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BC Language Curriculum Reading Comprehension – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

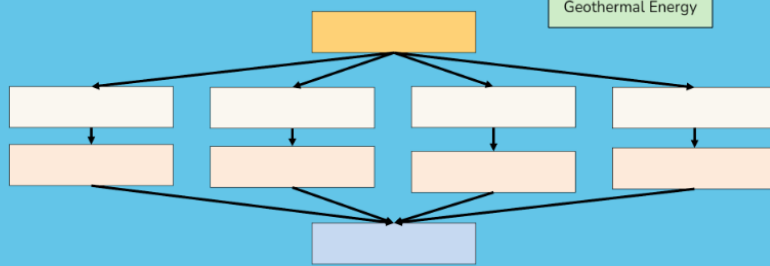
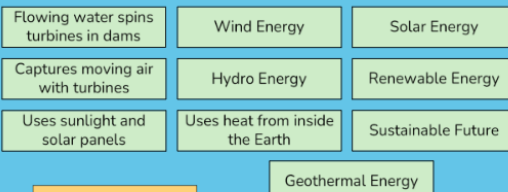
What are Reading Comprehension Strategies?

We are learning to understand different reading comprehension strategies so we can make connections, ask questions, make inferences, predict outcomes, and visualize ideas to better understand what we read.



Build the Map

Use the pre-made idea boxes to complete the concept map. Connect the main idea to its related subtopics and examples.



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.

Emma spends a weekend at her grandfather's lighthouse on a rocky point. Thick fog wraps the harbour; the horn blows every thirty seconds. The air smells of salt and kelp. Waves slap the stones. Grandpa polishes the glass, and the red beam sweeps the grey. The radio crackles: "...low battery...north buoy..." then silence. Emma notices gulls gone quiet and the barometer needle low. In the boathouse, coils of rope and bright lifejackets hang ready. Grandpa checks the tide chart and circles midnight. He asks Emma to keep the log while he tests the backup lamp. Through the window she spots a faint shape near the bell buoy. It drifts, then jerks sideways. The horn sounds again, longer, and Emma wonders who is out there.



Consolidation – The Lighthouse in Fog

- 1) Making Connections** – (1) How does this scene connect to something you know—an adventure story, or a similar thing you've faced? (2) Name a real event or story about a rescue or warning at sea. How is it similar?
- 2) Questioning** – (1) What how/why question would you ask about the radio message "...low battery... north buoy..."? (2) What is one more need-to-know question you have about the faint shape near the bell buoy?
- 3) Visualizing** – Describe the scene using three senses (sight, sound, smell). Quote the trigger words.
- 4) Prediction** – (1) What do you predict might happen by midnight, when the tide changes? Why? (2) Who or what do you predict the faint shape could be? Explain your best reason.
- 5) Inference** – What can you infer about the weather that is coming? Use two clues.



Consolidation



BC Language Curriculum Reading Comprehension – Grade 7

Read the email. Then, drag the boxed words to their correct meanings on the table that is found on the right side.

Dear Students,

Our class has been invited to join the community **initiative** next Saturday to help clean up Riverside Park. This event is organized to **stimulate** environmental awareness and teamwork among local schools. Volunteers will help **amass** litter, separate recyclables, and plant small shrubs near the riverbank.

Please wear **robust** shoes and bring a reusable water bottle. All supplies will be **allocated**, but you are encouraged to bring gloves if you have them. This is a great opportunity to make a positive **impact** and show pride in our neighbourhood.

See you all there!

Sincerely,
Mr. Thomson

Match Their Meanings

Drag and drop the vocabulary words below	Meaning – Use Context Clues or Look Up Word Meanings
	A powerful or lasting effect on something or someone
	To gather items, usually for a specific purpose
	A project or action started to make a positive change
	Supplied or made available for use
	To support or kick-start an idea
	Strong and able to last a long time

allocated

initiative

amass

stimulate

robust

impact

... statement carefully. Decide if the writer's message is explicit or implicit. Drag "Explicit" or "Implicit" to show your answer.

- | Characteristic | Answer |
|--|--------|
| 1) Every student should take part in community service—it builds character. | |
| 2) The new school schedule is great—it finally gives us enough time for lunch. | |
| 3) The art club's mural makes the hallway look so much brighter. | |
| 4) I guess some people think cleaning up after themselves is optional. | |
| 5) It's strange how some teachers never seem to notice when the Wi-Fi stops working. | |
| 6) I can't say the cafeteria pizza is my favourite, but it's... interesting. | |
| 7) Joining the robotics team was the best decision I made this year. | |

Explicit

Implicit

Character Symbols

After reading, match each character to the symbolic meaning that best fits them. You might be teaching through these symbols.

