True	False

Matchi[illegible]a[illegible]rom the essay topic to the type of essay that would be used.

Type of Essay	[illegible]y Topic
Narrative	[illegible] to do homework individually or in groups?
Descriptive	A[illegible]ay in [illegible]f a Canadian astronaut.
Chronological	[illegible]edu[illegible]ers of Canada and the United States.
Argumentative	The se[illegible]xperie[illegible]routine festival in Quebec.
Compare and Contrast	The historical e[illegible]f the [illegible]ter Olympics.

Think

Think of topics you would want to wr[illegible]for e[illegible]ssay type.

Type of Essay	Essay Topic
Narrative	
Descriptive	
Chronological	
Argumentative	
Compare and Contrast	

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C1.2, C1.3

Compare and Contrast Essay – Educational Systems

Comparing Educational Systems: Canada vs. United States

Introduction
Education systems play an important role in shaping the future of our societies. The purpose of this essay is to look at the school systems in Canada and the United States. We'll see how they are similar and what makes them different, like who decides what schools teach, how teachers work, how students are tested, and how schools help students from different backgrounds.



Curriculum and Control
The Canadian education system is governed at the provincial level, leading to significant differences in curriculum and practices across the country. In contrast, the United States education system is controlled at local and state levels, with federal influence through funding and law making.

Teaching and Evaluation
Canadian teachers generally hold a Bachelor's degree and additional certification from a provincial college of teachers. In the U.S., requirements can vary widely by state, but all teachers must have a Bachelor's degree and complete a teacher education program. When it comes to student evaluation, Canadian schools tend to use various assessment methods with an emphasis on formative assessment (feedback while working), whereas U.S. schools have a stronger emphasis on standardized testing.

Structure and Stages
Both systems have multiple stages: elementary, middle, secondary, and post-secondary. In Canada, elementary usually goes from Kindergarten to Grade 8, followed by secondary school until Grade 12. In the U.S., elementary often runs to Grade 5, then middle school up to Grade 8, and then high school concludes with Grade 12. Post-secondary institutions in both countries offer a wide range of programs, but tuition fees are typically higher in the United States.

Social Context and Inclusivity
Canadian schools often emphasize bilingualism, with French and English as official languages. They also focus on inclusivity and multiculturalism. U.S. education integrates diversity in its curriculum but also faces challenges regarding equal access to quality education across different socio-economic groups.

Conclusion
In conclusion, Both countries aim to provide quality education but differ in governance, teaching methods, and educational stages. Canada emphasizes provincial control, bilingualism, and inclusivity, while the U.S. highlights local governance, federal influence, and standardized testing.

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True or False

Is the statement true or false?

1) Canadian teachers do not require a Bachelor's degree.	True	False
2) The U.S. has lower post-secondary tuition costs than Canada.	True	False
3) Canadian schools emphasize bilingualism in their curriculum.	True	False
4) Both countries offer public, private, and home-schooling options.	True	False
5) In the U.S., elementary often runs from Kindergarten to Grade 8.	True	False

Evalu

Answer the following questions.

1) Identify the the t used in the essay and write it down.

2) Which text features were us e and they help you understand better?

Compare

Create a table to compare the differences b anadi and US educational systems.

Canadian Educational System	US Educational

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C1.2, C1.3

Chronological Essay – Indigenous Groups

Indigenous Groups in Canada: A Brief History

Introduction

Canada's Indigenous peoples have a long and rich history that predates the arrival of Europeans by thousands of years. They are not one homogenous group but rather comprise First Nations, Inuit, and Métis, each with distinct cultures, languages, and traditions.

Pre-Conta

Before E ct, Indigenous groups thrived across what is now Canada. They lived wi nd, hunting, fishing, and farming, with societies structured aroun plex sy overnance. For example, the Iroquois Confederacy, known for its sophistic sys was established long before Europeans arrived.

European Conta

The arrival of Europ in th marked a significant change. Initial interactions involved trad rly i nd were sometimes beneficial. However, as mor arr ous lands were taken, and populations were des yed ht by Europeans.



Treaties and the Indian Act

In the 18th and 19th centuries, various treaties we ned, d to define the rights and land of Indigenous peo fortu y treaties were not honoured. The Indian Act of 187 the Indigenous rights, imposing government control over spects of ves.

Residential Schools and Reclamation

The late 19th and 20th centuries saw the introduction of residential assimilate Indigenous children into European-Canadian culture. This ng effects on Indigenous languages and cultures. It wasn't until the late 20th ry that Indigenous groups began to reclaim their rights, culminating in the recognition of existing Aboriginal rights in Canada's Constitution Act of 1982.

Current Times

Today, there is a growing recognition of the injustices faced by Indigenous peoples. Efforts are ongoing to preserve Indigenous cultures and languages, and steps are being taken towards reconciliation, working towards a more equitable future.

Conclusion

The history of Indigenous groups in Canada is a tale of resilience and strength. Despite the adversities, Indigenous peoples have maintained their distinct cultures and continue to contribute to the fabric of Canadian society, aiming for a future that respects treaties and their inherent rights.

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C1.2, C1.3

True or False — Is the statement true or false?

1) Indigenous peoples in Canada are all part of a single group.	True	False
2) The Indian Act was established in the 18th century.	True	False
3) Residential schools were intended to assimilate Indigenous children.	True	False
4) The Constitution Act of 1982 recognized Aboriginal rights in Canada.	True	False
5) European contact initially included beneficial trade relationships.	True	False

Evalu — Answer the following questions.

1) List the three d ps t comprise Canada's Indigenous peoples.

2) What was the purpose of th es s d 8th and 19th centuries?

3) In your opinion, what is the significance of ackno ed wh ards Indigenous peoples?

4) How does the chronological structure of the essay help in understanding the history of Indigenous peoples in Canada?

5) How easy was it is to understand the essay due to the text pattern?

❑ Very easy	❑ Easy	❑ Neutral	❑ Somewhat difficult	❑ Very difficult

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C1.2, C1.3

Five Paragraph Essay – Thesis Statement

In an essay, a thesis statement tells us what the essay is about. A 5-paragraph essay usually includes:



- **Introduction**: This is the first paragraph, which has the thesis statement.
- **Body paragraph 1**: Talks about the first main point.
- **Body paragraph 2**: Covers the second main point.
- **Body p graph 3**: Goes over the third main point.
- **Concl** nds the essay by saying the thesis again but with different words.

Finding ment in a 5-paragraph essay is simple. It tells us the three main point wil so we know what to expect. It is written in one sentence.

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Find Below es of i tions for essays. Underline the thesis statements below. Ther the t ints in the thesis statements.

1) As teenagers grow, their b ed to develop properly and stay active. This essay will explore why it's c ial f o prioritize nutritious meals over fast food, the benefits of balanced diets e imp od eating habits on their overall well-being.

2) Social media has become a dominant force in th g pe day. In this essay, we will examine how social media platforms inf nage ceptions of themselves, their effect on mental health, and the importa sin responsibly.

3) Canadian Confederation marked a pivotal moment in the nation's histo his essay will outline the events leading up to the formation of Confederation, the key figures involved in this process, and how it shaped the country's future.

4) The exploration of space has always fascinated humankind. In the upcoming paragraphs, we will explore the reasons behind investing in space travel, the benefits it brings to Earth, and the potential for future discoveries.

5) As the world seeks sustainable energy solutions, renewable resources are increasingly important. This essay will focus on the advantages of renewable energy sources, compare them to fossil fuels, and highlight their potential to change how we power our lives.

