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BC 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

- 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



BC 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>

Comprehensive Ties

Dear Jordan,

Yesterday, 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

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

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



BC Language Curriculum

Reading Comprehension – Grade 8

Match The Story to The Principle!

Drag the principle to the matching part of the story. One answer can be used twice.

Part from The Gift of the Great Lake	Principle
Ruby thanked the tree for its gift.	
The group used each piece wisely.	
They worked together to make the drum.	
The friends sang as they worked in harmony.	
The drum's sound brought people together.	
Ruby reminded everyone to show care for nature.	
They shared songs and stories while working.	
The drum's rhythm echoed through the valley.	
They honoured the fallen cedar before using it.	
The dance connected people, Earth, and ancestors.	

Principle Bank

- Reciprocity
- Interrelatedness
- Respect
- Reverence
- Synergy
- Holism
- Responsibility

Is

Some sentences are written in a serious way, while others are written to make a point. Look at each statement from the story and decide if it is serious or humorous.

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.	



Mini Poster Challenge

Read the persuasive poster carefully.

Question	Answer	
	Yes	No
1) Is the poster asking the reader to take action?		
2) What is the main message of this poster?		
3) Why does the poster include statistics like "80% of what Americans throw away is recyclable"?		
4) How do the images help support the message?		
5) Why do you think they included a QR code at the bottom?		
6) What audience do you think this poster is targeting?		
7) How does the poster encourage people to take action?		



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BC 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 generate, organize, and refine ideas using quick strategies (brainstorming, mind mapping, or freewriting) so we can turn a topic into a clear, focused paragraph.

Graphic Organizer — Community Problem & Solution

Instruction: Choose an issue and answer the questions in the graphic organizer.

What problem or need do you notice?

Who is affected and how are they affected?

Why does it matter? Give evidence (include a fact/number if possible).

What are 2–3 realistic solutions?

Which solution is best and why?

Chosen Issue

Common Issues

Littering

Bullying

Few recycling bins

Vandalism

Short library hours

Traffic near school

Part 2 – Action!

- Writing
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- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
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Idea Development Strategies: Talking to Others

Talk To Others: Discuss with a friend an anti-bullying week plan. Share the theme, events, roles, promotion, and how you'll track impact. Write your outline on lines 1–6.





BC Language Curriculum Composition (Writing) – Grade 8

Interjections in Action

Wow!	Oh no!	Yay!	Hooray!	Yikes!
Oops!	Ah!	Yippee!	Phew!	Oh dear!
Hey!	Oh!	Wahoo!	Haha!	Uh-oh!

Choose the interjections that best match the emotions in each part of the adventure.

Hi Jamal,

_____ You won't guess our class trip this week. We went to the science centre and it was amazing. On the bus a tire hissed and the driver pulled over-- _____ we might be late! The mechanic checked it; _____ it was only a loose cap. Inside, we built a tiny robot and raced it on a track. _____ my team's bot crossed first! In the planetarium a goofy narrator kept making space puns-- _____, everyone giggled. After lunch the guide announced the winners of the scavenger hunt. _____ my group's name was called. At the end we saw an enormous meteorite in a glass case. _____, it sparkled like metal fire. On the way home I dropped my souvenir keychain-- _____, I wish you had been there to help me find it.

Your friend, Lina

Adjective Match

_____ and drop the adjectives that best describe the picture into the box.

sweaty	hot	cozy
cold	soft	frosty
smiling	stormy	wintery/wintry
cheerful		muddy

Connect the Hyperbole!

Match the first part of each sentence with its correct hyperbolic expression. Drag the letter of the correct answer.

1	I am so hungry...	
2	If you tell mom I broke her vase...	
3	When I fell in front of the class...	
4	He likes to talk. His speeches are...	
5	I haven't seen you...	
6	That suitcase weighed...	
7	Your brain is the size...	
8	These shoes were so expensive...	
9	He was so funny...	
10	I nearly drowned...	

A	...never ending.
B	...I wanted to disappear forever!
C	...I could eat a horse.
D	...I'll be grounded forever!
E	...they cost me an arm and a leg.
F	...I was dying of laughter.
G	...in her tears.
H	...in ages.
I	...a ton!
J	...of a pea!



BC Language Curriculum Composition (Writing) – Grade 8

Direct or Indirect Characterization

Read each sentence and circle whether it shows direct or indirect characterization.

1) Maya is a generous girl who always puts others before herself.	Direct	Indirect
2) Liam arrived at school early every day, holding the door open for students and teachers.	Direct	Indirect
3) Everyone knew Mr. Reyes was strict.	Direct	Indirect
4) Carla was a shy and quiet student.	Direct	Indirect
5) With trembling hands and a quivering voice, Noah whispered his answer to the class.	Direct	Indirect
6) Mrs. Harper is the kindest teacher I've ever met.	Direct	Indirect
7) Jonas slammed his fist on the table, his face turning red as he stormed out of the room.	Direct	Indirect
8) Jamie was known for her creativity and love for drawing.	Direct	Indirect
9) Mark is selfish and only cares about his own success.	Direct	Indirect

Sorting Character Traits

Drag and drop the traits into the correct column.