The Garden of Mirrors – Symbolic Meanings	Answer
Truth and self-reflection	
Community and shared understanding	
Carelessness and growth through learning	
Confusion or ignorance	
Wisdom and forgiveness	

Lila

Rowan

The Mirrors

The Fog

The Villagers



BC Language Curriculum Reading Comprehension – Grade 7

SWISH and SWALLOW

always rinse after eating

4 RULES FOR GOOD TEETH

- 1** BRUSH YOUR TEETH TWICE A DAY. Brush for two minutes. Use a soft-bristled toothbrush and fluoride toothpaste. Don't forget to brush your tongue.
- 2** CLEAN YOUR MOUTH WITH FLOSS. Use floss once a day to get rid of food particles and plaque between your teeth.
- 3** AVOID SUGARY AND STARCHY FOODS. Eat a healthy diet with lots of fruits, vegetables, and whole grains.
- 4** VISIT YOUR DENTIST REGULARLY. Go to the dentist twice a year for a check-up and cleaning.

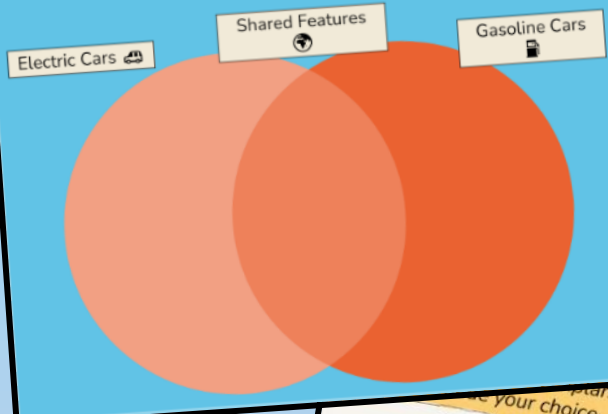
Mini Poster Challenge

Read the persuasive poster carefully.

Question	Answer
1) Is the poster giving instructions or advice?	
2) What is the main message of this poster?	
3) Why does the poster use bright colours?	
4) How does the cartoon character help communicate the message?	
5) Why do you think the poster uses numbered steps?	
6) What audience is this poster mainly designed for?	
7) Does the poster appeal more to emotion or facts?	

Similar

Use the number label of the fact strips to sort information. Place each fact number in the correct circle. One circle is for Electric Cars, one for Gasoline Cars, and the middle section is for things they share.



- 3
 - 4
 - 5
 - 6
 - 7
 - 8
 - 9
 - 10
- 3) Better for the environment
 - 4) Needs charging instead of refueling
 - 5) Can refuel quickly at a gas station
 - 7) Quiet on the road
 - 8) Depends on nonrenewable fuel
 - 9) Both allow people to travel easily
 - 10) Both offer comfort and convenience

✓ X

... explanation of your choice.

Matching Activity – Which One is Haiku?

Heartbeat races, The ball goes up and time stops, Swish the crowd goes wild. Reason: _____	The rocket takes off, Flames light up the endless sky, Science meets the stars. Reason: _____
My alarm clock rings, I groan and pull up my sheets, Monday wins again. Reason: _____	Bag on the counter, My stomach growls all day, Crumbs won't save me now. Reason: _____



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BC Language Curriculum Composition (Writing) – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to **identify and write the parts of a paragraph** so we can **organize our ideas** clearly and effectively.

Building a Strong Paragraph

Read each sentence below and decide if it is a Topic Sentence, Supporting Detail, or Closing Sentence.

1	It helps me relax and express my creativity.	
2	Summer is my favourite season of the year.	
3	My favourite hobby is painting colourful landscapes.	
4	Painting isn't just a hobby; it's a way to show who I am.	
5	The warm weather allows me to swim, travel, and spend time outside.	
6	Soccer brings people together and makes me feel energized.	
7	Soccer is the best sport to play with friends.	
8	Summer is special because it's filled with fun and adventure.	

Topic Sentence
 Supporting Details
 Closing Sentence

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
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Writing Hooks – Improving Topic Sentences

Asking a Question: Begin with a question to make your readers curious.
Example: "Have you ever asked why some animals can glow in the dark?"

Use an Exclamation: Start with something exciting to grab your reader's attention.
Example: "Wow! Lightning can be more powerful than you might imagine!"

Making a Bold Statement: Start with a strong statement so readers know what to expect.
Example: "Elephants are the largest land animals on Earth."

Adding an Interesting Fact: Tell an interesting fact to engage your readers.
Example: "Did you know that the Eiffel Tower can be 15 cm taller during the summer?"

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

Original Version	Exercise is important for staying healthy.	Music makes life more enjoyable.
Asking a Question		
Using an Exclamation		
Making a Bold Statement		
Adding an Interesting Fact		



BC Language Curriculum Composition (Writing) – Grade 7

Transition Words - Supporting Details

Read each definition carefully and match it with the correct transition word from the word bank above.

