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Alberta 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.



Drag the questions that may have been asked while reading the text. Leave the ones that don't relate to the text.

- How do renewable energy sources help reduce pollution?
- Why are many countries investing in solar panels and wind farms?
- What challenges do countries face when switching to renewable energy?
- What kinds of video games use energy from the sun?
- Who was the first person to invent a windmill?
- How are young people helping the planet through sustainability projects?
- What is the capital city of Canada?
- I wonder what percentage of people like windy days?

Pick The Best Questions



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

- 1) 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?
- 2) 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?
- 3) Visualizing** – Describe what you "see" and "hear" in this scene using three sensory details.
- 4) 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.
- 5) 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



Alberta 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.	

Allusion Match-Up

Match each hidden meaning to the correct allusion from the list provided.

Allusion List	Hidden Meaning
Icarus	
Superman	
King Midas	
Mount Everest	
Odysseus	

Hidden Meaning

- Long, adventurous journey
- Recognizing human limits
- Success or "golden touch"
- Warning about overconfidence
- A huge, challenging goal

Read the passage carefully. Then, look at the causes and effects. Match them together by dragging the correct effect next to its cause, or the correct cause next to its effect.

...ed snacks, beanbags, the staff extended library hours and invited authors for live Q&A sessions. The local newspaper published an article about the program's success.

Effect	Match with Cause	Match with Effect
Attendance at the library tripled.		Created excitement and more visitors.
More teens registered for library cards than ever before.		Teens began spending more time reading.
The library became a popular weekend hotspot.		Drew even more attention and support from the community.
The community began to see the library as a fun, welcoming place for teens.		Attendance tripled.
		Successful events and welcoming environment changed opinions.
		The program became popular and well-promoted.
		The library improved comfort and atmosphere.
		Word spread on social media.



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Alberta Language Curriculum Writing Unit – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to **discover** and use our personal **voice in writing** so we can **express** our ideas in a **unique** and **meaningful** way.

Word Choice by Audience

For each audience row, circle the words that **do not** match that audience's voice.

Marine Biologist	plankton	chorus	salinity	history	spawning
	biodiversity	estuary	blueprint	coral reef	rebound
News Reporter	lead	headline	caption	byline	capsule
	on-the-record	press conference	source	umami	zoning
Basketball Coach	rebound	zone defense	chlorophyll	full-court press	pivot
	Affidavit	pick-and-roll	shot clock	reef	preheat
Chef / Baker	altitude	zoning	umami	statute	glaze
	proof dough	whisk	preheat	simmer	respawn
City Planner / Architect	blueprint	stanza	mixed-use	rebound	elevation
	foundation	traffic flow	marinade	respawn	zoning

Part 2 – Action!

- Writing
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Part 3 – Consolidation!

- Exit Cards
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- And More!

Write to an Audience: Word Choice in Action


Choose an audience to write to. Then write a short letter to someone in that audience using some of the words you think they use in their vocabulary.

Audience	Word Choices				



Alberta Language Curriculum Writing Unit – Grade 8


Matching Plot & Story Elements



Instruction: Drag each term card onto its matching definition box.

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.

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

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

Instruction: For each source, drag the correct letter to show its credibility.

Peer-reviewed journal article from Science (author is a PhD; methods and references included).	A Scholarly / Highly Credible
Encyclopedia entry (Britannica).	B Popular / Generally Reliable (use with caution)
Government report (NOAA) on ocean temperatures, 2023.	C Unreliable / Not Appropriate For Research
University .edu page explaining photosynthesis with citations.	
Personal blog with no author bio and lots of ads.	
Newspaper feature from The New York Times with named expert sources.	
Well-sourced magazine article (National Geographic).	
Crowd-edited post with no citations or date.	





Alberta Language Curriculum Writing Unit – Grade 8

Real-World Problem and Solution Match-Up

Read each problem, then match it 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.

Create Your Own Comic

Look at the comic closely to plan the dialogue.

1) What is happening in the comic according to the pictures?

Panel 1	Panel 2
Panel 3	Panel 4



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Alberta Language Curriculum

Conventions And Vocabulary – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
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Week 1 - Vocabulary List

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

ungrateful	greatest	proceed
unceremonious	refugee	unorthodox
conceal	release	disease
unwarranted	unease	volunteer
employee	unhindered	beneath
unfathomable	engineer	demean
unknown		pioneer

Prefix Un-

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

Unit	Unfinished	Uniform
Unwrap	Until	Unfair
Unicorn	Unusual	Unkind
Unclear	Unhappy	Unite
Understand	Undo	Unable

Part 2 – Action!