Main Character			
	Brave	Loyal	Helpful
	Determined	Encouraging	Honest
	Cautious	Caring	Funny
	Responsible	Quiet	Curious

Sort the Earth Facts: Mountains, Deserts and Rainforests

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



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BC Language Curriculum

Conventions and Vocabulary – 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	vener	greenery
unscrupulous	eavesdrop	deepen
unsubstantiated	treason	earliest
unprecedented		weary

Correct Sentence Fragments

Read each sentence fragment on the left. Then draw a line to the complete sentence on the right that best completes the idea or makes the most sense.

Sentence Fragments	Complete Sentences
If only he tried. <input type="checkbox"/>	<input type="checkbox"/> The lightning lit up the entire sky.
Right on time. <input type="checkbox"/>	<input type="checkbox"/> He tripped and fell to the ground.
Worried they would. <input type="checkbox"/>	<input type="checkbox"/> The bus arrived just as the bell rang.
In a flash. <input type="checkbox"/>	<input type="checkbox"/> Start too early or act too soon.
With all her strength. <input type="checkbox"/>	<input type="checkbox"/> He could have won the race.
So close to the finish line. <input type="checkbox"/>	<input type="checkbox"/> They stopped and looked down at the ocean below.
At the edge of the cliff. <input type="checkbox"/>	<input type="checkbox"/> She pushed the heavy door open.
Before the sun rose. <input type="checkbox"/>	<input type="checkbox"/> The farmer was already working in the field.
For the very first time. <input type="checkbox"/>	<input type="checkbox"/> She performed on stage in front of an audience.

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. ✓

	<input type="checkbox"/> The worker felt weary but determined.		<input type="checkbox"/> The path seemed unattainable to hikers.
	<input type="checkbox"/> The employee felt weary after work.		<input type="checkbox"/> The claim was unsubstantiated and feeble.
	<input type="checkbox"/> The thief used a polite veneer.		<input type="checkbox"/> The suspect faced charges of treason.
	<input type="checkbox"/> The hike left us weary afterward.		<input type="checkbox"/> The decision received unanimous support.
	<input type="checkbox"/> The spy tried to eavesdrop quietly.		<input type="checkbox"/> The artist removed the false veneer.
	<input type="checkbox"/> The employee arrived at the earliest hour.		<input type="checkbox"/> The music grew deafening very quickly.



BC Language Curriculum

Conventions and Vocabulary - Grade 8

Suffix - ing

Drag the letters to fill the crossword boxes. Use the clues to help you make the words!

Across

- using colours to make art
- going up something high
- resting with eyes closed
- moving with your feet
- showing happiness on your face

Down

- making a picture with a pencil or crayon
- paying attention to sounds
- making food by heating it

Run-on Sentences

Read each sentence carefully. Drag the corrected run-on sentences to the pictures they match.

The student writes her notes, and she studies for a test.

The boy brushes his teeth, and he looks in the mirror.

The girl rides her bike, she goes down the path.

The mom cooks dinner, she stirs the pot slowly.

The cat sleeps on the couch, and it looks very calm.

The boy kicks the soccer ball, and it rolls across the field.

The mom cooks dinner, and she stirs the pot slowly.

The boy brushes his teeth, he looks in the mirror.

The boy kicks the soccer ball, it rolls across the field.

The student writes her notes, she studies for a test.

The girl rides her bike, and she goes down the path.

The cat sleeps on the couch, it looks very calm.

Drag each word to the bin.

Drag it to the bin.

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



BC Language Curriculum

Conventions and Vocabulary - Grade 8

Using Mixed Sentence Types

Read each sentence and drag the correct sentence type. S for Simple, C for Compound, CX for Complex and CC for Compound-Complex.

The sun shines brightly today.		The dog barked loudly.	
The sun was shining, and the children played outside.		Although he was tired, he continued working.	
Because the sun was shining, the children played and felt happy.		When the game ended, the crowd cheered, and the players celebrated.	
I stayed up late because I was studying for the test.		The flowers bloom in spring.	
While she was cooking, her sister set the table.		She cooked dinner, and her brother washed the dishes.	
I stayed up late because I was studying, but I still woke up early.		When the teacher arrived, the class became quiet.	
My brother plays basketball after school.		If you finish your work, you can relax, and you will feel happy.	

S C CX CC

Imperative

Read each sentence. Decide if it has an imperative. Drag the sentence into the correct box.

Imperative	Not Imperative

- Review your notes before the test.
- Follow the safety rules in the laboratory.
- Bring your completed answers form on Monday.
- When will we start our science project?
- When will we start preparing for the exam?
- Students discussed their results in small groups.
- Do not leave the classroom without permission.
- Do not interrupt others during the discussion.
- The group project requires teamwork.
- Submit your assignment before the deadline.
- Place your phone in your locker during class.
- Students discussed their results in small groups.
- Have you completed the science experiment yet?

Imagery

Drag the sensory word next to each example.

The rough bark of the tree scratched my hand as I climbed.		The soft blanket felt warm and cozy on a cold night.	
I heard the loud thunder rumbling across the sky.		The delicious aroma of freshly cooked food spread through the house.	
The bright colours of the sunset painted the sky with orange and pink.		The birds chirped happily in the early morning.	
The sour lemon made my face twist when I took a bite.		The shiny stars sparkled in the dark sky.	
		The hot soup burned my tongue when I tasted it.	

Sight hearing Touch Smell Taste