Too	Moreover	Finally	However
Similarly	Alternatively	Along with	In addition
But	Meanwhile	First	In conclusion

Introduces the beginning step or point.	Signals the last point.
Points out that two things are alike.	Summarizes the main ideas at the end.
Shows contrast or an opposite idea.	Reinforces the previous idea with extra detail.
Suggests another option or choice.	Indicates disagreement or difference.
Introduces extra supporting information.	Adds something similar to the first idea.
Adds another idea at the end of a list.	Indicates two things happening at the same time.






Writing Checklist

Put a check mark (✓) beside the things you should do when writing a story

Character/ Setting	Main Body
Describe what your characters look like	Characters face an interesting problem
Write the story in bullet points	Explain how characters tackled the problem
Use only dialogue without any description	Add random fun facts to the story
Explain how your characters know each other	Included paragraphs to break up your story
Describe the setting using descriptive language	Write the entire story in one single sentence
Conclusion	Summary
End with "The End" as the only sentence	Include the main idea of the text
Introduce brand-new characters at the very end	Copy every single sentence from the text
Describe your characters' final feelings	Add your own opinions and feelings
Leave the reader with a strong message	Include only the most important details
Characters solve the problem in a realistic way	Include unrelated examples from other books

Describing Scenes with Adjectives

Look at each picture and circle the adjective that best describes the image.

	radiant	glowing	icy
	snowy	peaceful	warm
	green	misty	loud
	quiet	sandy	shady
	sunny	starry	dreamy
	calm	dark	crowded



BC Language Curriculum Composition (Writing) – Grade 7

Direct or Indirect Characterization

Read each sentence and drag a ✓ to the box if it shows direct characterization or an ✗ if it shows indirect characterization.

<input type="checkbox"/>	Mia is a generous girl who always shares her lunch with those who forget theirs.	<input type="checkbox"/>	Noah quietly picked up the fallen books and handed them back with a gentle smile.
<input type="checkbox"/>	"You're the bravest person I know," said Ben as he smiled proudly at Clara.	<input type="checkbox"/>	Henry is selfish and only thinks about his own success, not the team's.
<input type="checkbox"/>	Lucas stayed behind after school to help clean the classroom, even though no one asked him to.	<input type="checkbox"/>	Olivia is an intelligent student who always gets perfect scores on her exams.
<input type="checkbox"/>	Sarah's hands trembled and her heart raced as she stepped onto the stage for her speech.	<input type="checkbox"/>	The students cheered as Daniel stepped forward, his eyes bright with determination.
<input type="checkbox"/>	James is careless and often loses his belongings everywhere he goes.	<input type="checkbox"/>	"I don't care what anyone says, I know I can win this," Emily said with confidence.

Characterization

Characters should have personalities, like brave or shy. Circle the dialogue below that matches the personality.

Personality: Confident

a) "Please don't call on me. I'll probably mess up."
b) "I'll present first. I've practised. Let's do this."
c) "I'm not sure; maybe someone else should decide."

Personality: Generous

a) "I brought extra snacks so take what you need."
b) "Hands off. It's mine."
c) "I'll share only if you pay me back exactly."

Personality: Impatient

a) "Can we hurry? We don't have all day."
b) "No rush. I'm happy to wait."
c) "Take your time; I'll sit quietly."

Word Search

Find the poem types in the word search. Then, match each description by writing the correct type of poem on the lines provided.

<input type="checkbox"/> Limerick	<input type="checkbox"/> Narrative	<input type="checkbox"/> Sonnet
<input type="checkbox"/> Haiku	<input type="checkbox"/> Rhyming	<input type="checkbox"/> Free Verse

A short, funny 5-line poem with rhythm and rhyme.

A poem with 14 lines that follows a rhyme pattern.

A short 3-line poem from Japan.

A poem that tells a story with characters and events.

A poem with no set pattern or rhyme.

Words sound the same at the end of lines.



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BC Language Curriculum

Conventions and Reading Strategies – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
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- 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!

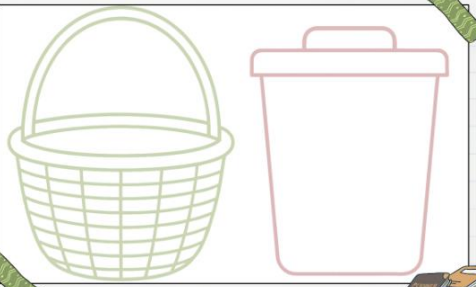
W	U	Q	V	U	N	G	R	A	T	E	F	U	L	F	W	J	C	G	
D	N	Z	A	A	R	U	N	F	A	T	H	O	M	A	B	L	E	M	
D	H	P	I	O	N	E	E	R	P	R	O	C	E	E	D	G	E	E	
E	I	G	R	E	A	T	E	S	T	I	W	Z	H	R	W	R	W	Y	S
T	N	R	E	L	E	A	S	E	K	U	J	D	W	X	E	A	O	A	
N	D	I	R	L	H	K	P	R	Y	F	R	E	D	I	E	L	L	E	
A	E	V	D	J	D	R	I	Q	G	F	C	X	J	I	N	A	P	N	
R	R	D	E	M	E	A	N	N	Y	R	A	E	A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

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!