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C1.2, C1.3

Five Paragraph Essay – Thesis Statement

Write Read the first part of the introductions below and then write the thesis statement. You will need to think of 3 points related to the topic.

1) The stars above us hold many secrets. In this essay, _____

_____

_____

2) Have you ever w___ed wh___ different school systems in Canada and the United States? This essay _____

_____

_____

3) Robots might seem like science fiction, but they're par___ ver___ives. This essay will _____

_____

_____

4) Music can have a deep effect on the development of teenagers. As you read this essay, you will learn _____

_____

_____

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What is Synthesizing?

The Meaning of Synthesizing

Synthesizing is like putting together a puzzle. When you synthesize information, you combine pieces from different sources to create a new, complete picture. Imagine reading several articles about a historical event. Each one provides unique details. Synthesizing involves blending all those details into one comprehensive story.



Steps to S

There ar ou can follow to synthesize information effectively:

- G es: y collecting various pieces of information on your topic from boo rticles materials.
- Identify Ke fo in ideas in each source. What is the core message or fact presen
- Compare and C t: Co e in ideas with each other.
- Connect Ideas: Fin k the eas together.
- Create a New Understa the ideas to form a new, broader understanding of the topic.

Why Synthesis Is Important

Synthesizing is crucial for several reasons:

- Critical Thinking: It encourages you to think abou ead or learn, going beyond memorization.
- Problem Solving: Synthesizing helps you see the b whic in solving complex problems.
- Learning: When you synthesize, you learn to recognize pa ns tions, which helps in understanding new concepts.
- Communication: Being able to synthesize allows you to share infor a clear and organized way, which is a valuable skill in both writing and speaki

Building Synthesis Skills

To become skilled at synthesizing, practice is key. Here are some ways you can develop your synthesizing abilities:

- Note-Taking: As you read or research, write down important points. This helps you remember and organize information.
- Questioning: Ask questions like "What's the main idea?" or "How does this information fit together?"
- Discussing: Talk about what you've learned with others. Explaining your understanding out loud can help clarify your thoughts.
- Writing Summaries: Try to write a brief summary of the information from multiple sources, highlighting how they connect.

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C3.3

Synthesize

Answer the questions below.

1) **Comparative Synthesis**: How is the process of synthesizing information similar to putting together a puzzle? Why do you think the author used this analogy?

2) **Evaluati** is it important to compare and contrast information from different sources b an opinion?

3) **Critical Thinking**: How d sizin tion help you make better decisions? Give an example.

4) **Reflection**: Why do you think the author compares synth to s picture? Do you agree with this comparison? Why or why not?

PREVIEW

Word Search

Find the synthesizing related words.

- ❑ Analyze
- ❑ Combine
- ❑ Compare
- ❑ Connect
- ❑ Construct
- ❑ Create
- ❑ Details
- ❑ Develop
- ❑ Ideas
- ❑ Integrate

C O M P A R E S W X F A A N A L Y Z E B
C O N S T R U C T X C O M B I N E O M K
D E V E L O P W I D E A S Z L J Y J O K
C O N N E C T D E T A I L S H M U Q Q S
I N T E G R A T E T M F K C R E A T E S

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Curriculum Connection
C1.1, C1.3

5-Paragraph Essay – Comparing Lifestyles

Diverse Cultures, Diverse Lifestyles

Traveling around the world, you'll spot that people in different places do things in their own special way. This essay will cover the following: what a regular day looks like for different cultures, what's on their dinner plates, and how they party during festivals. By peeking int hese parts of life, we can understand the differences between cultures.

One ost important aspects of lifestyle is the daily routine, which includes work, l a time. In many Western cultures, there is a significant emphasis on individ hiever areer progression, which often leads to a fast-paced and structured dai onv in Eastern cultures, there tends to be a stronger focus on family and munit gatherings and family meals playing a central role in everyday life.

Food and dietary habits oth h which cultural lifestyles manifest. Mediterranean diets, for example, are f or the h benefits and consist largely of fresh produce, grains, and olive oil. In stark cont trad Inuit diets in the Canadian Arctic rely heavily on meat and fish, a tatio ese eating habits are not merely preferences but are deeply rooted in th menta tions and historical practices of the regions.

Cultural festivities and traditions also offer a lens into the life nity. Festivals like Diwali in India, celebrated with lights and fireworks, and the val in Brazil, marked by parades and music, are integral to their respective cultures. These events are often expressions of cultural heritage and collective joy, showcasing the importance of community involvement and the preservation of tradition.

In essence, the lifestyle of a culture is a tapestry of its people's daily routines, food habits, and traditional celebrations. The contrasts between different cultures' lifestyles are as instructive as they are fascinating, offering a window into the values and priorities of societies around the world. Through understanding and respecting these differences, we can foster greater cross-cultural awareness and harmony.

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C1.1, C1.3

Questions Answer the questions related to the text features/forms/patterns.

1) What is the title of the essay? What does it tell you about the essay's main topic?

2) How ma[illegible]ragraphs does the essay contain? Which paragraph introduces the main points?

3) Does the essa[illegible]rmal [illegible]l tone? Provide an example from the text.

4) Thesis statement: Write the thesis statement h[illegible]

5) How is a 5-paragraph essay organized?

6) Write 3 ideas for essays you might be interested in writing about.

1)	
2)	
3)	

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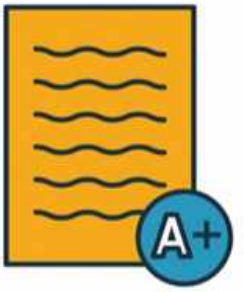
C1.1, C1.3

Blog Post – Listing Information

10 Effective Strategies to Boost Your School Grades



As students, striving for better grades is a common goal. Here's a list of ten **straightforward** strategies to help elevate your academic performance:

1. **Set Sp[illegible]s Goals**: Start with clear, achievable objectives for each subje[illegible]ould mean aiming for a certain percentage or mas[illegible]ec[illegible]ic concept.

2. **O[illegible]e Your [illegible]** a planner to manage your time wisely. **Allot** specific hours for homework[illegible] br[illegible]s to balance your workload.

3. **Create a Study [illegible]dule**: [illegible]e [illegible]tudy material into manageable sections and spread your study [illegible] a[illegible]st-minute **cramming**.

4. **Active Participation**: Enga[illegible]vely [illegible]en attentively, ask questions, and participate in discussions to clarify [illegible]

5. **Effective Note-Taking**: Develop a consistent m[illegible] for[illegible]notes. Organized notes can be incredibly helpful for review before[illegible]

6. **Understand, Don't Memorize**: Focus on understand[illegible]e material[illegible] than just memorizing it. This helps you apply knowledge to di[illegible]es/[illegible]estio[illegible]

7. **Regular Revision**: Make it a habit to review your notes regularly[illegible] learning and helps transfer knowledge to long-term memory.

8. **Seek Help When Needed**: If you're struggling with a topic, ask for help. This could be from teachers, classmates, or even educational videos online.

9. **Healthy Lifestyle Choices**: Never underestimate the power of good sleep, proper nutrition, and regular exercise. A healthy body fosters a sharp mind.

10. **Self-Assessment**: Test yourself frequently on the material you've learned. Practice with past tests, quizzes, or create your own questions for review.

Improving grades isn't about working harder, but about working smarter. Implementing these strategies can make a significant difference in your academic journey. Remember, consistency is key, so keep at it, and you'll see the results in your report card!

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C1.1, C1.3

Text Forms Answer the questions below.

1) Blog posts often include a list rather than paragraphs. Why do you think that is?

2) Blogs ar[illegible]itten to get clicks. Write a new title that is "click bait."

