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Ontario Language Curriculum Composition (Writing) – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

LEARNING GOAL

We are learning to plan and write coherent paragraphs with a clear topic sentence, organized supporting details, smooth transitions, and a concluding sentence so we can explain one main idea clearly and build stronger essays.

Paragraph Writing Essentials

Instruction: Read each question about strong paragraphs and circle the best answer

1. The best topic sentence for a paragraph about recycling at school is:			
A	Green bins were placed in the hallways last week.	C	I saw a custodian pushing a bin after lunch.
B	Our school's recycling program is reducing waste.	D	The city collects garbage on Fridays.
2. What is the main job of supporting details?			
A	Start a new topic	C	Explain and prove the main idea
B	Entertain the reader with jokes	D	Restate the topic sentence word-for-word
3. Which sentence is off-topic in a paragraph about the benefits of reading?			
A	My soccer practice lasts two hours.	C	Reading builds vocabulary.
B	Graphic novels can motivate reluctant readers.	D	Studies show readers write better.
4. To keep coherence in a paragraph, a writer should:			
A	Jump between topics quickly	C	Add as many adjectives as possible
B	Arrange ideas in a logical order and use transitions	D	Write one extremely long sentence

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Writing Hooks – Improving Topic Sentences

Instruction: Rewrite the topic sentence below using the different strategies.

Original Version	School clubs help students feel included and build skills.	Original Version	Art classes grow creativity and confidence.
Asking a Question		Asking a Question	
Using an Exclamation		Using an Exclamation	
Making a Bold Statement		Making a Bold Statement	
Adding an Interesting Fact		Adding an Interesting Fact	



Ontario Language Curriculum Composition (Writing) – Grade 8

Prompt: On the way to a weekend tournament, A school bus breaks down on a remote road. What happens next?


Character Introduction	
Setting	
Beginning	
Rising Action	
Climax	
Falling Action	
Ending	

Instruction: Drag each tile into the correct drop zone to put the story in order.

- Friday evening on Highway 17, surrounded by trees and marsh; stormy weather; a farmhouse across a flooded ditch.
- While crossing, the goalie slips and drops the gear bag; Maya grabs his wrist and helps him up.
- The bus stalls with no signal as a storm hits and a tire goes flat; spotting a farmhouse light, they rope across the flooded ditch.
- The team arrives late, plays hard, and ties 1-1—showing that sticking together matters most.
- Coach Lee, Maya, the goalie, and their school team.
- The team rides the bus to a weekend tournament, hoping to win two games and make provincials.
- They reach the farmhouse soaked; the farmer tows the bus and lets them dry uniforms by the stove.

Qualities

Instruction: In the boxes, list 10-character qualities for each (personality traits and choices—not powers), then write the hero's and villain's names at the bottom.

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Name																						

Matching Plot & Definitions

Instruction: Drag each term card onto its matching definition.

Plot	This is where you introduce the story's characters and setting.
Summarize	The time, place, cultural, or historical background in which the story takes place.
Climax	The writer presents ideas or information in a sequence that has beginning-middle-end.
Exposition	The part of a story that occurs after the climax.
Falling action	To retell the story in your own words.
Rising action	The part of the story where the conflict is introduced.
Plot	The high point of the story when the character's problems are at their worst.
Setting	The problem in the story.
Conflict	The series of events that make up the story.
Logical Order	The point in the plot when the main conflict is solved.



Ontario Language Curriculum Composition (Writing) – Grade 8

Writing Speaker Tags

Drag the best speaker tag from the word bank to complete each sentence.

asked	whispered	shouted	exclaimed	warned
replied	muttered	groaned	questioned	pouted
announced	cried	cheered	requested	moaned
insisted	mumbled	declared	laughed	grumbled

- 1 "I don't understand this math problem," _____ Ben.
- 2 Mia _____, "Can we please go to the park now?"
- 3 "Hooray! We finally finished the project!" _____ Sarah.
- 4 "Do you think we're lost?" _____ Anna.
- 5 Tom _____, "I'm so tired of running."
- 6 "I want the bigger slice," _____ Max.
- 7 Emily _____, "Look at the rainbow!"
- 8 "Why are you so late?" _____ Dad.

Instruction: Read the facts labeled A-L and match each letter into the correct column.