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Fluency Readings

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

	<input type="checkbox"/> The disease spread through the town.		<input type="checkbox"/> The pioneer explored new lands alone.
	<input type="checkbox"/> The refugee crossed the border safely.		<input type="checkbox"/> The employee arrived early for work.
	<input type="checkbox"/> The runner moved unhindered forward.		<input type="checkbox"/> The engineer repaired the broken bridge.
	<input type="checkbox"/> She achieved her greatest goal today.		<input type="checkbox"/> The path led into the unknown.
	<input type="checkbox"/> The treasure lay beneath the sand.		<input type="checkbox"/> They will proceed with the plan.
	<input type="checkbox"/> He sounded ungrateful after the gift.		<input type="checkbox"/> The volunteer helped during the storm.

Alberta Language Curriculum

Conventions And Vocabulary – Grade 8

Simple Sentences

Read each sentence carefully. Drag the simple sentences to the pictures they match.
Remember, a simple sentence has one subject and one complete thought.

			The bird flies, and the wind blows.	The girl paints a picture.
			The dog runs fast.	The girl paints, and her brother watches.
			The bird flies high.	The bird flies high, but the wind was strong.
			The children play football.	The dog runs but gets tired.
			The baby cries, and Mom comes.	The boy reads a book.
			The boy reads and then sleeps.	The baby cries.

Suffix -ly

Drag the correct -ly ending into the boxes to make a word. Some words may need you to cover the last letter.

quiet	angry	tidy	ly
loud	gentle	wise	ily
easy	crazy	simple	y
noble	humble	safe	
calm	sad	steady	
kind	funny	eager	

Drag each word to the bin it belongs to. Drag it to the bin if it is not a prefix.

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



Alberta Language Curriculum

Conventions And Vocabulary - Grade 8

Week 9 - Vocabulary List

Draw a line to connect each word to match it with its correct meaning on the other side of the chart. Make sure every word is connected to the meaning that fits best.

make problem worse <input type="checkbox"/>	<input type="checkbox"/> exorbitant	oddly pleasantly unusual <input type="checkbox"/>	<input type="checkbox"/> skirmish
supply water to crops <input type="checkbox"/>	<input type="checkbox"/> exhilarate	make clean pure <input type="checkbox"/>	<input type="checkbox"/> irrevocable
background explanation <input type="checkbox"/>	<input type="checkbox"/> circuit	rebel against authority <input type="checkbox"/>	<input type="checkbox"/> rural
clearly fully stated <input type="checkbox"/>	<input type="checkbox"/> extraneous	small brief fight <input type="checkbox"/>	<input type="checkbox"/> turret
serve as example <input type="checkbox"/>	<input type="checkbox"/> exemplify	opposite than expected <input type="checkbox"/>	<input type="checkbox"/> insurgent
closed electrical path <input type="checkbox"/>	<input type="checkbox"/> exposition	small defensive tower <input type="checkbox"/>	<input type="checkbox"/> quirky
unreasonably high cost <input type="checkbox"/>	<input type="checkbox"/> explicit	cannot be undone <input type="checkbox"/>	<input type="checkbox"/> ironic
fill with excitement <input type="checkbox"/>	<input type="checkbox"/> exaggerate	relating to countryside <input type="checkbox"/>	<input type="checkbox"/> turbulence
not relevant information <input type="checkbox"/>	<input type="checkbox"/> irrigate	violent unstable movement <input type="checkbox"/>	<input type="checkbox"/> purify
make seem bigger <input type="checkbox"/>	<input type="checkbox"/> exacerbate	low continuous sound <input type="checkbox"/>	<input type="checkbox"/> murmur

Prefix

Unscramble the letters and drag them into the boxes to form words that begin with the prefix "In-."

<input type="text"/>	<input type="text"/>	<input type="text"/>
qiauneltyi	vleantic	jtsnuciei
<input type="text"/>	<input type="text"/>	<input type="text"/>
ciedennt	qnytuiuie	bnlailtyi
<input type="text"/>	<input type="text"/>	<input type="text"/>
pcaniaalbe	ilamnfro	dcinente

Word Search

Use the words to help you make the words!

Across

- act of honouring
- rule or control
- act of teaching

Down

- group born together
- act of exploring
- getting ready beforehand
- number of people

Word Search Grid:

a	u	i	l	c	t	u	p	r	i	o	r
e	o	n	e	g	r	o	e	v	n	n	
p	r	a	t	p	i	e	c	t	u	e	o
a	o	e	l	i	g	n	t	s	r	n	t
p	n	i	r	p	e	j	a	n	k	n	a
t	b	i	o	a	r	x	b	o	l	o	a