Synthesize [illegible]thesi[illegible]ary for the bolded words in the blog post.

Evaluate Evaluate the blog post by answering the follo[illegible]

1) Did you like the blog post? What did you like/not like?

2) Do you trust this information? What might make you trust it more?

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Block 7: Poetry

PREVIEW

Focus

- ✓ Literary devices in poetry – Irony, Satire, and Allusion
- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Making inferences based on implicit evidence in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

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Curriculum Connection
C1.2, C3.1

Literary Devices Used in Poetry

Poetry: A World of Expression

Poetry is a unique form of writing that expresses ideas, feelings, and stories in a rhythmical and compact way. Unlike stories or essays, poetry often uses fewer words to convey more meaning. Each word in a poem is carefully chosen by the poet because it carries a lot of weight and can have many layers of interpretation. Poets use various techniques like rhythm, rhymes, and breaks in lines (called line breaks) to create a certain f to emphasize particular words or ideas.



Shakespeare

Literary

Poet ry devices to add depth and emotion to their poems. These device to pa e in the reader's mind, tug at their emotions, and make the poem memora mmon devices used in poetry:

- Irony: This is rds c aning opposite to their literal meaning. For example, saying hing bad happens.
- Satire: Satire is the u our, ir geration, or ridicule to criticize people's foolishness or vices, par contemporary politics and other topical issues.
- Allusion: An allusion is a brief and i refere erson, place, thing or idea of historical, cultural, literary or poli al signif e. It ot describe in detail the person or thing to which it refers.
- Metaphor: A direct comparison between two t t have something in common. For instance, "The classroo eehive vity" compares a classroom to a beehive to suggest it's ver
- Simile: A comparison using 'like' or 'as' to show similarities betw things. For example, "The lake was as smooth as glass".
- Alliteration: The repetition of the same consonant sound at the begin words in a line or verse. "The whispering winds were wistful" is an example.

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The Structure of Poetry

The structure of a poem refers to the way it is organized and presented. This includes the length of the lines, the arrangement of the lines into stanzas (groups of lines), and the overall format on the page. Some poems have a very structured format, like a sonnet, which always has 14 lines and a specific rhyme scheme. Other poems may be more free-form, with no strict rules about length or rhyme. This freedom allows the poet to play with language in creative ways, using the structure to help express their ideas or feelings.

Understanding poetry can be like solving a puzzle. Each poem has its own unique message and beauty, waiting to be discovered. By exploring the various devices and structures poets use, you can gain a deeper appreciation of this art form.

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C1.2, C3.1

Answer | Answer the following questions.

1) What do you think is the meaning of this metaphor "The sun is a golden artist, painting the sky with the colours of dawn and dusk."

2) Read the passage below and answer the following question:
"In her late[illegible]op song, the singer refers to dancing through life like a modern-day Cinderella[illegible]ks about feeling stronger than Hercules during a trial."

How did [illegible] song use allusion? Give the two examples and what they each mean[illegible]

PREVIEW

3) Which literary device(s) is used in the lines be[illegible]

1) The fire station burned down while the firefight[illegible]	
2) At 'Tony's Healthy Gym', the bestseller is the giant cho[illegible]tei shake.	
3) He was the class's Robin Hood, sharing his snacks with everyone	
4) His backpack was as heavy as a bag of bricks.	
5) Her eyes were searchlights, uncovering the hidden truths.	
6) Peter's puppy pounced on the pink plush pillow.	
7) Her backyard garden was like Eden, but she wouldn't share the apples.	
8) Our school's 'No Child Left Inside' policy includes snow days and hurricanes.	
9) The English teacher was notorious for misspelling words on the whiteboard.	
10) The moon was a silver coin, tossed into the night sky.	

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C1.2, C3.1

Types of Poems

Poetry comes in many shapes and sizes. Here are four types of poems that have unique rules and structures:

Haiku:
A haiku is a traditional Japanese form of poetry that has three lines. The first and last lines have five syllables, and the middle line has seven. Haikus often focus on nature or seasons.

Gentle morning dew,
Glistens on silent green leaves —
Daybreak whispers soft.



Cinqua
A cinquain is a [illegible] th[illegible]esn't rhyme. Each line has a set number of syllables: two in the first, [illegible] seco[illegible] the third, eight in the fourth, and two in the fifth.



[illegible]ooks,
Ope[illegible]lds,
[illegible]ski[illegible]e[illegible]ow,
Ad[illegible]entu[illegible]s,
[illegible]pe.

Limerick:
A limerick is a funny poem with five lines. Lines [illegible]wo, a[illegible]e[illegible] with each other and usually have seven to ten syllables. Lines three [illegible]me wi[illegible]h other and have five to seven syllables.

There once was a cat from Kilken[illegible]
Whose tail was as long as any.
It got in a knot,
Which really hurt a lot,
That silly old cat from Kilkenny.



Acrostic:
An acrostic poem uses the first letters of a word to start each line of the poem. All the lines together describe or relate to the first word or title.



Soothing waves crashing
Endless blue horizons stretch
As seagulls soar high
Salt fills the cool breeze
Onwards, the beach calls my name
Never-ending peace

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C1.2, C3.1

Paraphrase Rewrite the rules for each poem in your own words.

Acrostic	
Haiku	
Limerick	
Cinquain	

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Visualizing Read each [illegible]ems fr[illegible]ading, and draw what you're picturing.

Haiku	Cinquain

Acrostic

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A3, C1.2, C3.1

Limerick Poem – Allusion

Limerick Poetry – Rural and Urban Life

Limerick poems, with their rhythmic patterns and rhymes, are like a playful dance of words that can bring topics to life. They are excellent for creating vivid imagery and making comparisons that stick in the mind. For students, limericks can make the characteri[illegible] of rural and urban life more relatable by alluding to familiar stories, places, o[illegible] enhancing both understanding and enjoyment.

PREVIEW

Rural Li[illegible]

In a meadow as[illegible] Yoda'[illegible]
Where only wildlife a[illegible]
Life's calm and serene,
Like Hobbiton's scene,
And time flows as slow as honeycomb.





Urban Life

Where th[illegible]ts li[illegible]eart of Stark,
And neo[illegible]ght[illegible]ark,
[illegible]e p[illegible]er slows,
Like a S[illegible]lock episode,
And skyscrapers leave an indelible mark.

The limericks use cool references to things like "Yoda's home" and "Hobbiton" to show how quiet and slow life in the country can be. For the city, they mention "the heart of Stark" and "a Sherlock episode" to show how fast and lively everything is. These clever hints help paint a picture of how different life is in the country versus the city, in just a few short lines, and make it fun to remember.

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A3, C1.2, C3.1

Questions

Answer the questions below.

1) What is allusion?

2) List two examples of allusion you can find.

1)

2)

3) **Inferences**: Make inferences [illegible] What do they mean?

The pace never slows,
Like a Sherlock episode,

In a meadow as green as Yoda's home,
Where only wildlife and farmers roam,

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Questioning

Write 2 questions you had about the poems.

1)

2)

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Curriculum Connection
A3, C1.2, C3.1

Cinquain Poems – Critical Thinking

Cinquain Poetry – Exploring Indigenous Communities Through Cinquain Poetry
Cinquain poems are five-line poems that can capture the essence of their subject through vivid imagery and emotion. Each line has a specific syllable count, which can help condense information into its most powerful form. This type of poetry, combined with strong words, can create a strong image and emotional connection to the subject.