Mountain	Desert	Rainforest

A Mount Everest is the tallest mountain above sea level in the world. It is located in the Himalayas.	H The Sahara is the world's largest hot desert.
B The Atacama Desert in Chile is one of the driest places on Earth.	I The Congo Basin is the second-largest tropical rainforest and is home to gorillas and okapi.
C Antarctica is technically Earth's largest cold desert.	J Borneo's rainforest shelters endangered orangutans and vast peat swamps.
D The Andes are the longest continental mountain range.	K The Amazon holds Earth's largest tropical rainforest.
E The Alps formed where the African and Eurasian plates collided.	L The Gobi Desert is expanding due to desertification and strong winds.
F Australia's Daintree Rainforest is among the oldest continuously surviving rainforests.	

Problem and Solution Match-Up

Match each problem to the best solution. Write the letter of the solution next to each numbered problem.

1 Mia left her laptop charger at school, and her assignment is due tonight.	
2 Carlos and his partner haven't divided tasks for their history project, which is due in three days.	
3 Tasha twisted her ankle at practice, and it's swollen and painful.	
4 Leo can't find his bus pass on the morning of the field trip.	
5 Priya overslept and will be 20 minutes late; there's a quiz at the start of class.	
6 Jordan spilled water on a library book he borrowed.	

A	Contact the teacher before class, explain the situation, and ask to take the quiz later then arrive safely even if tardy.
B	R.I.C.E. the injury (rest, ice, compression, elevation), tell a coach/guardian, and skip practice until checked.
C	Borrow a compatible charger from a classmate or the school library and submit the assignment once charged.
D	Report the loss and bring alternate ID/cash to get a replacement pass at the office before boarding.
E	Meet today to make a task list with deadlines and use a shared document to track progress.
F	Tell the librarian immediately, follow their instructions and don't hide the damage.



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Ontario Language Curriculum Reading Comprehension – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

Learning Goal

What are Reading Comprehension Strategies?

We are learning to understand different reading comprehension strategies so we can explain how readers use them to make connections, ask questions, infer meaning, predict outcomes, and visualize ideas while reading.



Story Sorting Cards

Text To Text

Text To World

Text To Self

Read each short passage carefully. Decide if it is a Text-to-Self, Text-to-Text, or Text-to-World connection.

1) The article described a teen starting a social media campaign to raise awareness about ocean pollution. It made me think of news stories I've seen about young activists cleaning beaches.	
2) The main character stayed up late finishing a big project for school. It reminded me of a time I had to work hard to meet a deadline.	
3) In the story, two friends stopped talking after a misunderstanding. It reminded me of a TV show I watched where two characters repaired their friendship.	
4) The poem described walking through a busy city filled with noise and lights. It made me imagine what downtown Toronto feels like during a festival.	
5) The story told about a community rebuilding after a flood. It made me think of another article I read about volunteers helping after natural disasters.	
6) A character was learning a new language after moving to a different country. It reminded me of when I tried to learn French and how challenging it was at first.	
7) The novel's main theme was about standing up for fairness and equality. It made me think of a documentary I saw about human rights.	
8) The story described a student planting trees for a school project. It reminded me of an environmental group I heard about that plants trees across Canada.	

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Read the passage carefully and think about how good readers use strategies to understand and respond to texts.

Rain lashed against the windows as the midnight train sped through the countryside. Inside, the passengers huddled quietly, the steady rhythm of wheels echoing under the thunder's growl. Lightning flashed across the dark fields, and the lights flickered for a moment. Alex glanced out the window, spotting a faint orange glow near the tracks in the distance. The conductor's radio crackled, "...fallen branch...line ahead..." before cutting out. Passengers exchanged nervous looks. The train slowed, then shuddered to a stop. Through the misty glass, Alex thought he saw a figure moving near the signal light—then it vanished.



Consolidation – The Train Through the Storm

- Making Connections** – (1) What real-life experience, movie, or story does this scene remind you of? (2) Why do you think people often connect storms or travel scenes with mystery or tension?
- Questioning** – (1) What question would you ask the conductor after the radio cut out? (2) What is one question that would help you understand what might happen next?
- Visualizing** – Describe what you "see" and "hear" in this scene using three sensory details.
- Prediction** – (1) What do you think Alex might do next? (2) What do you predict the orange glow near the tracks could be? Explain your reasoning.
- Inference** – Based on the clues in the story, what can you infer about how Alex is feeling? Give two pieces of evidence from the text.



Consolidation



Ontario Language Curriculum Reading Comprehension – Grade 8

Exploring Cultural Elements

Each question asks which cultural element is being shown in part of the story. Choose the best answer from the three options provided. Put an X in the box for the correct answer.