- Writing
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Part 3 – Consolidation!

- Exit Cards
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- Reflection
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ANSWER SLIDE

Fluency Readings

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

	<input checked="" type="checkbox"/> The disease spread through the town.		<input checked="" 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 checked="" type="checkbox"/> The engineer repaired the broken bridge.
	<input checked="" type="checkbox"/> She achieved her greatest goal today.		<input type="checkbox"/> The path led into the unknown.
	<input checked="" 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 checked="" type="checkbox"/> The volunteer helped during the storm.

Using Mixed Sentence Types

- **Simple Sentence:** The astronomer observed the night sky.
- **Compound Sentence:** The researcher collected samples from the field, and the lab technicians analyzed them.
- **Complex Sentence:** After the game ended, the players congratulated each other on a well-played match.
- **Compound-Complex Sentence:** The author revised her manuscript carefully, and when she felt satisfied with the edits, she sent it to the publisher.



Declarative Sentences

Write the sentences on the right. Choose only the declarative sentences. Drag each declarative sentence to the picture it matches.



- My mom is cooking dinner.
- We are playing soccer in the park.
- Go play soccer in the park.
- Is the cat sleeping on the chair?
- Water the flowers in the garden.
- The cat is sleeping on the chair.
- Are we playing soccer in the park?
- Listen to the barking dog.
- He drinks a glass of milk every day.
- Is my mom cooking dinner?
- Why is the dog barking loudly?
- The dog is barking loudly.
- The flowers are growing.
- Drink a glass of milk every day.

Choose the correct word.

The library was closed; _____, we studied at home.

instead likewise therefore meanwhile

He did not revise for the test; _____, his mark was low.

meanwhile however as a result likewise

I wanted to go skating; _____, the ice was unsafe.

meanwhile therefore however likewise

The rules were clear; _____, problems happen.

otherwise therefore instead meanwhile

The road was icy; _____, cars slowed.

however consequently instead meanwhile

She _____, his brother enjoys it.

likewise however instead

He dislikes spicy food; _____, his brother enjoys it.

consequently therefore instead however

The storm ended suddenly; _____, the sun came out.

likewise afterward therefore instead

The bus was delayed; _____, students waited patiently.

consequently therefore instead meanwhile

She forgot to set her alarm; _____, she arrived late to school.

instead as a result however meanwhile



BC Language Curriculum

Conventions and Reading Strategies – Grade 7

Frequently Misspelled Words

"Frequently misspelled words" are words that people often spell incorrectly. It's important to practice and remember their correct spellings.

Examples:
 "Receive" is often misspelled as "recieve."
 "Separate" is commonly misspelled as "seperate."

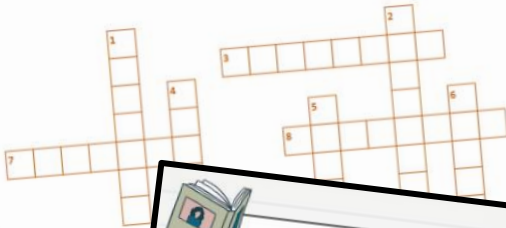
Occurrence

Occurence

Argument

Arguement

Drag the letters to fill the crossword boxes. Use the clues.



Across

Down

1) related to medicine
 2) related to nation

Conjunctive Adverbs

Choose the correct word to fill in the blank and complete each sentence.

The library was closed; _____, we studied at home.

instead likewise therefore meanwhile

He did not revise for the test; _____, his mark was low.

meanwhile however as a result likewise

I wanted to go skating; _____, the ice was unsafe.

meanwhile therefore however likewise

The rules were clear; _____, problems happen.

otherwise therefore instead meanwhile

The road was icy; _____, cars slowed.

however consequently instead meanwhile

She enjoys drawing; _____, she loves painting.

likewise however instead otherwise

He dislikes spicy food; _____, his brother enjoys it.

consequently therefore instead however

The storm ended suddenly; _____, the sun came out.

likewise afterward therefore instead

The bus was delayed; _____, students waited patiently.

consequently therefore instead meanwhile

She forgot to set her alarm; _____, she arrived late to school.

instead as a result however meanwhile