By using cinquain poems, students can learn about the distinctive features of each Indigenous group in a creative and engaging way. The structure of the cinquain allows the poet to focus on the most striking and significant aspects of each community, using vivid imagery and descriptions to bring their stories and cultures to life. Here are six cinquains that reflect the diversity of some of Canada's most famous Indigenous communities:

PREVIEW

Nêhiyaw,
Vast, wild prairies,
Buffalo once roamed free,
Whispering tales in the strong wind,
Stronghold.

Inuit



Harsh cold,
Northern lights dance,
[illegible]ks glide, icebergs loom,
Stor[illegible]old sung in throat's tune,
Ar[illegible]

Mohawk



Strong groups
Warriors fight
Clan mothers' have wisdom,
The keepers of the Eastern Door,
Proud, fierce.

S[illegible]



Salish,
Cedar weaver[illegible],
Salmon streams, oc[illegible]'s
Totems telling me ancient [illegible]les,
Coastline.

Mi'kmaq



Mi'kmaq,
Eastern dawn's light,
Petroglyphs, history,
Eagles soaring over high tides,
East coast.

Haida



Haida,
Carving sculptures,
Totems against the mist,
Ravens trickster creation tales,
West coast.

Name: _____ 157

Curriculum Connection
A3, C1.2, C3.1

Critical Thinking | Answer the questions below.

1) How did the format of cinquains help you learn about these Indigenous communities?

2) Choose one cinquain poem and describe how it makes you feel. What words or lines stand out to you?

3) Which poem did you like the most?

PREVIEW

You Choose | Choose a reading comprehension strategy to help you understand the text – Preview, Making Predictions, Ask Questions, Visualize, Making Inferences, Summarize, Evaluate, Making Connections, Synthesizing

Why did you choose this strategy?

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Name: _____ 158

Curriculum Connection
A3, C1.2, C3.1

Rhyming Poems – Critical Thinking

Rhyming Poetry – Important Landmarks of Canadian Geography

Rhyming poetry is like a tune made with words, where the end of one line has a matching sound to the end of another. The pattern of these rhymes can vary.

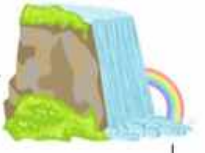
For instance, in AABB, the first two lines rhyme with each other and the next two have a different matching sound. With ABAB, every other line rhymes, and in ABCB, it's just the s[illegible]nd fourth lines that sound the same. Each pattern makes the poem sound [illegible]

PREVIEW



Rocky Mounta[illegible]

In the west, the Roc[illegible]
Majestic peaks, so grand,
From B.C. to Alberta's land,
Wildlife thrives, nature's hand.



Niagara Falls

Niagara's waters, powerful and tall,
[illegible]ntario's pride for one and all,
[illegible]es where the water sprawls,
A[illegible]red, nature's walls.



Great Bear Rainforest

On the coast, where the cedars crest,
The Great Bear Rainforest spans the land,
Raindrops fall at the raven's behest,
Here, in silence, the wild expands.



Bay [illegible]

Nestled sh[illegible]etw[illegible]
Bay of Fundy tid[illegible],
To rise and fall on a rh[illegible]c ledge,
A moonlit dance of ocean's decree.



Canadian Shield

Ancient rocks, a shield so vast,
Covering lands, long and fast,
In Canada's grip, it's firmly cast,
Echoes of the geological past.



St. Lawrence River

St. Lawrence River, a flowing force,
Winds its way from a northern source,
Along its banks, the aspens quiver,
Nature's gifts, the great deliverer.

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Name: _____ 159

Curriculum Connection
A3, C1.2, C3.1

Critical Thinking

Answer the questions below.

1) Re-read the poems carefully. Write 3 things you learned from them about Canadian landmarks.

2) Which p[illegible]e AABB, ABAB, or ABCB rhyming patterns?

	AAAA	ABCB

3) Which poem di[illegible]e the

4) What was your favourite part [illegible]e p[illegible]d explain why it was your favourite.

Quote	
Explain	

PREVIEW

Visualizing

Re-read the poems below and draw what you are p[illegible]aring.

Canadian Shield	Niagara Falls

Name: _____ 162

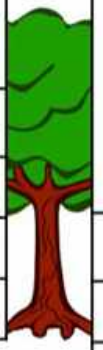
Curriculum Connection
A3, C1.2, C3.1

Identifying Poems and Literary Devices

Instructions Name the type of poem and then circle the literary devices used.

Trees whispering "Shush,"
Leaves mock the silent forest,
Nature's hushed gossip.

Po e	
s Used	
m	Irony
Satire	llu



A baker who feared getting stout,
Ate salads to lessen his doubt,
But when night came around,
In cookies he drowned,
His diet was in, then it sprouted out.

Poem Type	
Literary Devices Used	
Satire	Irony
Allusion	Metaphor

Eag
Mighty as Zeus
Soaring, hunting, ruling,
Like thunderbolts through the night sk
Griffin.

Poem Type	
Literary Devices Used	
Satire	Irony
Allusion	Simile



ve as a lion in the night,
e sky so wide,
Loud 's powerful stride,
tide.

e	
Literary D	
Satire	on
Irony	Simile

Hercules flexed at dawn's first light,
Achilles' heel hidden, out of sight,
Cleopatra's grace in the river's flow,
Odysseus' wit, the winds did blow.

Poem Type	
Literary Devices Used	
Satire	Allusion
Irony	Rhyme



Winter's warm embrace,
Sun blazes on icy face,
Spring's cold, out of place.

Poem Type	
Literary Devices Used	
Satire	Allusion
Irony	Idiom

PREVIEW

Name: _____ 163

Curriculum Connection
A2, C3.7

Activity: I am an Inuk — We are strong: Inuit Poetry

Objective What are we learning more about?

Read the poem "I am Inuk – We are strong" by Inuit poet, Jasmine Qunguliq Alorut from Igloolik, Nunavut. Dissect the poem to gain a deeper understanding of its themes and message.

Instruct do we complete the activity?

1) Step 1: Re m: ide each student with a copy of the poem "I am an Inuk — We g." Rea em aloud to the class or ask for volunteers to read it.

2) Step 2: Initial Reactio dent wn their initial impressions of the poem. What emotions or do

3) Step 3: Highlight Literary Devices: dents hlighters to mark any literary devices they find in the poem.

4) Step 4: Identify Themes: Discuss the themes nt i

5) Step 5: Analyze Tone and Structure: Examine the to poe hapy melancholic, hopeful? Discuss the structure of the poem w d contribute to its meaning?

6) Step 6: Break into Groups: Divide the students into small groups. Ass ch group a stanza to analyze in depth.

7) Step 7: Group Discussion: Within the groups, students should discuss the following questions: What is the significance of the stanza in the context of the entire poem? Are there any key words or phrases that stand out? How does this stanza contribute to the poem's overall theme?

8) Step 8: Class Discussion: Reconvene as a class and have each group share their analyses. Compare these different views to gain a fuller understanding of the poem.

9) Step 9: Personal Reflection: Ask students to write a short paragraph on what the poem means to them personally and why.

PREVIEW

Name: _____ 164

Curriculum Connection
A2, C3.7

Reflection | Write your thoughts about each stanza below.

Stanza 1:

Stanza 2:

Stanza 3:

Stanza 4:

Stanza 5:

PREVIEW

Block 8:
Book Reviews

PREVIEW

- ✓ Bias in book reviews – identify explicit and implicit perspectives
- ✓ Reading comprehension strategy: inferencing
- ✓ Voice: word choice, word patterns, and sentence structure
- ✓ Literary devices in reviews – Irony, Satire, and Allusion

Name: _____ 170

Curriculum Connection
C3.5

Implicit and Explicit Perspectives – Book Reviews

When someone writes a book review, they're sharing their personal thoughts about the book. This is the reviewer's opinion.