<p>1) The villagers greeting each other in their local language shows which cultural element?</p> <p><input type="checkbox"/> Values</p> <p><input type="checkbox"/> Social hierarchy</p> <p><input type="checkbox"/> Language</p>	<p>2) The roles of farmers, teachers, and the chief represent which cultural element?</p> <p><input type="checkbox"/> Social hierarchy</p> <p><input type="checkbox"/> Norms</p> <p><input type="checkbox"/> Taboos</p>	<p>3) When families hiked and played music after work, what cultural element is shown?</p> <p><input type="checkbox"/> Values</p> <p><input type="checkbox"/> Pastimes</p> <p><input type="checkbox"/> Taboos</p>
<p>4) The rule about not cutting trees without purpose demonstrates which element?</p> <p><input type="checkbox"/> Taboos</p> <p><input type="checkbox"/> Norms</p> <p><input type="checkbox"/> Language</p>	<p>5) The villagers helping each other after the storm highlights which element?</p> <p><input type="checkbox"/> Pastimes</p> <p><input type="checkbox"/> Values</p> <p><input type="checkbox"/> Social hierarchy</p>	<p>6) The shared custom of baking bread and showing gratitude at night reflects which element?</p> <p><input type="checkbox"/> Taboos</p> <p><input type="checkbox"/> Language</p> <p><input type="checkbox"/> Norms</p>

...my, our robotics club visited the city's Innovation Centre, and it was incredible! We toured the design lab, which we saw engineers testing drones and coding robots. The guide explained how every part must work together. [] the machines can move accurately.

We took turns trying a virtual reality program that showed how robots assist in hospitals. [] we explored the 3D printing room and even created small keychains with our initials.

Our instructor reminded us that teamwork matters most, [] technology alone can't solve problems without collaboration. [] I realized how much effort goes into every invention.

From, []
Lena

meanwhile ultimately so that even though during

Making Inferences from a Letter

Read the sentences. Drag and drop stars to rate each sentence: ★★★★★ = Perfect inference (matches the letter best) and ★ = Weak inference (doesn't fit well)

Sentence	★★★★★
1) Lena enjoys expressing her opinions when she feels prepared.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2) Jordan and Lena often do presentations together.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3) Lena is being forced to join the debate club.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4) Lena feels a mix of nervousness and excitement about her new challenge.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5) Lena joined the club only because her teacher made her.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6) The debate club helps students become better public speakers.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7) Lena is overconfident and thinks she doesn't need practice.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8) The letter shows that Lena values personal growth and trying new experiences.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>




Ontario Language Curriculum

Reading Comprehension – Grade 8

Is It Satire or Not?

Some sentences are written in a serious way, while others use satire to make a point. Look at each statement from the story and decide.



Satire

Not Satire

Characteristic	Answer
1) The mayor declared the town perfect every morning on television.	
2) Citizens smiled exactly 12 times a day because of a government rule.	
3) People were sent to a "Joy Refresher Workshop" for frowning.	
4) The town library was empty because reading made people "too curious."	
5) The mayor banned rain because it ruined people's hair.	
6) Tourists visited once, took photos, and never came back.	

Cause-and-Effect Match-Up

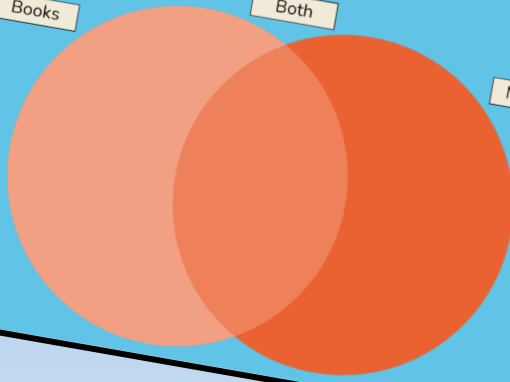
Match each cause on the left to its correct effect on the right. Then, discuss why each pair makes sense before drawing your lines.

Cause	Effects
Vehicles burn fossil fuels.	A More people suffer from asthma and fatigue.
Factories release smoke and chemicals.	B Air pollution continues in industrial regions.
Governments set laws to reduce emissions.	C Smog builds up in cities.
Industries rely on fuel-based production.	D Cleaner air and healthier citizens.

Venn Diagram

Draw each circle into the Venn diagram. The circle is for Books, the other for Movies. Write down things they share.