Explicit Perspective
An **explicit perspective** is when the reviewer's opinion is stated clearly and openly. For example: "I absolutely loved this book because the adventure was thrilling!" Here, the reviewer is directly saying they loved the book.



Implicit Perspective
An **implicit perspective** is when the opinion is not directly stated, but you can understand it through how something is described. For example: "The pages seemed to turn themselves as the story unfolded." This suggests that the reviewer was very engaged and enjoyed the book, even if they haven't said it outright.

PREVIEW

Perspectives Is the reviewer implicit or explicit in the sentences below?

1) I was amazed by the brilliant characters and plot twists.	Implicit	Explicit
2) Each chapter left me itching to read during math class.	Implicit	Explicit
3) I highly recommend this book to anyone who loves mystery.	Implicit	Explicit
4) Honestly, this was the funniest book I've read all year.	Implicit	Explicit
5) Kids will love this story for its exciting adventures and humor.	Implicit	Explicit
6) The book sat untouched on my shelf after a single chapter.	Implicit	Explicit
7) The dog's loyalty in the story might just bring a tear.	Implicit	Explicit
8) My emotions were on a roller coaster from start to finish.	Implicit	Explicit

Perspectives The author implicitly described their perspective. What do you think it is?

1) Closing the book, she sighed, dreaming of its world.

_____

_____

2) Friends started asking why I was carrying the book everywhere I went.

_____

_____

Name: _____ 172

Curriculum Connection
C3.5

Finding Bias in Reviews

What is Bias in Reviews?
Bias in review writing is when the reviewer lets their personal opinions or preferences unfairly influence their review.

For example, if I love everything about space and write a book review about a space adventure, my bias might make me say the book is awesome just because it's about space, even if the story isn't that good.

Bias

Read the reviews and answer the questions.

PREVIEW

Bo "The Joy of Cooking Brussels Sprouts" – 1/10

As a connoisse ere nd anything deep-fried, "The Joy of Cooking Brussels Sprouts" had m ng my e author, Kale P. Turnipson, gushes over these little green grenad f the st culinary discovery since sliced bread. Come on, who in their right m lear ays to season and sauté Brussels sprouts?

The entire book is a monot de y kids at my school's cafeteria leave behind on their plates. The pictur are prouts, which don't help their unappealing reputation. It attempts to e the f the health benefits and "divine" taste of this notorious veggie.

But let's be real – no amount of fancy seasoni n d true nature of Brussels sprouts. If you're after a book t es the taste buds, this isn't it. My advice? Skip the sprouts and g kbo on desserts instead. That's where the real joy of cooking is a

1) Why is this review a biased review? What is the author's bias?

2) Should you believe everything the author writes about the movie? Why or why not?

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Curriculum Connection
C1.5

Our Voice in Review Writing

What is Voice in Writing?
In review writing, "**voice**" is the unique way a writer sounds on the page. It's like how each person has a different speaking style. The voice in writing can show if the author is excited, serious, or funny, and it helps readers connect with what they're saying.

For example, if I wrote a review saying, "That concert was so loud my ears rang for days!" it shows my energetic, slightly humourous voice about a rock concert experience.

Voice ily of 4 watched a movie and each wrote a review. Read them below.

PREVIEW

A) I a ely love obots in the movie, especially the ones that could transform! They were so a ping spinning into cars and planes!!! The tech stuff was super neat too. C to a ibition now? I wanna see robots in action! Please, can we?

B) I was utterly enchanted by ion e'! The cutting-edge technology on display is something I believe all young uld w This film seamlessly blends learning with fun. It's the ideal choice for hool sc gs. d its informative nature, it's incredibly captivating. But I think the d use moments!

C) It was decent, I guess. Seems like it's more for tech e gotta ough, the special effects and the way they showed the machines wer rad

D) That was a well-crafted tech documentary. It manages to evenly content with entertainment. The visual effects were impressive, and the c tary was compelling. I picked up some interesting insights and enjoyed it all the way through. I'd definitely watch this one again when I've got some downtime.

1) Which family member wrote which review?

Dad		Mom		Teenager		Youngest	

2) Are you 100% positive about the guesses above? Why or why not?

_____

_____

_____

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Name: _____ 181

Curriculum Connection
C3.1

Literary Devices in Reviews

Literary devices in reviews are special ways of using words to make the review more interesting and to help explain how you feel about the book, movie, or music. They make your points stronger and catch the reader's attention.

1. Irony: Irony in reviews highlights discrepancies, like saying a dull movie was "as exhilarating as a nap."
2. Satire: Satire in reviews pokes fun at a work's flaws, e.g., calling a predictable plot "striki innovative."
3. Allusi ions in reviews reference well-known works, like comparing a char to Cinderella's transformation.

PREVIEW

Examine Read below and find examples of the literary devices used.

Movie Review: "W Dry: A Study in Colour" – 5/5 stars

"Watching Paint Dry: A Stu our" is olute thriller of a documentary, perfect for those who find joy in adrena pin the chromatic variety. The film takes you on a wild ride through the h es o various surfaces. And let's talk about the suspense; will the eggshell fi k und ressure, or will the matte remain stoically smooth? It's a rollercoa of emo assy to flat.

Each brush stroke is captured in real-time, prov cine experience as dynamic as a statue. Who knew that w ll could be as enthralling as skydiving? Buckle up for the heart-stopping scene where the colour transitions from be slightly less beige. It's a wild journey through time and paint, a must-see for anyone passionate about the aggressive pace of drying paint. Prepare to be glued to your seat, much like the paint to the



Irony – Why is this review ironic? Give examples of your favourite ironic statements.

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Name: _____ 183

Curriculum Connection
C1.3, C3.2

Review Writing - Inferences

Title: "A Towering Tale of Decisions"



Introduction

Embark on a journey with "The Tower of Choices," a book that cleverly disguises real-life history as an exciting tale, using smart jokes and surprises t[illegible]ke you think and laugh.

Summary

Here[illegible]ent you might know, and Marcus, as reliable a[illegible] a big test. They find a tower where each level is a different point i[illegible]make choices that teach them about the past—like a fun quiz in a giant [illegible]

Thoughts

The author uses allusion, making the to[illegible]ook, with each floor a chapter full of exciting lessons. The phrase "Choo[illegible]Wisely" [illegible]the book like advice from famous leaders, with Lily flipping a coin a[illegible]r did[illegible]out big decisions. The story's fun twists—the trapped animal points to [illegible]s, the mirror pokes fun at how much people can love looking at themse[illegible]like the pattern of our DNA, full of human ups and downs.

This book is like a brain workout. It uses satire, making fun of our m[illegible]in a friendly way, while irony hides in the story, showing us that even as times change, people often stay the same.

Rating

"The Tower of Choices" is a brain-teasing adventure, mixing history and tough decisions with the thrill of a climb. It's full of clever hints and jokes that will make you think and giggle. This book gets five stars for making the old stories of history help us with choices we face today.



PREVIEW

Name: _____ 184

Curriculum Connection
C1.3, C3.2

Examine Read the review on the previous page and find examples of the literary devices used.

Write an example of each of the following literary devices used in the review.	
Allusion	
Satire	
Irony	

PREVIEW

Inferencing [illegible] questions below to show your understanding.

1) Global Inference: Describe what you think this review based on the word choice, sentence structure, and punctuation used). What can you infer about them?

2) Global Inference: Do you think you would like this book? Explain using everything you read in the text.

3) Local Inference: What did the author mean when they wrote, "while irony hides in the story, showing us that even as times change, people often stay the same."

Block 9:
Graphic Texts

PREVIEW

Focus

- ✓ Spatial order, images, graphics, visuals
- ✓ Graphic texts – timelines, comics, maps, infographics
- ✓ Text patterns in graphic text
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategy: Making Connections

Name: _____ 186

Curriculum Connection
C1.3, C1.4

Types of Graphic Texts

Understanding Graphic Texts



Graphic texts are a form of communication that combines images and words to convey information effectively. Unlike traditional texts that rely solely on words, graphic texts include visual elements such as charts, gra illustrations, and diagrams. They are designed to make the prese mation more engaging and easier to understand. For e extbook, you might find timelines illustrating the seq e of e g it easier to follow along.

Types of Grap t

There are several t f gra t you will encounter:

- Comic Strips: Panels ustration ech bubbles that tell a story or a joke.
- Infographics: Visual repres ons data, or knowledge meant to present complex information quickl early.
- Flowcharts: Diagrams that display a process o ries ns step by step.
- Timelines: Lines marked with dates and even show hich historical events occurred.
- Maps: Illustrations of geographical areas that show phy eat boundaries, and other important details.

Key Features of Graphic Texts

To understand and create graphic texts, it's important to know their key features:

- Visual Elements: Pictures, symbols, and icons are used to represent ideas.
- Textual Elements: Captions, labels, and speech bubbles often accompany visuals to provide explanations or dialogue.
- Organizational Aids: Colour coding, bold text, and arrows are used to draw attention to the most important parts of the graphic text.
- Layout: The arrangement of visual and textual elements on a page which guides the reader's eye through the text.

PREVIEW

Name: _____ 187

Curriculum Connection
C1.3, C1.4

Prereading

Before reading, answer the questions below.

Read the title and headings and write what you already know about this subject.

Making C ons

After reading, make the connections below.

Text-to-Self	
Text-to-Text	
Text-to-World	

1) When do you or your family use maps in your life?

2) Where do you see posters/infographics? What are they used for?

3) What comics have you seen before? List them below.

PREVIEW

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Name: _____ 188

Curriculum Connection
C1.3, C1.4

Understanding Comics

Analyze Read the comic and answer the questions.



Circle the text features used:
Speech Bubbles
Thought Bubbles
Captions
Sound Effects
Panels/Frames
Facial Expressions

1) Summarize the comic above. What happened?

2) Is the joke explained explicitly, or is it implicit? Explain the joke.

3) **Literary Device: Irony** – What is ironic about this comic?

PREVIEW

Name: _____ 192

Curriculum Connection
C1.3, C1.4

Understanding Comics

Analyze Read the comic and answer the questions.



Circle the text features used:

- Speech Bubbles
- Thought Bubbles
- Captions
- Sound Effects
- Panels/Frames
- Facial Expressions

1) Summarize the comic above. What happened

2) Is the joke explained explicitly, or is it implicit? Explain the joke.

3) Describe the **satire** used in this comic.

PREVIEW

Name: _____ 193

Curriculum Connection
C1.3, C1.4

Understanding Graphic Texts

Analyze Read the comic and answer the questions.



1) What is the comic about? Describe the joke.

2) Describe the irony of this joke.



1) What is the comic about? Describe the joke.

2) Make a connection: What does this remind you of in your life?

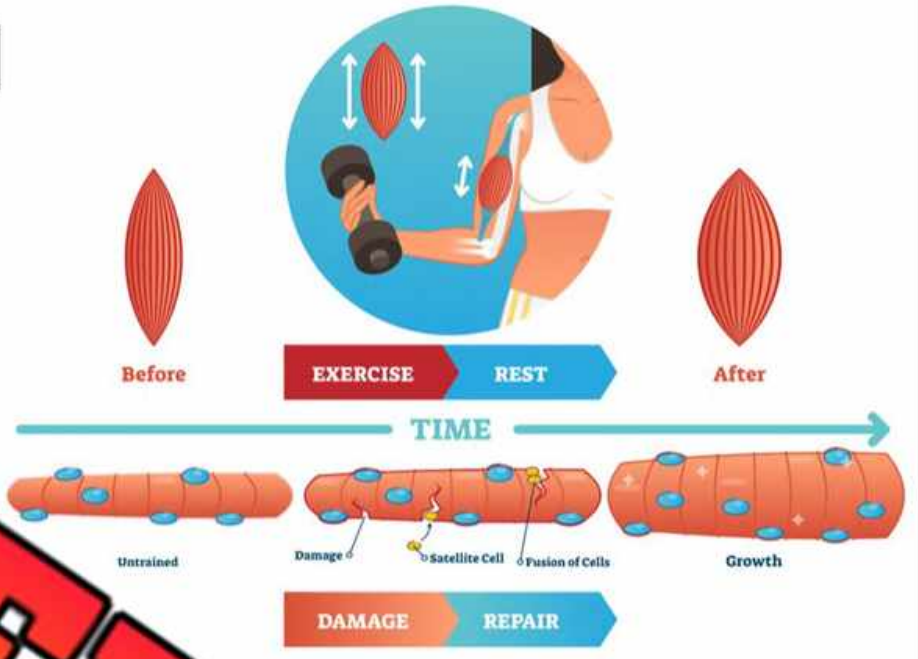
PREVIEW

Name: _____ 197

Curriculum Connection
C1.3, C1.4, C3.3

Text Features in Infographics

Examine Answer the questions.



1) Write a title for this infographic.

2) Does t… phic have more t…

PREVIEW

3) What did you learn from t… aph…

4) Do the text and pictures help you understand the infographic? Ex…

5) List 3 things you can infer from reading this infographic. Remember, an inference isn't directly stated, so draw conclusions from the information and images provided.

Name: _____ 198

Curriculum Connection
C1.3, C1.4

Reading Maps – Text Features

Reading a Map Made Easy
Maps help us know where things are. They have special clues:

- Country Names: Look for big, capitalized words like CANADA.
- Provinces and Territories: Smaller, but still capitalized words are provinces, like ONTARIO.
- Cities and Towns: Names with only the first letter capitalized are cities or towns, like Toronto. Ottawa, being the capital of Canada, is capitalized.
- Rivers and Lakes: These are cities, and a bigger red dot is for the capital of Canada.