Books



Both

Movies

Number

- 1 [1] Use written words to describe characters and settings.
- 2 [2] Require imagination to picture events.
- 3 [3] Use visuals, sound, and music to tell the story.
- 4 [4] Tell stories that explore themes and emotions.
- 5 [5] Can take hours or days to finish.
- 6 [6] Can inspire imagination and creativity.
- 7 [7] Show emotions instantly through acting and imagery.
- 8 [8] Help people connect through shared experiences.
- 9 [9] Usually last only a few hours.



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Ontario Language Curriculum Foundations of Language – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

Week 1 - Vocabulary List

Find 20 words in the word search and circle each one. Look at the word list to help you!

foreseeable	employee	freestyle
uninhibited	unanimous	unparalleled
deafening	unrelenting	feeble
unattainable	veneer	greenery
unscrupulous	eavesdrop	deepen
unsubstantiated	treason	earliest
unprecedented		weary

Word search grid (letters):
 NDDEPHKRTSEILRAEUHN
 EELBAEESEROFEFUJRPG
 LDVJDWREOQLGHRNXUYR
 BEBWEUNTRLBGBEPOURH
 AETHTRNLEMNKHEAJPEN
 NPVJNHGAEIRFVSRWONO
 IEZFVEVCBMMFWGTAERES
 ANBLDMDEEIPDSYLADEA
 TPUQEXFOVDMLVLLRSRE
 TMDDCAA INZVOOEEYEGR
 AUNRELENTINGUYLMVQT
 NWBDRFEEBLEFWSEZAVB
 UIIAPCQVHNFKLLDDEEEZ
 TBRUNSUBSTANTIATEDK
 DFDDUDQUNSCRUPULOUS
 XGBZJDETIBIHNNIUCBJ

Prefix Un-

Decide if the word uses the Prefix Un- and makes sense.

Yes

No

Word	Makes Sense?
Uncertain	
Unfriendly	
Uncle	
Under	
Until	
Unfinished	
Unimportant	
Unit	
Unusual	

Word	Makes Sense?
Unkind	
Unsafe	
Uniform	
Unique	
Unclear	
Unfair	
Unhappy	
Unison	
Unicorn	

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fluency Readings

Look at the picture. Read both sentences. Mark the sentence that tells what is happening. ✓

The worker felt weary but determined.

The employee felt weary after work.

The thief used a polite veneer.

The hike left us weary afterward.

The spy tried to eavesdrop quietly.

The employee arrived at the earliest hour.

The path seemed unattainable to hikers.

The claim was unsubstantiated and feeble.

The suspect faced charges of treason.

The decision received unanimous support.

The artist removed the false veneer.

The music grew deafening very quickly.



Ontario Language Curriculum Foundations of Language – Grade 8

Prefix Dis-

Drag each word to the basket if it is a real word with the prefix Dis-.
Drag it to the bin if it is not.

Diswrite	Disorganize	Disrun
Disrespect	Discomfort	Discover
Disremember	Dishelp	Disconnect
Disappear	Diswalk	Discuss
Disapprove	Dismember	Disready

Sentence Form

Drag the phrases from the box to create a sentence.

1) Because it rained,	I can watch
2) After he finished his homework,	I ate a big snack.
3) Since it was cold,	the sky turned orange.
4) Although she was tired,	we wore our jackets.
5) When the bell rang,	he entered the cave.
6) If I finish my chores,	the students lined up.
7) While he was cooking,	he played outside.
8) Before we left home,	we stayed inside.
9) Since I missed lunch,	she set the table.
10) Although he was scared,	she helped her friend.
11) When the sun set,	we checked the weather.

Word List

Circle each one. Look at the word list to help you!

NONPLUSSSEDOITG
EBEELEENKJMMACUNGSWE
PKVVAFRLDRIOTBJCHHR
YRIIZCONTROLRQLERQAM
TERTRNONNEGOTTIABLEI
ESEAETNERAPS NARTNON
HRDRAGSMATRARIARCHMXA
CEZRJSSGZIQHRXLFLCT
RBPAEFOAROMATICIDMHE
AKGNIMROFNOCNONVEWG
CIOIUZYONADOFSPCBP
JNELBAWENERNONTOXIC
IFCELBAREFSNARTNONH

matriarch	nonconforming	nontoxic
nonnegotiable	nonessential	derive
aromatic	controller	narrative
nontransferable	aerial	archetype
charismatic	nonrenewable	gander
nonplussed	caricature	berserk
nontransparent		germinate