PREVIEW



Name: _____ 199

Curriculum Connection
C1.3, C1.4

Reading Maps – Text Features

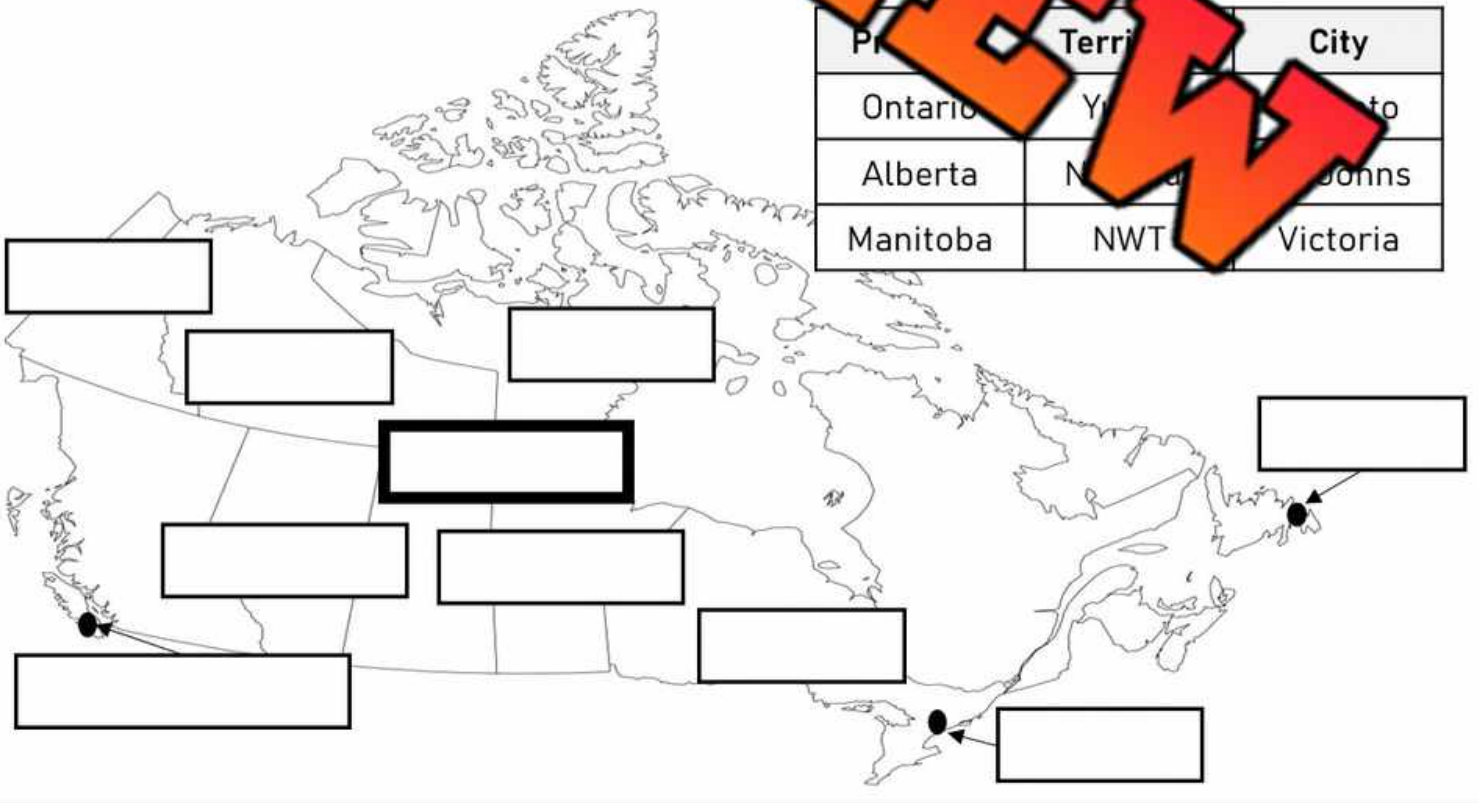
Questions Answer the questions below.

1) What do the big, capitalized words on a map usually represent?
2) How can you identify provinces or territories on a map?
3) How do you identify cities on a map?
4) What do black dots on the map represent?

PREVIEW

Think Label the provinces/territories and cities using the word bank. Use the correct capitalization. Label Canada in the rectangle with a thick border.

Province	Territory	City
Ontario	Yukon	Toronto
Alberta	Nunavut	St. John's
Manitoba	NWT	Victoria



Name: _____ 200

Curriculum Connection
C1.3, C1.4

Graphic Text - What's a Timeline?

What's a Timeline?
Timelines are a way to show events in the order they happened, usually from oldest to newest. They help us understand the sequence and timing of important events. In timelines, you'll often see:

- Dates: These tell you when something happened.
- Events: Short descriptions of what occurred on those dates.
- Labels: Words that clarify or categorize the events.
- Arrows: These show the direction of time, like past to present.
- Pictures: Images can add more detail and make the timeline interesting.



PREVIEW

Analyze Look closely at the timeline and answer the questions.

1) What features are part of this timeline?

2) How has communication changed? Explain what you've learned from the timeline.

3) Did the timeline help you learn about communication? Or would a paragraph have been a better choice? Explain.

Block 10:
Biographies

PREVIEW

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections

Name: _____ 204

Curriculum Connection
C1.2, C1.3

What Are Biographies?

Preface

This report is designed to introduce you to the fascinating world of biographies. You will learn about what biographies are, why they are important, and the different types you might come across. As you read, think about the various lives you'll encounter and how these stories can inspire and teach us.



Understan Biographies

A biograp tailed account of a person's life. It includes more than just basic facts like edu tionships, and death; it also portrays a person's experience of these Un rofile or a **curriculum vitae** (résumé), a biography presents a subject story g various aspects of their life, including **intimate** details of experiences, a lysis of the person's personality.

Why Biographies M

Biographies allow us t riences. They provide personal insights into historical events and p iogra se us to different cultures and lifestyles. They can inspire us t ove strive for our goals. Biographies give us a different perspective on the w ur p in it.

Common Types of Biographies

1. Traditional: This tells the life story of the s rom b th.
2. Literary: These focus on writers and artists a clu ir work.
3. Historical: Focused on historical figures, often in g polit social context.
4. Reference: These are short biographies usually found in yclo
5. Popular: Written for a wide audience, these biographies are oft s or public figures.
6. Critical: These biographies analyze the life and work of the subject, with a particular focus or thesis.
7. Fictional: Although not true biographies, these are stories that provide a **narrative** of a fictional character's life.
8. Autobiographies/Memoirs: Written by individuals about their own lives, focusing on personal experiences.

Glossary

- Curriculum Vitae (CV): A summary of one's academic and work history.
- Intimate: Closely acquainted; familiar or private and personal.
- Encyclopedias: Comprehensive collections of information, usually arranged alphabetically on a range of subjects or on one particular subject.
- Narrative: A spoken or written account of connected events; a story.

PREVIEW

Name: _____ 205

Curriculum Connection
C1.2, C1.3

Prereading

Before reading, answer the questions below.

Read the title and headings and write what you already know about this subject.

Summa

Summarize the reading – follow the instructions below.

Main idea	
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Summary – Write a summary paragraph with the main idea and

PREVIEW

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Name: _____ 208

Curriculum Connection
C1.2, C1.3, C1.4

Biography – Tom Longboat

Tom Longboat: Canadian Distance Runner

Early Life

Tom Longboat was born on June 4, 1887, on the Six Nations Reserve near Brantford, Ontario. Of Onondaga **descent**, he grew up in a community that valued hard work and the land. Longboat started running races as a teenager, and his talent was **evident** early on.

Racing Career

Tom Longb[illegible]gained national attention in 1906 when he won the Around th[illegible]ad Race in Hamilton, Ontario. He turned **professional** after wi[illegible] Marathon in 1907, setting a course record. Long[illegible] st[illegible]unique; he used a training **method** that alterna[illegible]etwee[illegible]kouts and easier days, which was **revolutionary** a[illegible]



Tom Longboat

Military Service an[illegible]r Life

During World War I, Lo[illegible]tch runner in France, a role for which his **endurance** running skills [illegible]suite[illegible]e war, he returned to Canada and continued to race competitive[illegible]his [illegible]**ost-retirement**, he lived a quiet life until his passing on January 9, 194[illegible].

Timeline

- 1887: Born on the Six Nations Reserve, Onta[illegible]
- 1906: Won the Around the Bay Road Race
- 1907: Won the Boston Marathon and turned profes[illegible]
- 1914-1918: Served in World War I as a dispatch runn[illegible]
- 1949: Passed away in Ontario

PREVIEW

Glossary – Fill in the glossary below.

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Curriculum Connection
C1.2, C1.3, C1.4

Before Reading Write 2 questions you hope to be able to answer after reading.

During Reading Draw what you were picturing while you were reading. Explain the picture.

After Reading Answ[illegible] que[illegible]

1) Write a preface for the biography. Re[illegible]ber, a p[illegible]ex[illegible]ins why someone would want to write a biography about the person. You n[illegible]o exc[illegible]le, so they read on.

2) Summarize the text – Who was Tom Longboat and what is his legacy?

PREVIEW

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Curriculum Connection
C1.2, C1.3

Biography – Alexander Graham Bell

Alexander Graham Bell: Inventor of the Telephone

Alexander Graham Bell's Early Innovations
Alexander Graham Bell was born on March 3, 1847, in Edinburgh, Scotland. Influenced by his family's work in **elocution** and speech, Bell developed an interest in sound technology at a young age. He moved to Canada in 1870 and later to the United States to continue his research.

Inventio[illegible]ne
Bell'[illegible]us [illegible]n, the telephone, was **patented** in 1876. This groundbreaking techno[illegible] revolu[illegible]mmunication, making it possible to hear the voice of another person from m[illegible]ant [illegible]is invention changed the way the world interacts, shrinking vast [illegible] and co[illegible] societies like never before.

Other Contributions and [illegible]
Aside from the telephone, [illegible]d o[illegible] other projects, including advancements in **aviation**, **hydr[illegible]s**, an[illegible] was a founding member of the National Geographic Society. Bell pass[illegible] on Au[illegible] 1922, at his estate in Nova Scotia, leaving behind a legacy as a pro[illegible] invento[illegible] significant impact on modern technology.



Alexander [illegible]aham Bell

Timeline
- 1847: Born in Edinburgh, Scotland
- 1870: Moved to Canada
- 1876: Patented the telephone
- Late 1800s: Worked on aviation and hydrofoil projects
- 1922: Died in Nova Scotia, Canada

Glossary
- Patent: A government authority or license conferring a right or title for a set period, especially the sole right to exclude others from making, using, or selling an invention.
- Elocution: The skill of clear and expressive speech, especially of distinct pronunciation and articulation.
- Eugenics: A now-discredited movement that aimed to improve the genetic quality of a human population.
- Hydrofoil: A boat with wing-like structures mounted on struts below the hull, so that at speed, the hull is lifted out of the water, reducing drag and allowing for greater speed.
- Aviation: The design, development, production, operation, and use of aircraft.

PREVIEW

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Curriculum Connection
C1.2, C1.3

Understanding

Is the statement true or false?

1) Alexander Graham Bell was born in Nova Scotia, Canada.	True	False
2) Bell's family worked in the field of speech and elocution.	True	False
3) The telephone was patented in the year 1876.	True	False
4) Alexander Graham Bell also made advancements in hydrofoils.	True	False
5) The Na l Geographic Society was co-founded by Bell.	True	False
6) Bell e telephone in 1870.	True	False
7) creating the first airplane.	True	False
8) Bell's worl clu developing hydrofoils.	True	False
9) Alexander Gr ell wa e 19th century.	True	False
10) Bell moved from Sc he Un tes in 1870.	True	False

PREVIEW

Critical Thinking

Ans ques below.

1) Inference: How is Bell's legacy viewed today, ally in

2) Inference: Why is the invention of the telephone so important to our liv ay?

3) Personality trait: Use one word to describe Alexander. Then explain why you chose that word. Examples – brave, creative, loyal, curious, confident, ambitious, calm, etc.

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Curriculum Connection
C1.2, C1.3, C3.3

Organizing a Biography

Read The biography below has been organized incorrectly. Reorder the headings, sub-headings, glossary, and preface.

Norval Morrisseau: Bridging Worlds Through Art

A) Early Life and Cultural Roots

B) Gloss

- **Indige** erring to the original inhabitants of a region
- **Ojib** nous group in Canada, also known as Chippewa.
- **W** **cho** An art style initiated by Morrisseau
- **Natio** **l Galle** **a**: One of Canada's premier art galleries, located in Ottawa.

C) Developing **u** tyle
Morrisseau was a s ught veloped a distinct style, known as the **Woodland School of Art**. His use lines to depict traditional Indigenous stories was groundbreaki ired r Indigenous artists.

D) Family and Community Influe
Growing up in the remote area of North Ontar risseau was deeply influenced by his family and the Ojibwa culture. His ndmoth ba der, taught him many traditional stories and legends, which later beca tal pa artwork.

E) Recognition and Legacy
Despite facing many challenges, including discriminati verty, seau achieved significant recognition. He was the first Indigenous artist t solo exhibition at the **National Gallery of Canada**. His legacy c inu to inspire and influence new generations of artists.



F) Artistic Journey

G) Connection with Nature
From a young age, Morrisseau felt a strong connection to nature, which is evident in his paintings. He often used animals and natural elements like trees and water to symbolize deeper spiritual beliefs.

H) Preface
Norval Morrisseau, also known as Copper Thunderbird, was a remarkable **Indigenous** Canadian artist. Born on March 14, 1932, near Thunder Bay, Ontario, he grew up in the **Ojibwa** culture. Morrisseau's art is unique and powerful, combining traditional Indigenous symbols with a modern style. He is often credited with bringing the visual culture of Indigenous peoples in Canada to the wider world. This biography explores his life and the significant impact he had on both Indigenous and Canadian art.

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Curriculum Connection
C1.2, C1.3, C3.3

Order List the letters in order from which paragraph/part should go first, to which should go last. (A to H)

Critical Thinking Answer the questions below.

1) Did the preface do its job in explaining what the biography will be about?

2) Did the prefa[illegible] inter[illegible]eading the rest of the biography? Explain.

You Choose Choose a reading comprehension st[illegible] to he[illegible]derstand the text – Preview, Making Predictions, Ask Que[illegible]s, M[illegible]s, Summarize, Evaluate, Activate Prior Knowledge, Makin[illegible]tions.

Why did you choose this strategy?

How did it help you understand the text?

PREVIEW

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Name: _____ 216

Curriculum Connection
A1, A2, A3, C1.3

Biography Research Assignment

Objective

What are we learning more about?

Choose a person from the list provided and read an online biography about them. You will summarize their life focusing on their early life, achievements, and later life. Then, create a timeline of major events in their life.

PREVIEW

Instruct

How do we complete the activity?



1) Pi Perso person from the list your teacher gave you.

2) Research the c tablet to read a biography about the person you chose.

3) Jot Down Notes: As yo t d hout their early life, achievements, and later years.

4) Write a Summary: After reading, w a brief ut the person's early life, achievements, and later life. Use your o hel

5) Create a Timeline: On a piece of paper, draw a m ignificant events in the person's life using coloured pencils s.

Options

Individuals you could choose to researc

Terry Fox	Ada Lovelace	Louis Riel
Marie Curie	Leonardo da Vinci	Harriet Tubman
Martin Luther King Jr.	Cleopatra	Mahatma Gandhi
Anne Frank	Nelson Mandela	Helen Keller
Rosa Parks	Amelia Earhart	Confucius
Frida Kahlo	Isaac Newton	Malala Yousafzai
Steve Jobs	Sacagawea	Sir John A. Macdonald
Florence Nightingale	Nellie McClung	Wayne Gretzky

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Curriculum Connection
A1, A2, A3, C1.3

Research | Write jot notes as you read more about the person.

Early Life

Achievements

Later Life

PREVIEW

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Curriculum Connection
A1, A2, A3, C1.3

Summary

Write a summary of your individual's life story.

Timeline

Write a timeline of the important events in

Timeline – Use a Graphic or List

PREVIEW